

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
Board of Trustees



Regular Meeting

Monday, January 11, 2021 5:30 PM

Meetings of the Board are held at 104 Swisher Rd., Lake Dallas, TX 75065

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

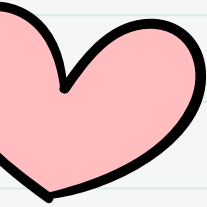
Agenda

1. Call to Order, Roll Call, and Establishment of Quorum
2. Open Forum
3. Closed Session
4. Reconvene to Open Session and Pledges of Allegiance
5. Recognitions
 - 5.A. Student Recognitions: TAFE Regional Competition
 - 5.B. Student Athlete Recognitions: LDHS Volleyball & Football
 - 5.C. Staff Recognition: Technology Integration Specialists
 - 5.D. Featured Falcon - Shining the Spotlight on LD Staff
 - 5.E. School Board Recognition Month
6. Public Hearing: Texas Academic Performance Report (TAPR)
7. Consent Agenda Items

- 7.A. Consideration/Approval of the Minutes of the December 14, 2020 Board of Trustees Meeting
- 7.B. Consideration/Approval of Monthly Financial Statements and Quarterly Investment Report
- 7.C. Consideration/Approval of Budget Amendment #3
- 7.D. Consideration/Approval of Lake Dallas ISD Early Notice Incentive plan
- 7.E. Consideration/Approval of Order of Election to the Lake Dallas ISD Board of Trustees, Places 1 and 2
- 8. Action/Discussion Items
 - 8.A. Consideration/Approval of 2021-2022 District Calendar
 - 8.B. Consideration/Approval of the 2019-2020 Comprehensive Annual Financial Report
- 9. Reports
 - 9.A. Construction Report
 - 9.B. Legislative Priorities - Second Reading
- 10. Review/Information Items
 - 10.A. Campus Update: Technology Integration Specialists Supporting Success
 - 10.B. LCEF Grant Awards 2020-2021
 - 10.C. Lake Dallas ISD News & Events: January 2021
- 11. Closed Session (if needed)
- 12. Adjournment

**TEXAS ASSOCIATION
OF FUTURE EDUCATORS**

Fall 2020
REGION 11A COMPETITION

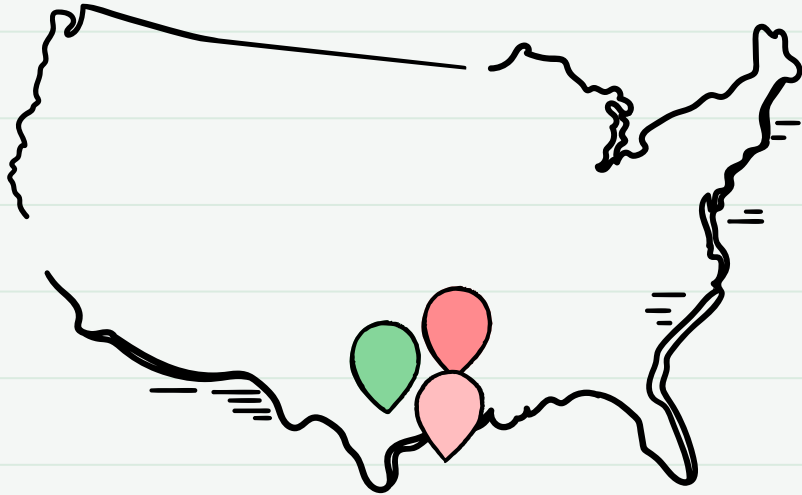


IN DECEMBER, LDHS TAFE STUDENTS
COMPETED VIRTUALLY AGAINST OTHER
STUDENTS IN REGION XI COMPETITIONS
AND EARNED THE OPPORTUNITY TO
ADVANCE TO THE STATE AND NATIONAL
COMPETITIONS

LDHS TAFE 20-21



STATE QUALIFIERS



CHAPTER YEARBOOK:

Charlotte Jones & Marvis Moreno



PROJECT VISUALIZE: RECREATION

AJ Shields & Britton McDougall



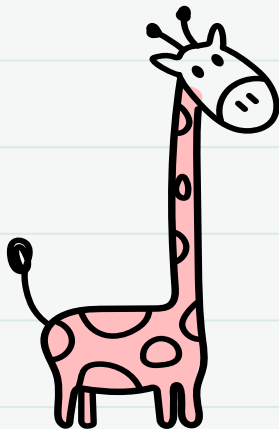
PORTFOLIO:

Hannah Graham & Chloe Reeves

NATIONAL QUALIFIER

Impromptu Lesson Planning:

Charlotte Jones



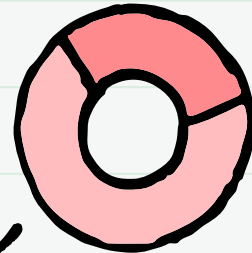
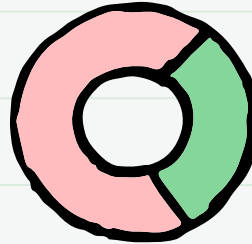
?



NATIONAL QUALIFIER

Lesson Planning & Delivery:
STEM

Kalia Crocker



NATIONAL QUALIFIERS

Interactive Bulletin Board:

Alice Wilsher
&
Jordan Ray



NATIONAL QUALIFIERS

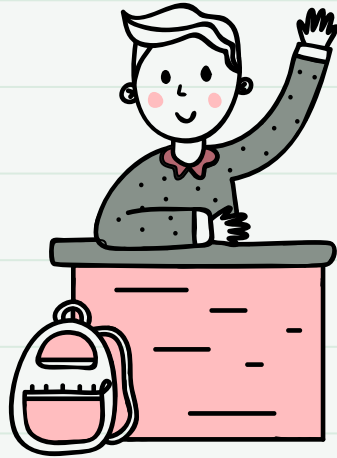


Educational
Leadership
Fundamentals Test:

Pilar Flores
&
Chloe Reeves



**WE LOOK FORWARD TO
CELEBRATING THE SUCCESSES OF
THESE STUDENTS ONCE AGAIN
FOLLOWING THEIR STATE +
NATIONAL COMPETITIONS!**



THANK YOU FOR YOUR SUPPORT!

Mrs. Gina Minassian
Mrs. Destinee Dixon

@ldhsRST 

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik.



2020 Varsity Football Falcons





Aidan Wooldridge

Texas High School Coaches Assn.

Academic All-State

1st Team

Converted GPA - 100.27





Trevor Moon

Texas High School Coaches Assn.

Academic All-State

2nd Team

Converted GPA - 96.29





Nathan Culak

Texas High School Coaches Assn.
Academic All-State
Honorable Mention
Converted GPA - 94.93





Patrick Wenger

Texas High School Coaches Assn.
Academic All-State
Honorable Mention
Converted GPA - 94.09

College Offer - McMurray, Abilene, TX





Jackson Berry

Texas High School Coaches Assn.

Academic All-State

Honorable Mention

Converted GPA - 96.42





Gregory Willmon III

Texas High School Coaches Assn.

Academic All-State

Honorable Mention

Converted GPA - 94.50





Evan Weinberg

District 7-5A Division II
2nd Team - Wide Receiver



District 7-5A Division II



Brendan Sorsby - QB



Trevor Moon - H Back



Preston Gregg - Kicker

Offensive Honorable Mentions



Josh Sanchez - Guard

AJ Shields - Tackle

District 7-5A Division II



Defensive Honorable Mentions



Eli Koch - Safety

Xinjin Gomez - Corner



Kalan Ferguson - OLB

Patrick Wenger - ILB



Josef Taylor - Safety



Raja Singh - DE



Jesse McLaughlin - DE



Gerry Beck - DL

LDVB Leaders of the Pack



2020

LEADER *of the* **PACK**



FALCONS
LAKE DALLAS

Support your local Animal Shelter



KOELE
SPORTS
PHOTOGRAPHY

LDVB 2020



Captains 2020



Seniors 2020



ACADEMIC ALL-DISTRICT

Seniors % 2021

Candace Collier
Lanie Schantz
Macie Banks
Karen Melvin
Mendi Gomez

Juniors % 2022

Caelyn Gunn
Ashley Machuca

Sophomores % 2023

Maddie Hirneise
Emma Hirneise
Austen Goodgion

Freshmen % 2024

Georgia Stinson
Deborah Oh

90+ IN ALL SUBJECTS First Grading Period

ACADEMIC ALL-STATE

Lanie Schantz



94+ IN ALL SUBJECTS First 3 Years of HS

Caelyn Gunn- Jr. Outside Hitter



- **1st Team All-District**
- **Academic All-District**
- **1st Team All-Area**

Season Stats

165 - Kills

20 - Aces

163 - Digs

21 - Assist

16 - Blocks

Candace Collier- Sr. Outside Hitter



- **2nd Team All-District**
- **Academic All-District**

Season Stats

91 Kills

10 Aces

164 Digs

18 Assist

11 Blocks

Georgia Stinson – Fr. Middle Blocker, Setter



- **2nd Team All-District**
- **Academic All-District**
- **1st Team All-Area**

Season Stats

63 kills

15 aces

103 Digs

176 Assist

32 Blocks

Macie Banks – Sr. Middle Blocker/Right Side



- **Honorable Mention All-District**
- **Academic All-District**
- **Committed- Southeastern Community College Iowa**

Season Stats

59 Kills

3 Aces

3 Digs

3 Assist

30 Blocks

Lanie Schantz – Sr. Right Side



- **Honorable Mention All-District**
- **Academic All-District**
- **Academic All-State**

Season Stats

66 Kills

16 Aces

46 Digs

6 assist

16 Blocks

Ashley Machuca – Jr. Right Side



- **Honorable Mention All-District**
- **Academic All-District**

Season Stats

39 Kills

10 Aces

79 Digs

7 Assist

3 Blocks

Karen Melvin – Sr. Setter



- **Honorable Mention All-District**
- **Academic All-District**

Season Stats

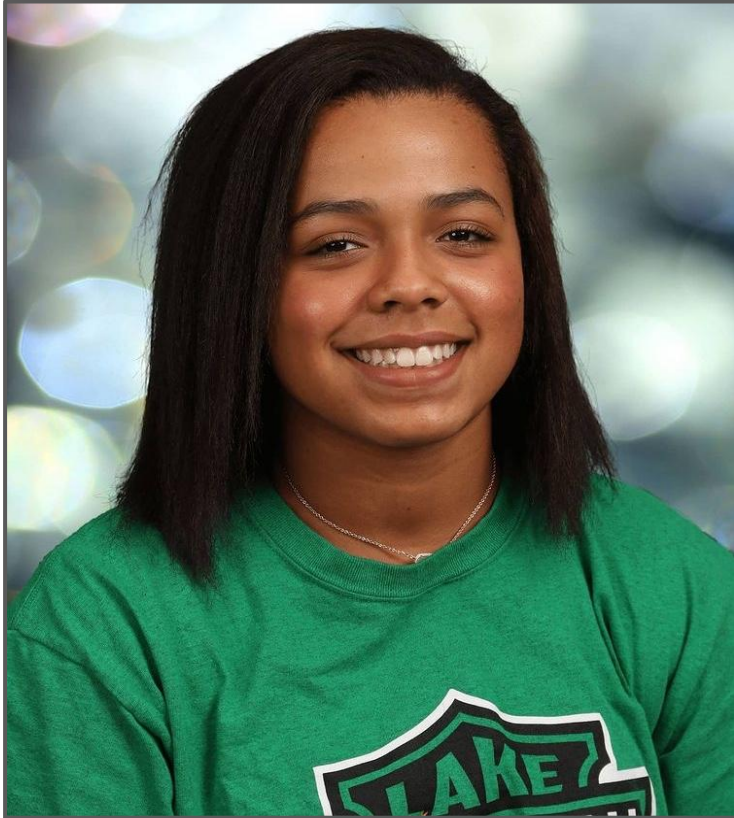
192 Assist

83 Digs

7 Aces

DRC ALL-Area 1st Team

Caelyn Gunn-
Junior



Georgia Stinson-
Freshman





LDISD
TECHNOLOGY INTEGRATION
SPECIALISTS



MICHELLE RICHEY

Technology Integration Specialist at
Corinth Elementary



KATIE LANDAVERDE

Technology Integration Specialist at
Lake Dallas Elementary



DAWN GREY COMPTON

Technology Integration Specialist at
Shady Shores Elementary



DESI BEARD

LDISD District Library Media Coordinator
Technology Integration
Lake Dallas Middle School





www.ldisd.net

ANNUAL REPORT OF THE DISTRICT

JANUARY 2021

2020 Accreditation Status: Accredited

Jennifer Perry, Ed.D
Executive Director of Instructional Services



MISSION: “To prepare every child to achieve their lifelong academic and social potential”

VISION: “To champion a dynamic model of future-focused education”

GOAL STATEMENT: “LDISD will advocate for and make decisions that support the value of locally funded and locally governed traditional public schools; collaborate with and involve our diverse community and educational partners to support LDISD students and staff; provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning; recruit and retain staff who advance the art and science of teaching; and provide quality and safe facilities.”

CORE BELIEFS

- Students come first
- Everyone deserves respect
- Student success is the shared responsibility of students, families, communities and LDISD
- Continuous improvement is essential for the success of Lake Dallas ISD
- Locally governed public education creates the best outcomes for students, community and society

The Texas Education Code (TEC), §39.306, requires each district’s Board of Trustees to publish an annual report that includes the TAPR, district accreditation status, campus performance objectives, information on violent or criminal incidents, and information on the performance of the previous year’s graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board (THECB).

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 - a. District Report
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 - c. Glossary
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 - a. District Report
 - b. Campus Reports
- III. Performance Objectives
 - a. District Improvement Plan
 - b. Campus Improvement Plans
- IV. Reports of Student Enrollment and Performance at Postsecondary Institutions
- V. Report of Violent or Criminal Incidents

DISTRICT TEXAS ACADEMIC PERFORMANCE REPORT
(TAPR)

2019-20 Texas Academic Performance Report

District Name: LAKE DALLAS ISD

District Number: 061912

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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District Name: LAKE DALLAS ISD
 County Name: DENTON
 District Number: 061912

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Continu-	Econ	EL					
	State	11	District	Hispanic	Islander	More	Ed	Ed	ously	ously	Disadv	(Current & Monitored)					
				White	Indian	Races	(Current)	(Former)	Enrolled	Enrolled							
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	83%	71%	79%	87%	-	80%	*	88%	55%	82%	86%	76%	76%	76%
	2018	77%	79%	80%	70%	74%	87%	*	63%	-	82%	59%	89%	81%	79%	74%	71%
At Meets Grade Level or Above	2019	45%	46%	47%	12%	31%	61%	-	60%	*	46%	26%	29%	51%	36%	35%	30%
	2018	43%	46%	44%	37%	29%	53%	*	50%	-	53%	27%	44%	47%	36%	35%	24%
At Masters Grade Level	2019	27%	29%	29%	6%	19%	37%	-	60%	*	29%	11%	6%	32%	20%	21%	22%
	2018	25%	27%	27%	23%	18%	32%	*	38%	-	24%	11%	33%	30%	18%	19%	15%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	81%	71%	72%	88%	-	100%	*	88%	55%	82%	84%	75%	74%	72%
	2018	78%	78%	77%	67%	67%	85%	*	75%	-	82%	47%	100%	81%	67%	66%	69%
At Meets Grade Level or Above	2019	49%	49%	48%	18%	41%	56%	-	80%	*	42%	29%	41%	53%	37%	40%	42%
	2018	47%	47%	49%	40%	41%	54%	*	63%	-	59%	23%	67%	51%	43%	40%	44%
At Masters Grade Level	2019	25%	25%	22%	6%	14%	28%	-	60%	*	29%	11%	18%	25%	15%	17%	12%
	2018	23%	23%	21%	20%	17%	23%	*	50%	-	6%	6%	33%	25%	11%	17%	20%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	75%	80%	77%	74%	85%	*	75%	-	75%	54%	84%	83%	74%	73%	79%
	2018	73%	75%	85%	76%	73%	91%	-	100%	*	86%	56%	92%	85%	84%	76%	61%
At Meets Grade Level or Above	2019	44%	45%	43%	23%	32%	52%	*	75%	-	38%	19%	37%	47%	36%	33%	38%
	2018	46%	49%	54%	35%	46%	61%	-	83%	*	43%	34%	67%	55%	53%	46%	34%
At Masters Grade Level	2019	22%	23%	21%	20%	13%	26%	*	50%	-	19%	10%	16%	26%	12%	14%	19%
	2018	24%	26%	27%	12%	24%	29%	-	67%	*	29%	16%	8%	30%	23%	17%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	70%	57%	62%	77%	*	100%	-	69%	35%	74%	74%	64%	62%	72%
	2018	78%	79%	86%	88%	80%	88%	-	86%	*	90%	67%	92%	86%	85%	79%	72%
At Meets Grade Level or Above	2019	48%	47%	43%	47%	32%	47%	*	75%	-	56%	19%	63%	48%	35%	37%	34%
	2018	49%	49%	52%	53%	40%	56%	-	71%	*	57%	25%	67%	53%	49%	41%	24%
At Masters Grade Level	2019	28%	28%	23%	20%	18%	26%	*	50%	-	19%	8%	16%	26%	18%	20%	24%
	2018	27%	27%	28%	35%	21%	29%	-	71%	*	29%	11%	25%	31%	23%	21%	15%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	67%	67%	67%	59%	70%	*	88%	-	75%	33%	68%	70%	60%	59%	61%
	2018	63%	64%	68%	65%	62%	68%	-	86%	*	76%	39%	42%	69%	66%	62%	52%
At Meets Grade Level or Above	2019	35%	36%	29%	30%	19%	33%	*	63%	-	31%	16%	26%	32%	22%	22%	21%
	2018	39%	41%	45%	29%	38%	49%	-	86%	*	52%	28%	33%	48%	41%	36%	26%
At Masters Grade Level	2019	11%	11%	8%	0%	4%	10%	*	25%	-	19%	2%	0%	11%	3%	4%	5%
	2018	11%	12%	12%	0%	13%	10%	-	29%	*	19%	6%	8%	12%	10%	5%	7%

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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	92%	86%	88%	94%	-	88%	*	95%	70%	89%	93%	89%	85%	77%
	2018	84%	86%	86%	73%	82%	93%	*	*	-	72%	53%	84%	87%	84%	77%	70%
At Meets Grade Level or Above	2019	54%	57%	62%	48%	48%	69%	-	75%	*	71%	24%	63%	62%	61%	46%	39%
	2018	54%	56%	58%	45%	47%	68%	*	*	-	50%	33%	53%	60%	54%	49%	40%
At Masters Grade Level	2019	29%	32%	33%	10%	21%	38%	-	75%	*	52%	9%	37%	32%	34%	21%	18%
	2018	26%	28%	25%	9%	17%	31%	*	*	-	28%	5%	16%	26%	22%	17%	8%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	90%	90%	76%	85%	94%	-	100%	*	95%	73%	95%	92%	87%	85%	80%
	2018	91%	91%	87%	82%	84%	89%	*	*	-	89%	68%	74%	89%	83%	82%	85%
At Meets Grade Level or Above	2019	58%	58%	49%	38%	40%	54%	-	88%	*	48%	21%	47%	49%	49%	37%	27%
	2018	58%	57%	42%	14%	38%	47%	*	*	-	44%	25%	32%	42%	40%	34%	30%
At Masters Grade Level	2019	36%	37%	25%	10%	14%	28%	-	88%	*	29%	3%	21%	23%	27%	18%	14%
	2018	30%	29%	16%	9%	13%	17%	*	*	-	22%	9%	5%	15%	18%	13%	10%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	79%	48%	69%	87%	-	86%	*	86%	55%	68%	81%	74%	68%	53%
	2018	76%	76%	75%	55%	67%	82%	*	*	-	67%	43%	68%	78%	69%	65%	65%
At Meets Grade Level or Above	2019	49%	50%	47%	24%	35%	55%	-	86%	*	48%	27%	47%	46%	48%	35%	21%
	2018	41%	42%	36%	5%	33%	41%	*	*	-	39%	20%	26%	39%	28%	25%	23%
At Masters Grade Level	2019	24%	25%	18%	10%	13%	21%	-	43%	*	14%	6%	16%	18%	19%	11%	7%
	2018	17%	17%	11%	0%	6%	14%	*	*	-	11%	2%	5%	12%	9%	7%	3%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	71%	69%	42%	62%	78%	*	86%	-	53%	30%	68%	70%	66%	59%	45%
	2018	69%	72%	73%	68%	61%	79%	60%	100%	-	57%	33%	79%	76%	66%	63%	51%
At Meets Grade Level or Above	2019	37%	40%	37%	21%	29%	41%	*	57%	-	47%	18%	26%	38%	34%	30%	20%
	2018	39%	42%	34%	24%	25%	40%	40%	63%	-	0%	14%	33%	34%	34%	23%	15%
At Masters Grade Level	2019	18%	19%	15%	13%	11%	16%	*	29%	-	29%	0%	11%	17%	12%	10%	3%
	2018	19%	21%	18%	8%	12%	21%	40%	50%	-	0%	5%	25%	19%	17%	11%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	82%	84%	67%	77%	90%	*	100%	-	82%	43%	95%	84%	83%	77%	70%
	2018	77%	79%	88%	77%	85%	91%	100%	100%	-	71%	64%	92%	90%	83%	84%	79%
At Meets Grade Level or Above	2019	47%	49%	47%	25%	39%	55%	*	43%	-	53%	14%	47%	48%	44%	38%	18%
	2018	44%	47%	50%	19%	40%	59%	40%	100%	-	29%	18%	42%	55%	41%	39%	40%
At Masters Grade Level	2019	21%	23%	18%	4%	12%	22%	*	14%	-	29%	5%	16%	18%	19%	13%	3%
	2018	18%	20%	17%	4%	6%	23%	20%	50%	-	0%	7%	21%	17%	15%	10%	7%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	78%	75%	59%	65%	83%	*	100%	-	71%	32%	90%	75%	76%	64%	55%
	2018	74%	77%	76%	57%	69%	83%	*	71%	*	71%	17%	92%	76%	76%	66%	57%

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At Meets Grade Level or Above	2019	49%	52%	48%	33%	37%	56%	*	86%	-	29%	15%	52%	49%	47%	35%	27%	
	2018	48%	52%	47%	26%	36%	57%	*	71%	*	36%	8%	25%	51%	40%	36%	24%	
At Masters Grade Level	2019	29%	32%	26%	11%	18%	33%	*	57%	-	14%	12%	24%	25%	28%	19%	11%	
	2018	29%	32%	28%	13%	15%	37%	*	43%	*	14%	3%	8%	30%	23%	19%	5%	
Grade 7 Mathematics																		
At Approaches Grade Level or Above	2019	75%	74%	87%	74%	86%	90%	*	100%	-	57%	51%	100%	87%	86%	82%	82%	
	2018	72%	72%	89%	91%	86%	90%	*	100%	*	86%	51%	100%	86%	94%	86%	84%	
At Meets Grade Level or Above	2019	43%	41%	58%	33%	47%	68%	*	100%	-	43%	15%	62%	60%	53%	47%	52%	
	2018	40%	39%	62%	48%	59%	65%	*	86%	*	57%	22%	67%	64%	56%	50%	49%	
At Masters Grade Level	2019	17%	15%	26%	15%	15%	32%	*	86%	-	14%	10%	29%	26%	24%	18%	16%	
	2018	18%	17%	30%	17%	19%	37%	*	71%	*	29%	3%	25%	33%	23%	21%	8%	
Grade 7 Writing																		
At Approaches Grade Level or Above	2019	70%	72%	75%	69%	70%	78%	*	100%	-	57%	33%	71%	74%	76%	67%	57%	
	2018	69%	73%	74%	70%	69%	80%	*	71%	*	64%	29%	67%	74%	76%	69%	58%	
At Meets Grade Level or Above	2019	42%	45%	42%	31%	35%	48%	*	86%	-	14%	14%	43%	43%	41%	33%	32%	
	2018	43%	48%	42%	26%	31%	50%	*	71%	*	36%	12%	33%	45%	35%	33%	14%	
At Masters Grade Level	2019	18%	20%	14%	0%	11%	16%	*	71%	-	0%	10%	10%	14%	14%	11%	5%	
	2018	15%	17%	11%	0%	8%	14%	*	43%	*	0%	0%	8%	11%	12%	8%	0%	
Grade 8 Reading^																		
At Approaches Grade Level or Above	2019	86%	87%	90%	82%	87%	92%	*	100%	*	83%	49%	78%	90%	88%	84%	86%	
	2018	86%	88%	90%	81%	90%	91%	*	100%	-	85%	42%	94%	93%	82%	83%	73%	
At Meets Grade Level or Above	2019	55%	57%	53%	29%	46%	61%	*	50%	*	50%	14%	22%	54%	50%	45%	29%	
	2018	49%	52%	56%	19%	45%	65%	*	63%	-	55%	21%	44%	64%	34%	41%	19%	
At Masters Grade Level	2019	28%	30%	30%	7%	17%	41%	*	50%	*	17%	3%	11%	32%	24%	20%	9%	
	2018	27%	29%	31%	13%	25%	35%	*	63%	-	30%	3%	25%	37%	15%	20%	12%	
Grade 8 Mathematics^																		
At Approaches Grade Level or Above	2019	88%	88%	90%	92%	88%	91%	*	*	-	80%	56%	100%	90%	90%	83%	91%	
	2018	86%	86%	91%	79%	93%	91%	*	*	-	87%	55%	100%	94%	84%	85%	92%	
At Meets Grade Level or Above	2019	57%	57%	59%	50%	57%	64%	*	*	-	60%	14%	50%	59%	60%	53%	58%	
	2018	51%	51%	63%	36%	53%	70%	*	*	-	67%	21%	67%	68%	52%	53%	46%	
At Masters Grade Level	2019	17%	17%	14%	8%	12%	18%	*	*	-	10%	3%	0%	14%	14%	15%	9%	
	2018	15%	15%	21%	7%	25%	21%	*	*	-	20%	9%	20%	27%	8%	23%	13%	
Grade 8 Science																		
At Approaches Grade Level or Above	2019	81%	82%	86%	86%	76%	90%	*	100%	*	91%	43%	89%	85%	88%	79%	77%	
	2018	76%	78%	84%	69%	73%	89%	*	100%	-	90%	45%	87%	88%	71%	71%	50%	
At Meets Grade Level or Above	2019	51%	53%	57%	43%	46%	66%	*	67%	*	64%	19%	56%	60%	52%	47%	40%	
	2018	52%	55%	62%	31%	51%	69%	*	88%	-	65%	15%	80%	69%	43%	47%	31%	
At Masters Grade Level	2019	25%	27%	29%	14%	16%	36%	*	50%	*	36%	8%	0%	30%	24%	18%	6%	
	2018	28%	30%	35%	6%	30%	40%	*	75%	-	20%	9%	13%	40%	19%	23%	12%	

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	78%	71%	64%	87%	*	100%	*	82%	46%	78%	78%	80%	68%	54%
	2018	65%	68%	74%	44%	71%	77%	*	88%	-	80%	39%	75%	76%	68%	63%	42%
At Meets Grade Level or Above	2019	37%	39%	47%	29%	34%	55%	*	67%	*	55%	19%	33%	45%	51%	36%	23%
	2018	36%	39%	39%	25%	34%	41%	*	75%	-	40%	15%	25%	43%	28%	24%	12%
At Masters Grade Level	2019	21%	22%	30%	21%	13%	37%	*	67%	*	55%	5%	22%	30%	30%	18%	11%
	2018	21%	23%	25%	13%	20%	28%	*	75%	-	15%	6%	19%	30%	12%	14%	8%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	71%	76%	69%	68%	80%	*	83%	-	88%	32%	64%	77%	74%	66%	47%
	2018	65%	69%	70%	59%	68%	72%	*	67%	-	92%	20%	88%	72%	64%	59%	51%
At Meets Grade Level or Above	2019	50%	54%	57%	45%	46%	62%	*	58%	-	79%	13%	29%	60%	49%	44%	15%
	2018	44%	49%	48%	33%	41%	54%	*	67%	-	62%	7%	41%	51%	41%	35%	13%
At Masters Grade Level	2019	11%	11%	6%	0%	6%	7%	*	0%	-	13%	2%	0%	6%	7%	4%	0%
	2018	7%	7%	6%	3%	4%	7%	*	17%	-	8%	2%	6%	6%	5%	2%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	71%	70%	64%	65%	74%	*	71%	-	88%	14%	63%	72%	66%	61%	40%
	2018	67%	71%	77%	74%	65%	84%	*	100%	*	95%	24%	60%	80%	69%	68%	57%
At Meets Grade Level or Above	2019	49%	53%	53%	31%	49%	59%	*	57%	-	56%	9%	44%	55%	47%	43%	21%
	2018	48%	53%	55%	43%	38%	64%	*	100%	*	90%	9%	33%	60%	42%	42%	22%
At Masters Grade Level	2019	8%	9%	5%	3%	2%	9%	*	0%	-	6%	2%	6%	5%	7%	4%	0%
	2018	8%	9%	7%	0%	2%	9%	*	40%	*	10%	4%	0%	7%	6%	4%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	85%	96%	95%	97%	95%	*	100%	*	100%	85%	100%	96%	96%	93%	96%
	2018	83%	85%	97%	96%	98%	96%	*	100%	-	100%	87%	100%	96%	99%	96%	97%
At Meets Grade Level or Above	2019	61%	62%	76%	60%	69%	79%	*	86%	*	85%	35%	89%	79%	68%	67%	54%
	2018	55%	58%	75%	68%	70%	78%	*	100%	-	87%	28%	90%	76%	74%	66%	61%
At Masters Grade Level	2019	37%	38%	41%	20%	35%	44%	*	86%	*	45%	9%	44%	43%	36%	34%	25%
	2018	32%	31%	45%	29%	48%	46%	*	50%	-	47%	3%	50%	46%	40%	46%	27%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	90%	88%	63%	86%	92%	*	91%	-	87%	52%	82%	90%	83%	82%	73%
	2018	87%	89%	86%	74%	84%	88%	*	80%	-	93%	43%	92%	86%	85%	79%	68%
At Meets Grade Level or Above	2019	62%	66%	60%	30%	55%	64%	*	82%	-	74%	10%	55%	63%	52%	50%	22%
	2018	59%	63%	57%	52%	41%	65%	*	80%	-	71%	9%	58%	58%	54%	40%	12%
At Masters Grade Level	2019	25%	28%	25%	11%	18%	28%	*	64%	-	30%	0%	9%	28%	17%	15%	8%
	2018	24%	26%	15%	7%	10%	17%	*	40%	-	29%	0%	8%	16%	12%	12%	3%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	94%	95%	91%	89%	98%	*	100%	*	100%	62%	92%	95%	93%	90%	67%
	2018	92%	93%	95%	94%	91%	96%	*	100%	-	100%	63%	100%	96%	90%	89%	86%
At Meets Grade Level or Above	2019	73%	76%	79%	72%	68%	83%	*	100%	*	100%	41%	58%	82%	68%	71%	39%
	2018	70%	74%	78%	72%	66%	83%	*	100%	-	93%	25%	86%	82%	65%	65%	43%

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At Masters Grade Level	2019	45%	48%	50%	53%	35%	55%	*	70%	*	68%	24%	17%	53%	40%	41%	22%
	2018	40%	44%	42%	38%	22%	51%	*	100%	-	36%	13%	43%	44%	35%	22%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	82%	72%	75%	86%	76%	92%	100%	84%	46%	82%	83%	79%	74%	68%
	2018	77%	79%	82%	73%	77%	86%	78%	90%	100%	84%	47%	84%	84%	78%	74%	67%
At Meets Grade Level or Above	2019	50%	52%	52%	36%	43%	59%	48%	74%	100%	57%	19%	46%	55%	47%	41%	31%
	2018	48%	51%	52%	37%	43%	59%	35%	76%	100%	56%	20%	47%	56%	45%	41%	29%
At Masters Grade Level	2019	24%	25%	23%	12%	15%	27%	20%	50%	70%	28%	6%	15%	24%	20%	16%	11%
	2018	22%	23%	22%	12%	17%	26%	19%	52%	86%	20%	6%	17%	25%	17%	16%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	79%	68%	73%	84%	74%	85%	*	82%	41%	78%	80%	76%	71%	64%
	2018	74%	76%	79%	69%	72%	84%	64%	88%	*	82%	37%	84%	81%	75%	71%	62%
At Meets Grade Level or Above	2019	48%	51%	50%	31%	40%	58%	58%	65%	*	55%	17%	40%	52%	45%	39%	28%
	2018	46%	50%	50%	34%	39%	58%	27%	70%	*	53%	18%	42%	53%	42%	39%	24%
At Masters Grade Level	2019	21%	22%	20%	8%	12%	24%	16%	37%	*	24%	6%	15%	21%	17%	14%	11%
	2018	19%	21%	20%	9%	13%	24%	18%	46%	*	20%	6%	15%	22%	16%	13%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	85%	75%	80%	89%	87%	100%	*	85%	55%	91%	87%	83%	79%	79%
	2018	81%	82%	88%	83%	85%	90%	90%	93%	*	88%	63%	92%	89%	85%	82%	80%
At Meets Grade Level or Above	2019	52%	52%	55%	39%	46%	61%	33%	77%	*	56%	21%	55%	57%	49%	45%	39%
	2018	50%	50%	56%	40%	49%	62%	40%	80%	*	59%	23%	56%	59%	51%	46%	41%
At Masters Grade Level	2019	26%	27%	25%	12%	17%	29%	27%	61%	*	28%	7%	21%	26%	22%	19%	15%
	2018	24%	24%	26%	18%	22%	28%	20%	53%	*	23%	7%	23%	29%	20%	22%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	70%	71%	68%	64%	74%	50%	93%	-	70%	33%	70%	72%	67%	63%	59%
	2018	66%	69%	71%	68%	65%	74%	*	79%	*	71%	34%	54%	71%	71%	65%	55%
At Meets Grade Level or Above	2019	38%	40%	35%	30%	27%	41%	25%	73%	-	26%	15%	35%	38%	30%	27%	26%
	2018	41%	45%	44%	28%	35%	49%	*	79%	*	46%	20%	33%	46%	39%	35%	21%
At Masters Grade Level	2019	14%	16%	11%	0%	8%	13%	13%	47%	-	13%	5%	5%	13%	8%	7%	5%
	2018	13%	15%	11%	0%	10%	12%	*	36%	*	11%	3%	8%	12%	11%	6%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	85%	67%	78%	90%	*	92%	*	87%	50%	77%	86%	82%	76%	67%
	2018	80%	81%	82%	66%	75%	86%	100%	94%	-	83%	44%	80%	84%	75%	72%	62%
At Meets Grade Level or Above	2019	54%	57%	55%	33%	46%	62%	*	79%	*	62%	18%	51%	57%	51%	44%	27%
	2018	51%	53%	52%	31%	41%	59%	57%	76%	-	58%	15%	52%	56%	42%	38%	21%
At Masters Grade Level	2019	25%	27%	24%	12%	16%	28%	*	54%	*	25%	4%	10%	26%	19%	15%	7%
	2018	23%	25%	20%	5%	14%	24%	14%	59%	-	19%	3%	9%	23%	13%	14%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	87%	82%	77%	92%	*	100%	*	93%	53%	86%	88%	86%	80%	58%
	2018	78%	81%	84%	77%	81%	86%	*	92%	-	88%	47%	83%	86%	78%	74%	62%

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At Meets Grade Level or Above	2019	55%	57%	64%	52%	52%	70%	*	88%	*	83%	29%	48%	66%	59%	54%	28%
	2018	53%	57%	58%	56%	51%	61%	*	85%	-	62%	18%	43%	63%	46%	42%	26%
At Masters Grade Level	2019	33%	35%	41%	38%	25%	46%	*	69%	*	63%	14%	19%	43%	35%	30%	15%
	2018	31%	34%	33%	29%	21%	39%	*	85%	-	24%	8%	26%	37%	23%	17%	9%

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School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	60	65	65	68	64	*	100	-	50	58	66	68	61	62	76
	2018	63	64	64	41	65	66	-	100	*	60	63	63	63	67	61	64
Grade 4 Mathematics	2019	65	65	61	57	59	61	*	86	-	69	57	58	65	53	59	60
	2018	65	66	73	79	75	69	-	93	*	78	74	54	72	74	75	78
Grade 5 ELA/Reading	2019	81	81	78	83	73	77	-	71	*	95	65	84	78	76	74	74
	2018	80	80	77	98	74	76	*	*	-	76	85	82	75	80	76	70
Grade 5 Mathematics	2019	83	83	66	48	68	67	-	100	*	55	59	63	67	64	63	63
	2018	81	80	65	71	61	65	*	*	-	88	81	61	63	70	64	63
Grade 6 ELA/Reading	2019	42	44	36	27	33	34	*	71	-	56	26	16	36	35	31	31
	2018	47	49	44	48	39	47	40	50	-	21	34	58	45	42	39	34
Grade 6 Mathematics	2019	54	58	64	60	59	67	*	79	-	63	37	79	62	69	61	53
	2018	56	61	72	55	71	76	60	75	-	57	64	77	74	67	69	68
Grade 7 ELA/Reading	2019	77	78	74	64	74	73	*	100	-	100	64	81	74	75	69	72
	2018	76	76	73	57	76	74	*	93	*	50	54	75	72	74	69	68
Grade 7 Mathematics	2019	62	60	75	80	75	73	*	100	-	64	60	69	75	73	74	81
	2018	67	66	77	72	78	77	*	93	*	79	72	54	77	79	76	74
Grade 8 ELA/Reading	2019	77	77	77	70	78	79	*	83	*	63	61	56	78	77	78	83
	2018	79	78	80	75	78	81	*	75	-	83	63	84	81	76	79	78
Grade 8 Mathematics	2019	82	78	71	70	70	73	*	*	-	70	50	56	66	84	71	76
	2018	81	75	80	71	88	76	*	*	-	80	55	100	85	69	80	87
End of Course English II	2019	69	69	65	68	69	62	*	79	-	50	68	75	64	66	64	66
	2018	67	66	65	66	62	64	*	75	*	78	55	45	64	66	66	58
End of Course Algebra I	2019	75	76	82	84	77	83	*	93	*	78	70	83	82	80	77	67
	2018	72	74	88	87	87	88	*	100	-	92	68	100	89	88	85	87
All Grades Both Subjects	2019	69	69	68	64	67	68	77	87	*	67	55	65	68	67	65	67
	2018	69	70	71	68	71	71	64	79	90	73	64	71	72	71	70	68
All Grades ELA/Reading	2019	68	68	66	63	65	65	80	84	*	68	55	63	66	64	63	68
	2018	69	69	67	64	66	68	54	74	*	67	59	69	67	67	65	61
All Grades Mathematics	2019	70	70	70	66	68	71	73	89	*	66	55	68	70	69	67	66
	2018	70	70	76	73	76	75	73	84	*	81	70	74	76	74	74	75

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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	40%	40%	44%	39%	*	43%	-	25%	24%	38%	42%
	2018	38%	39%	39%	25%	40%	43%	*	*	-	38%	13%	32%	31%
Mathematics	2019	45%	44%	32%	23%	32%	34%	*	*	-	30%	22%	27%	38%
	2018	47%	46%	56%	62%	57%	52%	*	*	-	53%	39%	51%	51%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	82%	76%	74%	87%	-	88%	*	81%	53%	73%	44%
Students Requiring Accelerated Instruction														
	2019	22%	20%	18%	24%	26%	13%	-	13%	0%	19%	47%	27%	56%
STAAR Cumulative Met Standard														
	2019	86%	87%	92%	86%	88%	94%	-	88%	*	95%	69%	85%	71%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	98%	100%	*	100%	100%	*	-	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	9%	10%	5%	*	11%	0%	*	-	-	*	0%	7%	10%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	84%	80%	67%	67%	87%	-	88%	*	86%	50%	71%	44%
Students Requiring Accelerated Instruction														
	2019	17%	16%	20%	33%	33%	13%	-	13%	0%	14%	50%	29%	56%
STAAR Cumulative Met Standard														
	2019	90%	90%	90%	76%	85%	94%	-	100%	*	95%	72%	85%	74%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	97%	100%	*	100%	100%	-	-	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	24%	25%	17%	*	0%	30%	-	-	-	*	13%	7%	0%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	82%	68%	80%	85%	*	83%	*	83%	37%	76%	65%
Students Requiring Accelerated Instruction														
	2019	22%	20%	18%	32%	20%	15%	*	17%	*	17%	63%	24%	35%
STAAR Cumulative Met Standard														
	2019	85%	87%	89%	82%	86%	92%	*	100%	*	83%	46%	84%	75%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	100%	-	*	*	-	-	-	*	*	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	13%	15%	20%	-	*	*	-	-	-	*	*	*	*
Grade 8 Mathematics														

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2019-20 District Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)	
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	83%	87%	92%	85%	88%	*	*	-	80%	53%	81%	78%
Students Requiring Accelerated Instruction	2019	18%	17%	13%	8%	15%	12%	*	*	-	20%	47%	19%	22%
STAAR Cumulative Met Standard	2019	88%	88%	90%	92%	88%	91%	*	*	-	80%	53%	83%	88%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	99%	100%	-	*	*	-	-	-	*	*	*	-
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	50%	53%	*	-	*	*	-	-	-	*	*	*	-

District Name: LAKE DALLAS ISD
 County Name: DENTON
 District Number: 061912

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	82%	70%	70%	-	-	-	54%	57%	53%	*	58%	58%
	2018	77%	79%	82%	62%	62%	-	-	-	52%	50%	62%	75%	55%	56%
At Meets Grade Level or Above	2019	50%	52%	52%	24%	24%	-	-	-	17%	15%	18%	*	19%	19%
	2018	48%	51%	52%	19%	19%	-	-	-	18%	15%	29%	50%	18%	19%
At Masters Grade Level	2019	24%	25%	23%	6%	6%	-	-	-	5%	6%	4%	*	5%	5%
	2018	22%	23%	22%	5%	5%	-	-	-	3%	2%	6%	0%	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	79%	73%	73%	-	-	-	46%	70%	37%	*	52%	53%
	2018	74%	76%	79%	60%	60%	-	-	-	38%	34%	58%	*	45%	46%
At Meets Grade Level or Above	2019	48%	51%	50%	18%	18%	-	-	-	13%	20%	11%	*	15%	15%
	2018	46%	50%	50%	21%	21%	-	-	-	7%	4%	19%	*	11%	12%
At Masters Grade Level	2019	21%	22%	20%	5%	5%	-	-	-	3%	8%	2%	*	4%	4%
	2018	19%	21%	20%	5%	5%	-	-	-	2%	1%	4%	*	3%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	85%	75%	75%	-	-	-	70%	59%	75%	*	71%	71%
	2018	81%	82%	88%	75%	75%	-	-	-	70%	68%	76%	*	72%	72%
At Meets Grade Level or Above	2019	52%	52%	55%	36%	36%	-	-	-	25%	12%	31%	*	28%	28%
	2018	50%	50%	56%	23%	23%	-	-	-	33%	31%	47%	*	29%	30%
At Masters Grade Level	2019	26%	27%	25%	7%	7%	-	-	-	8%	6%	9%	*	8%	8%
	2018	24%	24%	26%	8%	8%	-	-	-	6%	4%	18%	*	7%	7%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	70%	71%	75%	75%	-	-	-	34%	28%	38%	-	45%	45%
	2018	66%	69%	71%	41%	41%	-	-	-	44%	46%	*	-	42%	42%
At Meets Grade Level or Above	2019	38%	40%	35%	6%	6%	-	-	-	11%	11%	12%	-	10%	10%
	2018	41%	45%	44%	13%	13%	-	-	-	15%	15%	*	-	14%	14%
At Masters Grade Level	2019	14%	16%	11%	0%	0%	-	-	-	2%	0%	4%	-	2%	2%
	2018	13%	15%	11%	3%	3%	-	-	-	0%	0%	*	-	2%	2%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	85%	41%	41%	-	-	-	61%	47%	66%	-	56%	56%
	2018	80%	81%	82%	54%	54%	-	-	-	53%	54%	53%	*	54%	54%
At Meets Grade Level or Above	2019	54%	57%	55%	18%	18%	-	-	-	20%	13%	22%	-	19%	19%
	2018	51%	53%	52%	8%	8%	-	-	-	14%	7%	27%	*	13%	14%
At Masters Grade Level	2019	25%	27%	24%	6%	6%	-	-	-	5%	7%	5%	-	5%	5%
	2018	23%	25%	20%	0%	0%	-	-	-	2%	4%	0%	*	2%	2%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	87%	-	-	-	-	-	47%	*	48%	-	47%	47%
	2018	78%	81%	84%	-	-	-	-	-	50%	40%	71%	*	50%	48%
At Meets Grade Level or Above	2019	55%	57%	64%	-	-	-	-	-	12%	*	12%	-	12%	12%
	2018	53%	57%	58%	-	-	-	-	-	18%	13%	29%	*	18%	17%
At Masters Grade Level	2019	33%	35%	41%	-	-	-	-	-	0%	*	0%	-	0%	0%
	2018	31%	34%	33%	-	-	-	-	-	0%	0%	0%	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	68%	62%	62%	-	-	-	66%	76%	62%	*	65%	65%
	2018	69%	70%	71%	71%	71%	-	-	-	66%	64%	76%	*	68%	68%
All Grades ELA/Reading	2019	68%	68%	66%	72%	72%	-	-	-	66%	81%	61%	*	67%	67%
	2018	69%	69%	67%	68%	68%	-	-	-	56%	52%	72%	*	60%	60%
All Grades Mathematics	2019	70%	70%	70%	51%	51%	-	-	-	66%	71%	64%	*	63%	63%

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Texas Education Agency
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(Current EL Students)

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	2018	State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	76%	74%	74%	-	-	-	75%	74%	80%	*	75%	75%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	40%	46%	46%	-	-	-	41%	63%	33%	-	42%	42%
	2018	38%	39%	39%	32%	32%	-	-	-	30%	31%	*	*	30%	31%
Mathematics	2019	45%	44%	32%	56%	56%	-	-	-	34%	27%	39%	-	38%	38%
	2018	47%	46%	56%	57%	57%	-	-	-	46%	50%	*	-	51%	51%

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Participation

District Name: LAKE DALLAS ISD
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Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	99%	95%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	96%	96%	95%	97%	89%	94%	100%	96%	96%	95%	89%
Not Included in Accountability													
Mobile	4%	4%	3%	3%	4%	3%	5%	6%	0%	4%	3%	4%	8%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	3%
Not Tested	1%	1%	0%	0%	0%	1%	5%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	4%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	99%	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	94%	90%	94%	95%	100%	94%	100%	95%	94%	93%	88%
Not Included in Accountability													
Mobile	4%	4%	5%	9%	5%	4%	0%	4%	0%	5%	5%	6%	6%
Other Exclusions	1%	1%	1%	1%	1%	0%	0%	1%	0%	0%	0%	1%	6%
Not Tested	1%	1%	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report

District Name: LAKE DALLAS ISD

County Name: DENTON

District Number: 061912

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.7%	96.0%	96.5%	96.0%	95.8%	96.1%	97.3%	*	96.0%	95.6%	95.7%	96.3%
2017-18	95.4%	95.5%	95.8%	96.8%	95.8%	95.6%	96.3%	97.6%	*	95.4%	95.4%	95.6%	96.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.5%	0.2%	0.0%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.6%	0.3%	0.8%	0.8%	0.0%	0.0%	0.0%	*	0.0%	0.8%	0.8%	2.0%
2017-18	1.9%	1.6%	0.5%	0.0%	0.3%	0.7%	0.0%	0.0%	*	1.6%	3.1%	0.8%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.8%	97.7%	100.0%	94.9%	98.2%	*	100.0%	-	100.0%	78.6%	94.9%	100.0%
Received TxCHSE	0.5%	0.5%	0.3%	0.0%	0.0%	0.6%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.7%	3.8%	0.7%	0.0%	1.3%	0.6%	*	0.0%	-	0.0%	14.3%	1.0%	0.0%
Dropped Out	5.9%	4.9%	1.3%	0.0%	3.8%	0.6%	*	0.0%	-	0.0%	7.1%	4.0%	0.0%
Graduates and TxCHSE	90.4%	91.3%	98.0%	100.0%	94.9%	98.8%	*	100.0%	-	100.0%	78.6%	94.9%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	95.1%	98.7%	100.0%	96.2%	99.4%	*	100.0%	-	100.0%	92.9%	96.0%	100.0%
Class of 2018													
Graduated	90.0%	90.6%	98.6%	100.0%	100.0%	98.1%	*	100.0%	*	93.8%	95.2%	100.0%	100.0%
Received TxCHSE	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	4.2%	0.3%	0.0%	0.0%	0.6%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	5.7%	4.7%	1.0%	0.0%	0.0%	1.3%	*	0.0%	*	6.3%	4.8%	0.0%	0.0%
Graduates and TxCHSE	90.4%	91.1%	98.6%	100.0%	100.0%	98.1%	*	100.0%	*	93.8%	95.2%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	94.3%	95.3%	99.0%	100.0%	100.0%	98.7%	*	100.0%	*	93.8%	95.2%	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	93.2%	99.0%	100.0%	100.0%	98.7%	*	100.0%	*	93.8%	95.2%	100.0%	100.0%
Received TxCHSE	0.6%	0.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	1.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	4.9%	1.0%	0.0%	0.0%	1.3%	*	0.0%	*	6.3%	4.8%	0.0%	0.0%
Graduates and TxCHSE	92.8%	93.9%	99.0%	100.0%	100.0%	98.7%	*	100.0%	*	93.8%	95.2%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	95.1%	99.0%	100.0%	100.0%	98.7%	*	100.0%	*	93.8%	95.2%	100.0%	100.0%
Class of 2017													
Graduated	92.0%	93.2%	97.7%	95.5%	98.6%	97.2%	*	100.0%	*	100.0%	88.9%	94.9%	*
Received TxCHSE	0.6%	0.6%	0.7%	0.0%	0.0%	1.1%	*	0.0%	*	0.0%	0.0%	0.0%	*
Continued HS	1.1%	1.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Dropped Out	6.3%	5.0%	1.7%	4.5%	1.4%	1.7%	*	0.0%	*	0.0%	11.1%	5.1%	*
Graduates and TxCHSE	92.6%	93.8%	98.3%	95.5%	98.6%	98.3%	*	100.0%	*	100.0%	88.9%	94.9%	*
Graduates, TxCHSE, and Continuers	93.7%	95.0%	98.3%	95.5%	98.6%	98.3%	*	100.0%	*	100.0%	88.9%	94.9%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													

Texas Education Agency
Texas Academic Performance Report

District Name: LAKE DALLAS ISD

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2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	93.8%	97.7%	95.5%	98.6%	97.2%	*	100.0%	*	100.0%	88.9%	94.9%	*
Received TxCHSE	0.7%	0.7%	0.7%	0.0%	0.0%	1.1%	*	0.0%	*	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Dropped Out	6.3%	4.9%	1.7%	4.5%	1.4%	1.7%	*	0.0%	*	0.0%	11.1%	5.1%	*
Graduates and TxCHSE	93.2%	94.5%	98.3%	95.5%	98.6%	98.3%	*	100.0%	*	100.0%	88.9%	94.9%	*
Graduates, TxCHSE, and Continuers	93.7%	95.1%	98.3%	95.5%	98.6%	98.3%	*	100.0%	*	100.0%	88.9%	94.9%	*
Class of 2016													
Graduated	92.1%	93.3%	99.3%	94.1%	100.0%	99.5%	*	100.0%	-	100.0%	96.4%	98.8%	100.0%
Received TxCHSE	0.8%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.2%	0.7%	5.9%	0.0%	0.5%	*	0.0%	-	0.0%	3.6%	1.2%	0.0%
Graduates and TxCHSE	92.9%	94.1%	99.3%	94.1%	100.0%	99.5%	*	100.0%	-	100.0%	96.4%	98.8%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	94.8%	99.3%	94.1%	100.0%	99.5%	*	100.0%	-	100.0%	96.4%	98.8%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	90.8%	97.7%	100.0%	94.9%	98.2%	*	100.0%	-	100.0%	78.6%	94.9%	100.0%
Class of 2018	90.0%	90.6%	98.0%	100.0%	100.0%	96.9%	*	100.0%	*	93.8%	87.0%	98.9%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	73.3%	*	-	-	*	-	-	-	-	*	-	-
Class of 2018	68.5%	68.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	2.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Class of 2018	5.0%	8.1%	1.7%	0.0%	1.4%	2.6%	*	0.0%	*	0.0%	0.0%	2.2%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	84.3%	97.3%	100.0%	97.3%	96.4%	*	100.0%	-	100.0%	40.0%	95.7%	87.5%
Class of 2018	82.0%	77.7%	94.1%	90.6%	93.2%	94.2%	*	100.0%	*	100.0%	35.3%	90.1%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	86.9%	96.9%	100.0%	97.3%	95.8%	*	100.0%	-	100.0%	36.4%	95.7%	87.5%
Class of 2018	86.8%	85.6%	95.8%	90.6%	94.6%	96.8%	*	100.0%	*	100.0%	35.3%	92.3%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	18.1%	*	-	*	*	-	-	-	-	*	*	-
2017-18	37.7%	30.9%	*	-	*	-	-	-	-	-	-	*	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	2.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	4.9%	7.9%	0.4%	0.0%	0.0%	0.6%	*	0.0%	*	0.0%	0.0%	1.1%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	83.1%	97.3%	100.0%	97.3%	96.4%	*	100.0%	-	100.0%	40.0%	95.9%	88.9%
2017-18	81.5%	76.9%	95.8%	93.5%	94.6%	96.2%	*	100.0%	*	100.0%	37.5%	93.1%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

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District Name: LAKE DALLAS ISD

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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	85.0%	96.3%	100.0%	96.1%	95.3%	*	100.0%	-	100.0%	30.8%	94.0%	88.9%
2017-18	85.1%	83.7%	95.8%	93.5%	93.3%	96.8%	*	100.0%	*	100.0%	37.5%	93.2%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

District Name: LAKE DALLAS ISD

County Name: DENTON

District Number: 061912

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	296	100.0%	355,615	100.0%
By Ethnicity:				
African American	31	10.5%	43,953	12.4%
Hispanic	76	25.7%	180,673	50.8%
White	169	57.1%	105,577	29.7%
American Indian	1	0.3%	1,293	0.4%
Asian	5	1.7%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	14	4.7%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	3	1.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	8	2.7%	51,579	14.5%
Foundation H.S. Program (Endorsement)	0	0.0%	15,160	4.3%
Foundation H.S. Program (DLA)	285	96.3%	285,538	80.3%
Special Education Graduates	13	4.4%	27,598	7.8%
Economically Disadvantaged Graduates	100	33.8%	186,364	52.4%
LEP Graduates	9	3.0%	25,189	7.1%
At-Risk Graduates	42	14.2%	146,432	41.2%

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: LAKE DALLAS ISD

County Name: DENTON

District Number: 061912

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	69.1%	75.8%	58.1%	69.7%	79.3%	*	100.0%	-	96.4%	73.1%	67.5%	66.7%
2017-18	65.5%	62.8%	73.2%	66.1%	68.6%	76.6%	*	83.3%	*	76.7%	81.6%	62.2%	40.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	47.6%	19.4%	31.6%	55.0%	*	100.0%	-	85.7%	0.0%	31.0%	0.0%
2017-18	50.0%	49.1%	53.6%	35.5%	44.9%	60.9%	*	66.7%	*	66.7%	10.5%	36.7%	0.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.7%	63.5%	54.8%	46.1%	69.2%	*	100.0%	-	100.0%	7.7%	48.0%	11.1%
2017-18	58.2%	60.3%	63.7%	51.6%	55.1%	69.9%	*	83.3%	*	73.3%	21.1%	50.0%	0.0%
Mathematics													
2018-19	48.6%	45.7%	41.9%	22.6%	19.7%	50.3%	*	100.0%	-	85.7%	0.0%	26.0%	0.0%
2017-18	46.0%	45.4%	50.2%	38.7%	41.0%	55.8%	*	83.3%	*	60.0%	10.5%	32.2%	0.0%
Both Subjects													
2018-19	44.2%	42.9%	39.9%	19.4%	19.7%	47.3%	*	100.0%	-	85.7%	0.0%	22.0%	0.0%
2017-18	42.1%	43.0%	48.8%	35.5%	39.7%	55.8%	*	66.7%	*	53.3%	10.5%	31.1%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	18.4%	20.9%	3.2%	18.4%	21.9%	*	40.0%	-	50.0%	0.0%	15.0%	0.0%
2017-18	20.7%	16.4%	21.1%	9.7%	12.8%	26.9%	*	16.7%	*	33.3%	5.3%	14.4%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.4%	10.8%	6.5%	5.3%	11.8%	*	60.0%	-	21.4%	0.0%	4.0%	0.0%
2017-18	20.4%	22.3%	10.4%	3.2%	6.4%	13.5%	*	0.0%	*	20.0%	0.0%	3.3%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	3.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	1.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	35.9%	51.4%	50.0%	53.3%	50.6%	*	50.0%	-	50.0%	73.1%	49.5%	66.7%
2017-18	28.7%	24.5%	41.0%	41.9%	41.0%	40.4%	*	58.3%	*	36.7%	81.6%	45.0%	40.0%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	10.3%	2.0%	0.0%	0.0%	3.0%	*	0.0%	-	7.1%	0.0%	0.0%	0.0%
2017-18	4.8%	3.4%	2.8%	3.2%	1.3%	2.6%	*	16.7%	*	6.7%	0.0%	3.3%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: LAKE DALLAS ISD

County Name: DENTON

District Number: 061912

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.3%	1.4%	0.0%	1.3%	1.8%	*	0.0%	-	0.0%	30.8%	2.0%	11.1%
2017-18	1.7%	1.9%	3.8%	3.2%	5.1%	3.8%	*	0.0%	*	0.0%	52.6%	6.7%	40.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	46.2%	85.1%	80.6%	85.5%	85.8%	*	80.0%	-	85.7%	84.6%	78.0%	66.7%
2017-18	38.7%	31.7%	62.6%	58.1%	59.0%	64.7%	*	66.7%	*	66.7%	36.8%	63.3%	20.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	5.0%	10.1%	12.9%	14.5%	8.3%	*	0.0%	-	7.1%	0.0%	15.0%	33.3%
2017-18	4.3%	4.5%	4.8%	9.7%	6.4%	3.2%	*	0.0%	*	0.0%	5.3%	6.7%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.3%	1.4%	3.2%	2.6%	0.6%	*	0.0%	-	0.0%	30.8%	2.0%	0.0%
2017-18	2.6%	2.1%	2.1%	3.2%	1.3%	1.9%	*	16.7%	*	0.0%	31.6%	3.3%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.3%	1.7%	0.0%	0.0%	1.8%	*	20.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.2%	2.1%	0.0%	1.3%	3.2%	*	0.0%	*	0.0%	0.0%	3.3%	0.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: LAKE DALLAS ISD

County Name: DENTON

District Number: 061912

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	32.2%	33.8%	25.8%	27.6%	37.3%	*	40.0%	-	42.9%	7.7%	25.0%	11.1%
2017-18	32.1%	30.8%	30.8%	22.6%	25.6%	34.6%	*	66.7%	*	26.7%	15.8%	26.7%	0.0%
Mathematics													
2018-19	24.7%	20.0%	17.9%	9.7%	9.2%	21.9%	*	20.0%	-	35.7%	0.0%	11.0%	0.0%
2017-18	23.7%	19.0%	23.5%	9.7%	26.9%	23.1%	*	83.3%	*	20.0%	10.5%	18.9%	0.0%
Both Subjects													
2018-19	18.8%	15.5%	14.9%	6.5%	9.2%	17.8%	*	20.0%	-	28.6%	0.0%	10.0%	0.0%
2017-18	18.1%	14.7%	19.4%	6.5%	19.2%	21.2%	*	66.7%	*	13.3%	5.3%	13.3%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	49.5%	85.5%	83.9%	85.5%	85.8%	*	80.0%	-	85.7%	84.6%	78.0%	66.7%
2017-18	58.4%	48.4%	63.3%	58.1%	61.5%	64.7%	*	66.7%	*	66.7%	36.8%	64.4%	40.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	1.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	2.0%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	4.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	3.9%	2.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	0.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.9%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	25.7%	16.5%	15.9%	10.2%	17.5%	*	52.9%	*	25.0%	n/a	9.6%	n/a
2018	25.8%	27.2%	13.8%	6.5%	9.1%	15.8%	*	21.4%	*	31.0%	n/a	8.4%	n/a
English Language Arts													
2019	14.5%	14.2%	10.5%	11.1%	6.5%	10.6%	*	35.3%	*	19.4%	n/a	7.2%	n/a
2018	15.3%	15.8%	9.1%	6.5%	5.5%	9.7%	*	21.4%	*	24.1%	n/a	6.5%	n/a
Mathematics													
2019	7.4%	7.6%	5.0%	4.8%	2.2%	6.0%	*	17.6%	*	5.6%	n/a	2.0%	n/a
2018	7.3%	7.9%	3.6%	0.0%	2.4%	4.8%	*	7.1%	*	3.4%	n/a	1.4%	n/a
Science													
2019	10.4%	12.0%	4.4%	4.8%	3.8%	3.4%	*	17.6%	*	11.1%	n/a	2.0%	n/a
2018	10.8%	12.9%	2.7%	1.6%	1.2%	2.7%	*	7.1%	*	10.3%	n/a	0.5%	n/a
Social Studies													
2019	13.9%	15.1%	4.3%	4.8%	2.7%	4.6%	*	11.8%	*	5.6%	n/a	3.2%	n/a
2018	14.5%	15.7%	5.1%	3.2%	3.7%	5.2%	*	7.1%	*	17.2%	n/a	3.3%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	54.9%	50.0%	50.0%	36.8%	50.8%	-	77.8%	-	44.4%	n/a	33.3%	n/a
2018	50.7%	55.1%	54.2%	*	46.7%	57.7%	-	*	-	44.4%	n/a	38.9%	n/a
English Language Arts													
2019	41.2%	51.5%	44.9%	42.9%	33.3%	51.4%	-	66.7%	-	14.3%	n/a	16.7%	n/a
2018	42.5%	52.6%	45.5%	*	22.2%	50.0%	-	*	-	42.9%	n/a	21.4%	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: LAKE DALLAS ISD

County Name: DENTON

District Number: 061912

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	55.8%	36.4%	*	*	33.3%	-	*	-	*	n/a	40.0%	n/a
2018	52.8%	55.1%	54.5%	-	*	62.5%	-	*	-	*	n/a	*	n/a
Science													
2019	40.6%	41.7%	31.0%	*	0.0%	41.7%	-	*	-	*	n/a	0.0%	n/a
2018	38.0%	37.8%	18.8%	*	*	22.2%	-	*	-	*	n/a	*	n/a
Social Studies													
2019	46.3%	52.5%	53.6%	*	80.0%	31.3%	-	*	-	*	n/a	50.0%	n/a
2018	44.6%	51.4%	64.5%	*	50.0%	64.7%	-	*	-	60.0%	n/a	28.6%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	70.4%	67.9%	83.9%	47.4%	71.0%	*	80.0%	-	100.0%	n/a	53.5%	n/a
2017-18	74.6%	69.4%	68.5%	67.7%	64.1%	70.5%	*	66.7%	*	80.0%	n/a	52.2%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	43.7%	44.8%	19.2%	27.8%	50.0%	-	*	-	78.6%	n/a	30.2%	n/a
2017-18	37.9%	47.1%	57.1%	38.1%	42.0%	69.1%	*	*	-	58.3%	n/a	37.5%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1055	1062	964	1027	1081	-	*	-	1145	n/a	1028	n/a
2017-18	1036	1067	1094	1007	1049	1142	*	*	-	1077	n/a	1018	n/a
English Language Arts and Writing													
2018-19	517	532	539	501	520	547	-	*	-	573	n/a	519	n/a
2017-18	521	538	549	517	529	573	*	*	-	517	n/a	514	n/a
Mathematics													
2018-19	510	523	523	463	507	534	-	*	-	572	n/a	509	n/a
2017-18	515	529	545	490	520	569	*	*	-	560	n/a	505	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	22.4	21.2	16.9	16.4	22.5	-	*	-	*	n/a	17.8	n/a
2017-18	20.6	22.6	22.2	19.2	19.8	23.2	-	*	-	*	n/a	18.8	n/a
English Language Arts													
2018-19	20.3	22.3	21.1	15.9	15.9	22.7	-	*	-	*	n/a	17.2	n/a
2017-18	20.3	22.5	21.7	18.8	19.4	22.8	-	*	-	*	n/a	18.4	n/a
Mathematics													
2018-19	20.4	21.9	20.9	17.5	17.2	21.9	-	*	-	*	n/a	17.8	n/a
2017-18	20.6	22.2	22.3	20.7	20.5	23.1	-	*	-	*	n/a	19.3	n/a
Science													
2018-19	20.8	22.5	21.3	17.4	16.8	22.6	-	*	-	*	n/a	18.6	n/a
2017-18	20.9	22.7	22.5	17.8	19.8	23.7	-	*	-	*	n/a	19.0	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: LAKE DALLAS ISD

County Name: DENTON

District Number: 061912

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	42.4%	37.6%	34.8%	30.2%	41.1%	18.2%	54.3%	*	42.5%	2.7%	29.7%	14.0%
2017-18	43.4%	41.9%	38.6%	35.4%	28.9%	41.8%	22.2%	62.5%	*	57.1%	7.6%	27.7%	7.7%
English Language Arts													
2018-19	17.8%	16.1%	15.6%	12.7%	10.6%	17.3%	0.0%	37.1%	*	20.8%	0.0%	9.7%	0.0%
2017-18	17.3%	16.4%	14.7%	8.2%	9.0%	17.2%	0.0%	28.1%	*	27.9%	2.8%	8.6%	0.0%
Mathematics													
2018-19	20.4%	18.8%	22.2%	22.9%	16.8%	24.3%	10.0%	35.3%	*	25.0%	1.0%	15.6%	6.5%
2017-18	20.7%	19.7%	20.6%	19.8%	13.9%	23.1%	11.1%	36.7%	*	27.1%	3.9%	13.3%	2.8%
Science													
2018-19	21.7%	21.4%	15.6%	15.6%	12.3%	16.4%	10.0%	28.1%	*	19.4%	1.0%	12.2%	0.0%
2017-18	21.2%	21.3%	17.2%	13.3%	12.8%	19.4%	11.1%	32.3%	*	20.0%	4.0%	10.4%	0.0%
Social Studies													
2018-19	23.6%	24.9%	10.9%	5.4%	7.5%	12.6%	0.0%	23.5%	*	16.7%	0.0%	9.8%	0.0%
2017-18	22.8%	24.4%	12.3%	8.3%	8.6%	13.6%	0.0%	25.0%	*	23.7%	0.9%	7.1%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.5%	61.6%	54.8%	60.3%	60.9%	*	100.0%	*	73.3%	40.0%	45.7%	60.0%
2016-17	54.6%	54.0%	61.4%	47.6%	55.6%	66.1%	*	60.0%	*	60.0%	52.9%	48.1%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.3%	64.1%	66.7%	52.4%	71.0%	*	66.7%	-	44.4%	25.0%	52.5%	*
2016-17	59.2%	66.4%	64.4%	50.0%	55.3%	67.9%	-	83.3%	*	55.6%	22.2%	42.9%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: LAKE DALLAS ISD

County Name: DENTON

District Number: 061912

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	3,975	100.0%	5,479,173	100.0%	3,986	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	8	0.2%	16,848	0.3%	11	0.3%	25,883	0.5%
Pre-Kindergarten	85	2.1%	248,413	4.5%	90	2.3%	249,226	4.5%
Kindergarten	275	6.9%	383,585	7.0%	276	6.9%	384,114	7.0%
Grade 1	280	7.0%	391,175	7.1%	280	7.0%	391,449	7.1%
Grade 2	270	6.8%	388,370	7.1%	270	6.8%	388,675	7.1%
Grade 3	242	6.1%	391,565	7.1%	242	6.1%	391,795	7.1%
Grade 4	312	7.8%	399,883	7.3%	312	7.8%	400,111	7.3%
Grade 5	307	7.7%	417,272	7.6%	308	7.7%	417,444	7.6%
Grade 6	279	7.0%	422,605	7.7%	279	7.0%	422,740	7.7%
Grade 7	321	8.1%	423,421	7.7%	321	8.1%	423,545	7.7%
Grade 8	292	7.3%	411,170	7.5%	293	7.4%	411,272	7.5%
Grade 9	331	8.3%	448,929	8.2%	331	8.3%	449,122	8.2%
Grade 10	336	8.5%	406,785	7.4%	336	8.4%	407,044	7.4%
Grade 11	296	7.4%	376,894	6.9%	296	7.4%	377,208	6.9%
Grade 12	341	8.6%	352,258	6.4%	341	8.6%	354,312	6.4%
Ethnic Distribution:								
African American	356	9.0%	691,582	12.6%	356	8.9%	692,925	12.6%
Hispanic	1,272	32.0%	2,892,928	52.8%	1,273	31.9%	2,899,504	52.8%
White	1,998	50.3%	1,477,699	27.0%	2,007	50.4%	1,483,688	27.0%
American Indian	29	0.7%	19,999	0.4%	29	0.7%	20,062	0.4%
Asian	105	2.6%	250,065	4.6%	105	2.6%	250,463	4.6%
Pacific Islander	6	0.2%	8,466	0.2%	6	0.2%	8,481	0.2%
Two or More Races	209	5.3%	138,434	2.5%	210	5.3%	138,817	2.5%
Sex:								
Female	1,858	46.7%	2,673,270	48.8%	1,863	46.7%	2,678,619	48.8%
Male	2,117	53.3%	2,805,903	51.2%	2,123	53.3%	2,815,321	51.2%
Economically Disadvantaged	1,620	40.8%	3,303,974	60.3%	1,620	40.6%	3,309,610	60.2%
Non-Educationally Disadvantaged	2,355	59.2%	2,175,199	39.7%	2,366	59.4%	2,184,330	39.8%
Section 504 Students	595	15.0%	376,734	6.9%	595	14.9%	376,956	6.9%
English Learners (EL)	381	9.6%	1,112,674	20.3%	381	9.6%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	62	1.4%	82,551	1.5%				
Students w/ Dyslexia	418	10.5%	224,619	4.1%	418	10.5%	224,741	4.1%
Foster Care	17	0.4%	17,393	0.3%	18	0.5%	17,451	0.3%
Homeless	11	0.3%	78,178	1.4%	11	0.3%	78,296	1.4%
Immigrant	6	0.2%	126,747	2.3%	6	0.2%	126,858	2.3%
Migrant	0	0.0%	18,888	0.3%	0	0.0%	18,992	0.3%
Title I	2,669	67.1%	3,568,526	65.1%	2,680	67.2%	3,576,850	65.1%
Military Connected	15	0.4%	105,751	1.9%	15	0.4%	105,787	1.9%
At-Risk	1,450	36.5%	2,773,390	50.6%	1,451	36.4%	2,776,481	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: LAKE DALLAS ISD

County Name: DENTON

District Number: 061912

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent

Students by Instructional Program:								
Bilingual/ESL Education	377	9.5%	1,128,904	20.6%	377	9.5%	1,129,558	20.6%
Career & Technical Education	1,224	30.8%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	1,177	90.3%	805,496	50.8%	1,177	90.3%	806,117	50.8%
Gifted & Talented Education	315	7.9%	444,125	8.1%	315	7.9%	444,196	8.1%
Special Education	459	11.5%	577,868	10.5%	469	11.8%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	459		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	188	41.0%	245,216	42.4%				
Students with Physical Disabilities	107	23.3%	123,847	21.4%				
Students with Autism	**	**	79,952	13.8%				
Students with Behavioral Disabilities	126	27.5%	120,042	20.8%				
Students with Non-Categorical Early Childhood	*	*	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	402	10.4%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.8%	1.6%	3.0%	5.5%
Grade 1	0.0%	2.9%	2.4%	4.9%
Grade 2	0.0%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.9%	0.0%	0.8%
Grade 4	0.0%	0.5%	0.0%	0.4%
Grade 5	0.0%	0.4%	0.0%	0.5%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.5%	2.1%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.6%
Grade 9	1.3%	7.8%	0.0%	13.1%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	3	0.1%	5,686	0.2%

District Name: LAKE DALLAS ISD

County Name: DENTON

District Number: 061912

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	15.5	19.0
Grade 1	18.7	18.9
Grade 2	17.0	18.8
Grade 3	18.3	19.0
Grade 4	19.5	19.2
Grade 5	20.2	20.9
Grade 6	19.6	20.4
Secondary:		
English/Language Arts	21.7	16.4
Foreign Languages	18.9	18.7
Mathematics	23.9	17.8
Science	21.2	18.8
Social Studies	22.7	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: LAKE DALLAS ISD

County Name: DENTON

District Number: 061912

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	595.1	100.0%	734,726.4	100.0%
Professional Staff:	377.3	63.4%	468,132.4	63.7%
Teachers	296.4	49.8%	363,121.3	49.4%
Professional Support	56.1	9.4%	74,698.8	10.2%
Campus Administration (School Leadership)	19.8	3.3%	21,960.1	3.0%
Central Administration	5.0	0.8%	8,352.3	1.1%
Educational Aides:	74.4	12.5%	78,096.8	10.6%
Auxiliary Staff:	143.3	24.1%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	3.0	n/a	4,373.0	n/a
Part-time	1.0	n/a	595.0	n/a
Counselors				
Full-time	9.0	n/a	12,901.0	n/a
Part-time	1.0	n/a	1,103.0	n/a
Total Minority Staff:	101.8	17.1%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	1.0%	39,132.5	10.8%
Hispanic	20.0	6.7%	102,099.7	28.1%
White	263.6	88.9%	209,453.0	57.7%
American Indian	1.0	0.3%	1,239.6	0.3%
Asian	2.0	0.7%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	6.9	2.3%	4,165.2	1.1%
Males	61.2	20.6%	86,302.4	23.8%
Females	235.2	79.4%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	0.3%	4,859.9	1.3%
Bachelors	218.7	73.8%	266,596.3	73.4%
Masters	71.7	24.2%	89,088.4	24.5%
Doctorate	5.0	1.7%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	20.4	6.9%	26,878.7	7.4%
1-5 Years Experience	69.0	23.3%	101,305.8	27.9%
6-10 Years Experience	49.0	16.5%	70,305.4	19.4%
11-20 Years Experience	99.0	33.4%	106,767.7	29.4%
Over 20 Years Experience	59.0	19.9%	57,863.9	15.9%
Number of Students per Teacher	13.4	n/a	15.1	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: LAKE DALLAS ISD

County Name: DENTON

District Number: 061912

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.4	6.2
Average Years Experience of Principals with District	7.4	5.3
Average Years Experience of Assistant Principals	4.8	5.3
Average Years Experience of Assistant Principals with District	3.8	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	12.1	11.1
	8.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$54,148	\$49,868
1-5 Years Experience	\$55,158	\$52,823
6-10 Years Experience	\$56,962	\$55,756
11-20 Years Experience	\$58,339	\$59,308
Over 20 Years Experience	\$67,745	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$58,956	\$57,091
Professional Support	\$70,028	\$67,352
Campus Administration (School Leadership)	\$83,421	\$82,512
Central Administration	\$148,780	\$108,367
Instructional Staff Percent:	65.0%	64.6%
Turnover Rate for Teachers:	13.4%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: LAKE DALLAS ISD

County Name: DENTON

District Number: 061912

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	4.1	1.4%	23,626.0	6.5%
Career & Technical Education	14.2	4.8%	18,120.4	5.0%
Compensatory Education	8.1	2.7%	10,147.3	2.8%
Gifted & Talented Education	4.4	1.5%	7,053.3	1.9%
Regular Education	225.6	76.1%	257,548.7	70.9%
Special Education	39.9	13.5%	33,620.4	9.3%
Other	0.0	0.0%	13,005.2	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'-' Indicates there are no students in the group.

'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 2018-19 Financial Actual Report](#)

CAMPUS TEXAS ACADEMIC PERFORMANCE REPORTS
(TAPR)

2019-20 Texas Academic Performance Report

District Name: LAKE DALLAS ISD

Campus Name: LAKE DALLAS H S

Campus Number: 061912001

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	76%	76%	69%	68%	80%	*	83%	-	88%	32%	64%	77%	74%	66%	47%
	2018	65%	70%	70%	59%	68%	72%	*	67%	-	92%	20%	88%	72%	64%	59%	51%
At Meets Grade Level or Above	2019	50%	57%	57%	45%	46%	62%	*	58%	-	79%	13%	29%	60%	49%	44%	15%
	2018	44%	48%	48%	33%	41%	54%	*	67%	-	62%	7%	41%	51%	41%	35%	13%
At Masters Grade Level	2019	11%	6%	6%	0%	6%	7%	*	0%	-	13%	2%	0%	6%	7%	4%	0%
	2018	7%	6%	6%	3%	4%	7%	*	17%	-	8%	2%	6%	6%	5%	2%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	70%	70%	64%	65%	74%	*	71%	-	88%	14%	63%	72%	66%	61%	40%
	2018	67%	77%	77%	74%	65%	84%	*	100%	*	95%	24%	60%	80%	69%	68%	57%
At Meets Grade Level or Above	2019	49%	53%	53%	31%	49%	59%	*	57%	-	56%	9%	44%	55%	47%	43%	21%
	2018	48%	55%	55%	43%	38%	64%	*	100%	*	90%	9%	33%	60%	42%	42%	22%
At Masters Grade Level	2019	8%	5%	5%	2%	2%	9%	*	0%	-	6%	2%	6%	5%	7%	4%	0%
	2018	8%	7%	7%	0%	2%	9%	*	40%	*	10%	4%	0%	7%	6%	4%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	96%	95%	94%	96%	94%	*	*	-	100%	85%	100%	95%	95%	92%	96%
	2018	83%	97%	96%	96%	98%	95%	*	*	-	100%	87%	100%	95%	99%	96%	97%
At Meets Grade Level or Above	2019	61%	76%	70%	56%	65%	72%	*	*	-	83%	33%	88%	73%	63%	63%	50%
	2018	55%	75%	68%	65%	65%	70%	*	*	-	82%	28%	89%	66%	72%	60%	58%
At Masters Grade Level	2019	37%	41%	27%	11%	28%	26%	*	*	-	39%	6%	38%	28%	26%	27%	19%
	2018	32%	45%	41%	27%	46%	42%	*	*	-	27%	3%	44%	42%	40%	40%	23%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	88%	88%	63%	86%	92%	*	91%	-	87%	52%	82%	90%	83%	82%	73%
	2018	87%	86%	86%	74%	84%	88%	*	80%	-	93%	43%	92%	86%	85%	79%	68%
At Meets Grade Level or Above	2019	62%	60%	60%	30%	55%	64%	*	82%	-	74%	10%	55%	63%	52%	50%	22%
	2018	59%	57%	57%	52%	41%	65%	*	80%	-	71%	9%	58%	58%	54%	40%	12%
At Masters Grade Level	2019	25%	25%	25%	11%	18%	28%	*	64%	-	30%	0%	9%	28%	17%	15%	8%
	2018	24%	15%	15%	7%	10%	17%	*	40%	-	29%	0%	8%	16%	12%	12%	3%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	95%	95%	91%	89%	98%	*	100%	*	100%	62%	92%	95%	93%	90%	67%
	2018	92%	95%	95%	94%	91%	96%	*	100%	-	100%	63%	100%	96%	90%	89%	86%
At Meets Grade Level or Above	2019	73%	79%	79%	72%	68%	83%	*	100%	*	100%	41%	58%	82%	68%	71%	39%
	2018	70%	78%	78%	72%	66%	83%	*	100%	-	93%	25%	86%	82%	65%	65%	43%
At Masters Grade Level	2019	45%	50%	50%	53%	35%	55%	*	70%	*	68%	24%	17%	53%	40%	41%	22%
	2018	40%	42%	42%	38%	22%	51%	*	100%	-	36%	13%	43%	44%	35%	22%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	82%	84%	74%	79%	87%	86%	88%	*	92%	45%	77%	85%	81%	76%	61%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
At Meets Grade Level or Above	2018	77%	82%	83%	78%	79%	86%	79%	90%	*	96%	42%	85%	85%	79%	76%	69%
	2019	50%	52%	63%	46%	55%	67%	79%	74%	*	79%	19%	51%	66%	54%	53%	26%
	2018	48%	52%	60%	51%	48%	66%	43%	90%	*	81%	13%	55%	63%	53%	46%	27%
At Masters Grade Level	2019	24%	23%	22%	16%	16%	24%	21%	37%	*	31%	5%	11%	23%	17%	16%	7%
	2018	22%	22%	20%	13%	14%	23%	14%	48%	*	21%	3%	15%	21%	17%	14%	7%
	All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	79%	73%	66%	67%	77%	67%	79%	-	88%	24%	63%	75%	70%	64%	44%
	2018	74%	79%	74%	67%	67%	78%	50%	88%	*	94%	22%	75%	77%	66%	64%	54%
	2019	48%	50%	55%	37%	47%	61%	50%	58%	-	70%	12%	37%	58%	48%	43%	18%
At Meets Grade Level or Above	2018	46%	50%	52%	39%	40%	59%	17%	88%	*	79%	8%	38%	56%	41%	39%	17%
	2019	21%	20%	6%	1%	4%	8%	0%	0%	-	10%	2%	3%	5%	7%	4%	0%
	2018	19%	20%	6%	1%	3%	8%	0%	31%	*	9%	3%	3%	7%	5%	3%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	95%	94%	96%	94%	*	*	-	100%	85%	100%	95%	95%	92%	96%
	2018	81%	88%	96%	96%	98%	95%	*	*	-	100%	87%	100%	95%	99%	96%	97%
	2019	52%	55%	70%	56%	65%	72%	*	*	-	83%	33%	88%	73%	63%	63%	50%
At Meets Grade Level or Above	2018	50%	56%	68%	65%	65%	70%	*	*	-	82%	28%	89%	66%	72%	60%	58%
	2019	26%	25%	27%	11%	28%	26%	*	*	-	39%	6%	38%	28%	26%	27%	19%
	2018	24%	26%	41%	27%	46%	42%	*	*	-	27%	3%	44%	42%	40%	40%	23%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	85%	88%	63%	86%	92%	*	91%	-	87%	52%	82%	90%	83%	82%	73%
	2018	80%	82%	86%	74%	84%	88%	*	80%	-	93%	43%	92%	86%	85%	79%	68%
	2019	54%	55%	60%	30%	55%	64%	*	82%	-	74%	10%	55%	63%	52%	50%	22%
At Meets Grade Level or Above	2018	51%	52%	57%	52%	41%	65%	*	80%	-	71%	9%	58%	58%	54%	40%	12%
	2019	25%	24%	25%	11%	18%	28%	*	64%	-	30%	0%	9%	28%	17%	15%	8%
	2018	23%	20%	15%	7%	10%	17%	*	40%	-	29%	0%	8%	16%	12%	12%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	87%	95%	91%	89%	98%	*	100%	*	100%	62%	92%	95%	93%	90%	67%
	2018	78%	84%	95%	94%	91%	96%	*	100%	-	100%	63%	100%	96%	90%	89%	86%
	2019	55%	64%	79%	72%	68%	83%	*	100%	*	100%	41%	58%	82%	68%	71%	39%
At Meets Grade Level or Above	2018	53%	58%	78%	72%	66%	83%	*	100%	-	93%	25%	86%	82%	65%	65%	43%
	2019	33%	41%	50%	53%	35%	55%	*	70%	*	68%	24%	17%	53%	40%	41%	22%
	2018	31%	33%	42%	38%	22%	51%	*	100%	-	36%	13%	43%	44%	35%	22%	10%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	65	65	68	69	62	*	79	-	50	68	75	64	66	64	66
	2018	67	65	65	66	62	64	*	75	*	78	55	45	64	66	66	58
End of Course Algebra I	2019	75	82	77	82	75	77	*	*	-	75	70	81	77	76	74	65
	2018	72	88	86	86	85	85	*	*	-	89	68	100	85	87	82	85
All Grades Both Subjects	2019	69	68	70	73	72	69	*	80	-	64	69	78	70	71	69	65
	2018	69	71	73	75	72	73	80	81	*	81	60	69	72	76	73	73
All Grades ELA/Reading	2019	68	66	65	68	69	62	*	79	-	50	68	75	64	66	64	66
	2018	69	67	65	66	62	64	*	75	*	78	55	45	64	66	66	58
All Grades Mathematics	2019	70	70	77	82	75	77	*	*	-	75	70	81	77	76	74	65
	2018	70	76	86	86	85	85	*	*	-	89	68	100	85	87	82	85

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS H S
 Campus Number: 061912001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 1,303
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative													
Grade 8 Reading													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	13%	20%	20%	-	*	*	-	-	-	*	*	*
Grade 8 Mathematics													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	50%	*	*	-	*	*	-	-	-	*	*	-

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS H S
 Campus Number: 061912001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,303
 Grade Span: 09 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	82%	84%	-	-	-	-	-	43%	*	43%	-	43%	43%
	2018	77%	82%	83%	-	-	-	-	-	53%	51%	60%	-	53%	53%
At Meets Grade Level or Above	2019	50%	52%	63%	-	-	-	-	-	16%	*	16%	-	16%	16%
	2018	48%	52%	60%	-	-	-	-	-	11%	11%	10%	-	11%	11%
At Masters Grade Level	2019	24%	23%	22%	-	-	-	-	-	4%	*	5%	-	4%	4%
	2018	22%	22%	20%	-	-	-	-	-	1%	2%	0%	-	1%	1%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	79%	73%	-	-	-	-	-	24%	*	22%	-	24%	24%
	2018	74%	79%	74%	-	-	-	-	-	29%	22%	45%	-	29%	29%
At Meets Grade Level or Above	2019	48%	50%	55%	-	-	-	-	-	8%	*	8%	-	8%	8%
	2018	46%	50%	52%	-	-	-	-	-	0%	0%	0%	-	0%	0%
At Masters Grade Level	2019	21%	20%	6%	-	-	-	-	-	0%	*	0%	-	0%	0%
	2018	19%	20%	6%	-	-	-	-	-	0%	0%	0%	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	95%	-	-	-	-	-	100%	-	100%	-	100%	100%
	2018	81%	88%	96%	-	-	-	-	-	92%	91%	*	-	92%	92%
At Meets Grade Level or Above	2019	52%	55%	70%	-	-	-	-	-	55%	-	55%	-	55%	55%
	2018	50%	56%	68%	-	-	-	-	-	38%	45%	*	-	38%	38%
At Masters Grade Level	2019	26%	25%	27%	-	-	-	-	-	18%	-	18%	-	18%	18%
	2018	24%	26%	41%	-	-	-	-	-	8%	9%	*	-	8%	8%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	85%	88%	-	-	-	-	-	65%	-	65%	-	65%	65%
	2018	80%	82%	86%	-	-	-	-	-	63%	67%	*	-	63%	63%
At Meets Grade Level or Above	2019	54%	55%	60%	-	-	-	-	-	18%	-	18%	-	18%	18%
	2018	51%	52%	57%	-	-	-	-	-	0%	0%	*	-	0%	0%
At Masters Grade Level	2019	25%	24%	25%	-	-	-	-	-	12%	-	12%	-	12%	12%
	2018	23%	20%	15%	-	-	-	-	-	0%	0%	*	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	87%	95%	-	-	-	-	-	45%	*	50%	-	45%	45%
	2018	78%	84%	95%	-	-	-	-	-	70%	*	83%	-	70%	70%
At Meets Grade Level or Above	2019	55%	64%	79%	-	-	-	-	-	9%	*	10%	-	9%	9%
	2018	53%	58%	78%	-	-	-	-	-	30%	*	33%	-	30%	30%
At Masters Grade Level	2019	33%	41%	50%	-	-	-	-	-	0%	*	0%	-	0%	0%
	2018	31%	33%	42%	-	-	-	-	-	0%	*	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects															
	2019	69%	68%	70%	-	-	-	-	-	71%	-	71%	-	71%	71%
	2018	69%	71%	73%	-	-	-	-	-	63%	67%	*	-	63%	63%
All Grades ELA/Reading															
	2019	68%	66%	65%	-	-	-	-	-	67%	-	67%	-	67%	67%
	2018	69%	67%	65%	-	-	-	-	-	57%	67%	*	-	57%	57%
All Grades Mathematics															
	2019	70%	70%	77%	-	-	-	-	-	78%	-	78%	-	78%	78%
	2018	70%	76%	86%	-	-	-	-	-	67%	67%	-	-	67%	67%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	99%	99%	99%	94%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	94%	94%	98%	88%	91%	*	99%	97%	96%	82%
Not Included in Accountability													
Mobile	4%	3%	2%	5%	3%	1%	6%	9%	*	1%	3%	3%	10%
Other Exclusions	1%	0%	0%	0%	2%	0%	0%	0%	*	0%	0%	1%	8%
Not Tested	1%	0%	1%	1%	1%	1%	6%	0%	*	0%	0%	0%	0%
Absent	1%	0%	1%	1%	1%	1%	6%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	99%	99%	98%	100%	97%	*	100%	99%	99%	100%
Included in Accountability	94%	94%	94%	93%	92%	95%	100%	83%	*	96%	90%	92%	75%
Not Included in Accountability													
Mobile	4%	5%	4%	6%	5%	3%	0%	9%	*	4%	7%	5%	4%
Other Exclusions	1%	1%	1%	0%	3%	0%	0%	6%	*	0%	2%	2%	21%
Not Tested	1%	0%	1%	1%	1%	2%	0%	3%	*	0%	1%	1%	0%
Absent	1%	0%	1%	1%	1%	2%	0%	3%	*	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,303
Grade Span: 09 - 12
School Type: High School

District Name: LAKE DALLAS ISD
Campus Name: LAKE DALLAS H S
Campus Number: 061912001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	94.9%	95.0%	94.7%	94.9%	93.7%	95.9%	*	95.0%	94.5%	94.3%	94.0%
2017-18	95.4%	95.8%	94.6%	96.0%	94.4%	94.4%	96.0%	96.8%	*	94.1%	93.6%	94.0%	94.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	0.3%	0.8%	0.8%	0.0%	0.0%	0.0%	*	0.0%	0.8%	0.8%	2.0%
2017-18	1.9%	0.5%	0.5%	0.0%	0.3%	0.7%	0.0%	0.0%	*	1.6%	3.1%	0.8%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	97.7%	97.7%	100.0%	94.9%	98.2%	*	100.0%	-	100.0%	78.6%	94.9%	100.0%
Received TxCHSE	0.5%	0.3%	0.3%	0.0%	0.0%	0.6%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.7%	0.7%	0.7%	0.0%	1.3%	0.6%	*	0.0%	-	0.0%	14.3%	1.0%	0.0%
Dropped Out	5.9%	1.3%	1.3%	0.0%	3.8%	0.6%	*	0.0%	-	0.0%	7.1%	4.0%	0.0%
Graduates and TxCHSE	90.4%	98.0%	98.0%	100.0%	94.9%	98.8%	*	100.0%	-	100.0%	78.6%	94.9%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	98.7%	98.7%	100.0%	96.2%	99.4%	*	100.0%	-	100.0%	92.9%	96.0%	100.0%
Class of 2018													
Graduated	90.0%	98.6%	98.6%	100.0%	100.0%	98.1%	*	100.0%	*	93.8%	95.2%	100.0%	100.0%
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	0.3%	0.3%	0.0%	0.0%	0.6%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	5.7%	1.0%	1.0%	0.0%	0.0%	1.3%	*	0.0%	*	6.3%	4.8%	0.0%	0.0%
Graduates and TxCHSE	90.4%	98.6%	98.6%	100.0%	100.0%	98.1%	*	100.0%	*	93.8%	95.2%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	94.3%	99.0%	99.0%	100.0%	100.0%	98.7%	*	100.0%	*	93.8%	95.2%	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.0%	99.0%	100.0%	100.0%	98.7%	*	100.0%	*	93.8%	95.2%	100.0%	100.0%
Received TxCHSE	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	1.0%	1.0%	0.0%	0.0%	1.3%	*	0.0%	*	6.3%	4.8%	0.0%	0.0%
Graduates and TxCHSE	92.8%	99.0%	99.0%	100.0%	100.0%	98.7%	*	100.0%	*	93.8%	95.2%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	99.0%	99.0%	100.0%	100.0%	98.7%	*	100.0%	*	93.8%	95.2%	100.0%	100.0%
Class of 2017													
Graduated	92.0%	97.7%	97.7%	95.5%	98.6%	97.2%	*	100.0%	*	100.0%	88.9%	94.9%	*
Received TxCHSE	0.6%	0.7%	0.7%	0.0%	0.0%	1.1%	*	0.0%	*	0.0%	0.0%	0.0%	*
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Dropped Out	6.3%	1.7%	1.7%	4.5%	1.4%	1.7%	*	0.0%	*	0.0%	11.1%	5.1%	*
Graduates and TxCHSE	92.6%	98.3%	98.3%	95.5%	98.6%	98.3%	*	100.0%	*	100.0%	88.9%	94.9%	*
Graduates, TxCHSE, and Continuers	93.7%	98.3%	98.3%	95.5%	98.6%	98.3%	*	100.0%	*	100.0%	88.9%	94.9%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.7%	97.7%	95.5%	98.6%	97.2%	*	100.0%	*	100.0%	88.9%	94.9%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,303
 Grade Span: 09 - 12
 School Type: High School

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS H S
 Campus Number: 061912001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.7%	0.7%	0.0%	0.0%	1.1%	*	0.0%	*	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Dropped Out	6.3%	1.7%	1.7%	4.5%	1.4%	1.7%	*	0.0%	*	0.0%	11.1%	5.1%	*
Graduates and TxCHSE Graduates, TxCHSE, and Continuers	93.2%	98.3%	98.3%	95.5%	98.6%	98.3%	*	100.0%	*	100.0%	88.9%	94.9%	*
Class of 2016	93.7%	98.3%	98.3%	95.5%	98.6%	98.3%	*	100.0%	*	100.0%	88.9%	94.9%	*
Graduated	92.1%	99.3%	99.3%	94.1%	100.0%	99.5%	*	100.0%	-	100.0%	96.4%	98.8%	100.0%
Received TxCHSE	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	0.7%	0.7%	5.9%	0.0%	0.5%	*	0.0%	-	0.0%	3.6%	1.2%	0.0%
Graduates and TxCHSE Graduates, TxCHSE, and Continuers	92.9%	99.3%	99.3%	94.1%	100.0%	99.5%	*	100.0%	-	100.0%	96.4%	98.8%	100.0%
	93.4%	99.3%	99.3%	94.1%	100.0%	99.5%	*	100.0%	-	100.0%	96.4%	98.8%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	97.7%	97.7%	100.0%	94.9%	98.2%	*	100.0%	-	100.0%	78.6%	94.9%	100.0%
Class of 2018	90.0%	98.0%	98.0%	100.0%	100.0%	96.9%	*	100.0%	*	93.8%	87.0%	98.9%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	*	-	-	*	-	-	-	-	*	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Class of 2018	5.0%	1.7%	1.7%	0.0%	1.4%	2.6%	*	0.0%	*	0.0%	0.0%	2.2%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.3%	97.3%	100.0%	97.3%	96.4%	*	100.0%	-	100.0%	40.0%	95.7%	87.5%
Class of 2018	82.0%	94.1%	94.1%	90.6%	93.2%	94.2%	*	100.0%	*	100.0%	35.3%	90.1%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	96.9%	96.9%	100.0%	97.3%	95.8%	*	100.0%	-	100.0%	36.4%	95.7%	87.5%
Class of 2018	86.8%	95.8%	95.8%	90.6%	94.6%	96.8%	*	100.0%	*	100.0%	35.3%	92.3%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	*	-	*	*	-	-	-	-	*	*	-
2017-18	37.7%	*	*	-	*	-	-	-	-	-	-	*	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	4.9%	0.4%	0.4%	0.0%	0.0%	0.6%	*	0.0%	*	0.0%	0.0%	1.1%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.3%	97.3%	100.0%	97.3%	96.4%	*	100.0%	-	100.0%	40.0%	95.9%	88.9%
2017-18	81.5%	95.8%	95.8%	93.5%	94.6%	96.2%	*	100.0%	*	100.0%	37.5%	93.1%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.3%	96.3%	100.0%	96.1%	95.3%	*	100.0%	-	100.0%	30.8%	94.0%	88.9%
2017-18	85.1%	95.8%	95.8%	93.5%	93.3%	96.8%	*	100.0%	*	100.0%	37.5%	93.2%	*

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS H S
 Campus Number: 061912001

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Graduation Profile**

Total Students: 1,303
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	296	100.0%	296	355,615
By Ethnicity:				
African American	31	10.5%	31	43,953
Hispanic	76	25.7%	76	180,673
White	169	57.1%	169	105,577
American Indian	1	0.3%	1	1,293
Asian	5	1.7%	5	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	14	4.7%	14	7,018
By Graduation Type:				
Minimum H.S. Program	3	1.0%	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	8	2.7%	8	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	0	15,160
Foundation H.S. Program (DLA)	285	96.3%	285	285,538
Special Education Graduates	13	4.4%	13	27,598
Economically Disadvantaged Graduates	100	33.8%	100	186,364
LEP Graduates	9	3.0%	9	25,189
At-Risk Graduates	42	14.2%	42	146,432

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS H S
 Campus Number: 061912001

Total Students: 1,303
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	75.8%	75.8%	58.1%	69.7%	79.3%	*	100.0%	-	96.4%	73.1%	67.5%	66.7%
2017-18	65.5%	73.2%	73.2%	66.1%	68.6%	76.6%	*	83.3%	*	76.7%	81.6%	62.2%	40.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	47.6%	47.6%	19.4%	31.6%	55.0%	*	100.0%	-	85.7%	0.0%	31.0%	0.0%
2017-18	50.0%	53.6%	53.6%	35.5%	44.9%	60.9%	*	66.7%	*	66.7%	10.5%	36.7%	0.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	63.5%	63.5%	54.8%	46.1%	69.2%	*	100.0%	-	100.0%	7.7%	48.0%	11.1%
2017-18	58.2%	63.7%	63.7%	51.6%	55.1%	69.9%	*	83.3%	*	73.3%	21.1%	50.0%	0.0%
Mathematics													
2018-19	48.6%	41.9%	41.9%	22.6%	19.7%	50.3%	*	100.0%	-	85.7%	0.0%	26.0%	0.0%
2017-18	46.0%	50.2%	50.2%	38.7%	41.0%	55.8%	*	83.3%	*	60.0%	10.5%	32.2%	0.0%
Both Subjects													
2018-19	44.2%	39.9%	39.9%	19.4%	19.7%	47.3%	*	100.0%	-	85.7%	0.0%	22.0%	0.0%
2017-18	42.1%	48.8%	48.8%	35.5%	39.7%	55.8%	*	66.7%	*	53.3%	10.5%	31.1%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.9%	20.9%	3.2%	18.4%	21.9%	*	40.0%	-	50.0%	0.0%	15.0%	0.0%
2017-18	20.7%	21.1%	21.1%	9.7%	12.8%	26.9%	*	16.7%	*	33.3%	5.3%	14.4%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	10.8%	10.8%	6.5%	5.3%	11.8%	*	60.0%	-	21.4%	0.0%	4.0%	0.0%
2017-18	20.4%	10.4%	10.4%	3.2%	6.4%	13.5%	*	0.0%	*	20.0%	0.0%	3.3%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	51.4%	51.4%	50.0%	53.3%	50.6%	*	50.0%	-	50.0%	73.1%	49.5%	66.7%
2017-18	28.7%	41.0%	41.0%	41.9%	41.0%	40.4%	*	58.3%	*	36.7%	81.6%	45.0%	40.0%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	2.0%	0.0%	0.0%	3.0%	*	0.0%	-	7.1%	0.0%	0.0%	0.0%
2017-18	4.8%	2.8%	2.8%	3.2%	1.3%	2.6%	*	16.7%	*	6.7%	0.0%	3.3%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS H S
 Campus Number: 061912001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,303
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.4%	1.4%	0.0%	1.3%	1.8%	*	0.0%	-	0.0%	30.8%	2.0%	11.1%
2017-18	1.7%	3.8%	3.8%	3.2%	5.1%	3.8%	*	0.0%	*	0.0%	52.6%	6.7%	40.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	85.1%	85.1%	80.6%	85.5%	85.8%	*	80.0%	-	85.7%	84.6%	78.0%	66.7%
2017-18	38.7%	62.6%	62.6%	58.1%	59.0%	64.7%	*	66.7%	*	66.7%	36.8%	63.3%	20.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	10.1%	10.1%	12.9%	14.5%	8.3%	*	0.0%	-	7.1%	0.0%	15.0%	33.3%
2017-18	4.3%	4.8%	4.8%	9.7%	6.4%	3.2%	*	0.0%	*	0.0%	5.3%	6.7%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.4%	1.4%	3.2%	2.6%	0.6%	*	0.0%	-	0.0%	30.8%	2.0%	0.0%
2017-18	2.6%	2.1%	2.1%	3.2%	1.3%	1.9%	*	16.7%	*	0.0%	31.6%	3.3%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	1.7%	1.7%	0.0%	0.0%	1.8%	*	20.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	2.1%	2.1%	0.0%	1.3%	3.2%	*	0.0%	*	0.0%	0.0%	3.3%	0.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: LAKE DALLAS ISD
Campus Name: LAKE DALLAS H S
Campus Number: 061912001

Total Students: 1,303
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	33.8%	33.8%	25.8%	27.6%	37.3%	*	40.0%	-	42.9%	7.7%	25.0%	11.1%
2017-18	32.1%	30.8%	30.8%	22.6%	25.6%	34.6%	*	66.7%	*	26.7%	15.8%	26.7%	0.0%
Mathematics													
2018-19	24.7%	17.9%	17.9%	9.7%	9.2%	21.9%	*	20.0%	-	35.7%	0.0%	11.0%	0.0%
2017-18	23.7%	23.5%	23.5%	9.7%	26.9%	23.1%	*	83.3%	*	20.0%	10.5%	18.9%	0.0%
Both Subjects													
2018-19	18.8%	14.9%	14.9%	6.5%	9.2%	17.8%	*	20.0%	-	28.6%	0.0%	10.0%	0.0%
2017-18	18.1%	19.4%	19.4%	6.5%	19.2%	21.2%	*	66.7%	*	13.3%	5.3%	13.3%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	85.5%	85.5%	83.9%	85.5%	85.8%	*	80.0%	-	85.7%	84.6%	78.0%	66.7%
2017-18	58.4%	63.3%	63.3%	58.1%	61.5%	64.7%	*	66.7%	*	66.7%	36.8%	64.4%	40.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	16.5%	16.5%	15.9%	10.2%	17.5%	*	52.9%	*	25.0%	n/a	9.6%	n/a
2018	25.8%	13.8%	13.8%	6.5%	9.1%	15.8%	*	21.4%	*	31.0%	n/a	8.4%	n/a
English Language Arts													
2019	14.5%	10.5%	10.5%	11.1%	6.5%	10.6%	*	35.3%	*	19.4%	n/a	7.2%	n/a
2018	15.3%	9.1%	9.1%	6.5%	5.5%	9.7%	*	21.4%	*	24.1%	n/a	6.5%	n/a
Mathematics													
2019	7.4%	5.0%	5.0%	4.8%	2.2%	6.0%	*	17.6%	*	5.6%	n/a	2.0%	n/a
2018	7.3%	3.6%	3.6%	0.0%	2.4%	4.8%	*	7.1%	*	3.4%	n/a	1.4%	n/a
Science													
2019	10.4%	4.4%	4.4%	4.8%	3.8%	3.4%	*	17.6%	*	11.1%	n/a	2.0%	n/a
2018	10.8%	2.7%	2.7%	1.6%	1.2%	2.7%	*	7.1%	*	10.3%	n/a	0.5%	n/a
Social Studies													
2019	13.9%	4.3%	4.3%	4.8%	2.7%	4.6%	*	11.8%	*	5.6%	n/a	3.2%	n/a
2018	14.5%	5.1%	5.1%	3.2%	3.7%	5.2%	*	7.1%	*	17.2%	n/a	3.3%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	50.0%	50.0%	50.0%	36.8%	50.8%	-	77.8%	-	44.4%	n/a	33.3%	n/a
2018	50.7%	54.2%	54.2%	*	46.7%	57.7%	-	*	-	44.4%	n/a	38.9%	n/a
English Language Arts													
2019	41.2%	44.9%	44.9%	42.9%	33.3%	51.4%	-	66.7%	-	14.3%	n/a	16.7%	n/a
2018	42.5%	45.5%	45.5%	*	22.2%	50.0%	-	*	-	42.9%	n/a	21.4%	n/a
Mathematics													
2019	52.2%	36.4%	36.4%	*	*	33.3%	-	*	-	*	n/a	40.0%	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1,303
 Grade Span: 09 - 12
 School Type: High School

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS H S
 Campus Number: 061912001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	54.5%	54.5%	-	*	62.5%	-	*	-	*	n/a	*	n/a
2019 Social Studies	40.6%	31.0%	31.0%	*	0.0%	41.7%	-	*	-	*	n/a	0.0%	n/a
2018 Social Studies	38.0%	18.8%	18.8%	*	*	22.2%	-	*	-	*	n/a	*	n/a
2019 Social Studies	46.3%	53.6%	53.6%	*	80.0%	31.3%	-	*	-	*	n/a	50.0%	n/a
2018 Social Studies	44.6%	64.5%	64.5%	*	50.0%	64.7%	-	*	-	60.0%	n/a	28.6%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	67.9%	67.9%	83.9%	47.4%	71.0%	*	80.0%	-	100.0%	n/a	53.5%	n/a
2017-18	74.6%	68.5%	68.5%	67.7%	64.1%	70.5%	*	66.7%	*	80.0%	n/a	52.2%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	44.8%	44.8%	19.2%	27.8%	50.0%	-	*	-	78.6%	n/a	30.2%	n/a
2017-18	37.9%	57.1%	57.1%	38.1%	42.0%	69.1%	*	*	-	58.3%	n/a	37.5%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1062	1062	964	1027	1081	-	*	-	1145	n/a	1028	n/a
2017-18	1036	1094	1094	1007	1049	1142	*	*	-	1077	n/a	1018	n/a
English Language Arts and Writing													
2018-19	517	539	539	501	520	547	-	*	-	573	n/a	519	n/a
2017-18	521	549	549	517	529	573	*	*	-	517	n/a	514	n/a
Mathematics													
2018-19	510	523	523	463	507	534	-	*	-	572	n/a	509	n/a
2017-18	515	545	545	490	520	569	*	*	-	560	n/a	505	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.2	21.2	16.9	16.4	22.5	-	*	-	*	n/a	17.8	n/a
2017-18	20.6	22.2	22.2	19.2	19.8	23.2	-	*	-	*	n/a	18.8	n/a
English Language Arts													
2018-19	20.3	21.1	21.1	15.9	15.9	22.7	-	*	-	*	n/a	17.2	n/a
2017-18	20.3	21.7	21.7	18.8	19.4	22.8	-	*	-	*	n/a	18.4	n/a
Mathematics													
2018-19	20.4	20.9	20.9	17.5	17.2	21.9	-	*	-	*	n/a	17.8	n/a
2017-18	20.6	22.3	22.3	20.7	20.5	23.1	-	*	-	*	n/a	19.3	n/a
Science													
2018-19	20.8	21.3	21.3	17.4	16.8	22.6	-	*	-	*	n/a	18.6	n/a
2017-18	20.9	22.5	22.5	17.8	19.8	23.7	-	*	-	*	n/a	19.0	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 1,303
Grade Span: 09 - 12
School Type: High School

District Name: LAKE DALLAS ISD
Campus Name: LAKE DALLAS H S
Campus Number: 061912001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	37.6%	37.6%	34.8%	30.2%	41.1%	18.2%	54.3%	*	42.5%	2.7%	29.7%	14.0%
2017-18	43.4%	38.6%	38.6%	35.4%	28.9%	41.8%	22.2%	62.5%	*	57.1%	7.6%	27.7%	7.7%
English Language Arts													
2018-19	17.8%	15.6%	15.6%	12.7%	10.6%	17.3%	0.0%	37.1%	*	20.8%	0.0%	9.7%	0.0%
2017-18	17.3%	14.7%	14.7%	8.2%	9.0%	17.2%	0.0%	28.1%	*	27.9%	2.8%	8.6%	0.0%
Mathematics													
2018-19	20.4%	22.2%	22.2%	22.9%	16.8%	24.3%	10.0%	35.3%	*	25.0%	1.0%	15.6%	6.5%
2017-18	20.7%	20.6%	20.6%	19.8%	13.9%	23.1%	11.1%	36.7%	*	27.1%	3.9%	13.3%	2.8%
Science													
2018-19	21.7%	15.6%	15.6%	15.6%	12.3%	16.4%	10.0%	28.1%	*	19.4%	1.0%	12.2%	0.0%
2017-18	21.2%	17.2%	17.2%	13.3%	12.8%	19.4%	11.1%	32.3%	*	20.0%	4.0%	10.4%	0.0%
Social Studies													
2018-19	23.6%	10.9%	10.9%	5.4%	7.5%	12.6%	0.0%	23.5%	*	16.7%	0.0%	9.8%	0.0%
2017-18	22.8%	12.3%	12.3%	8.3%	8.6%	13.6%	0.0%	25.0%	*	23.7%	0.9%	7.1%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.6%	61.6%	54.8%	60.3%	60.9%	*	100.0%	*	73.3%	40.0%	45.7%	60.0%
2016-17	54.6%	61.4%	61.4%	47.6%	55.6%	66.1%	*	60.0%	*	60.0%	52.9%	48.1%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	64.1%	64.1%	66.7%	52.4%	71.0%	*	66.7%	-	44.4%	25.0%	52.5%	*
2016-17	59.2%	64.4%	64.4%	50.0%	55.3%	67.9%	-	83.3%	*	55.6%	22.2%	42.9%	-

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS H S
 Campus Number: 061912001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1,303
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	1,303	100.0%	3,975	5,479,173	1,303	100.0%	3,986	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	2.1%	4.5%	0	0.0%	2.3%	4.5%
Kindergarten	0	0.0%	6.9%	7.0%	0	0.0%	6.9%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	6.1%	7.1%	0	0.0%	6.1%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	8.1%	7.7%	0	0.0%	8.1%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.4%	7.5%
Grade 9	331	25.4%	8.3%	8.2%	331	25.4%	8.3%	8.2%
Grade 10	335	25.7%	8.5%	7.4%	335	25.7%	8.4%	7.4%
Grade 11	296	22.7%	7.4%	6.9%	296	22.7%	7.4%	6.9%
Grade 12	341	26.2%	8.6%	6.4%	341	26.2%	8.6%	6.4%
Ethnic Distribution:								
African American	115	8.8%	9.0%	12.6%	115	8.8%	8.9%	12.6%
Hispanic	374	28.7%	32.0%	52.8%	374	28.7%	31.9%	52.8%
White	687	52.7%	50.3%	27.0%	687	52.7%	50.4%	27.0%
American Indian	13	1.0%	0.7%	0.4%	13	1.0%	0.7%	0.4%
Asian	39	3.0%	2.6%	4.6%	39	3.0%	2.6%	4.6%
Pacific Islander	2	0.2%	0.2%	0.2%	2	0.2%	0.2%	0.2%
Two or More Races	73	5.6%	5.3%	2.5%	73	5.6%	5.3%	2.5%
Sex:								
Female	624	47.9%	46.7%	48.8%	624	47.9%	46.7%	48.8%
Male	679	52.1%	53.3%	51.2%	679	52.1%	53.3%	51.2%
Economically Disadvantaged	382	29.3%	40.8%	60.3%	382	29.3%	40.6%	60.2%
Non-Educationally Disadvantaged	921	70.7%	59.2%	39.7%	921	70.7%	59.4%	39.8%
Section 504 Students	247	19.0%	15.0%	6.9%	247	19.0%	14.9%	6.9%
English Learners (EL)	43	3.3%	9.6%	20.3%	43	3.3%	9.6%	20.3%
Students w/ Disciplinary Placements (2018-19)	27	2.0%	1.4%	1.5%				
Students w/ Dyslexia	157	12.0%	10.5%	4.1%	157	12.0%	10.5%	4.1%
Foster Care	0	0.0%	0.4%	0.3%	0	0.0%	0.5%	0.3%
Homeless	0	0.0%	0.3%	1.4%	0	0.0%	0.3%	1.4%
Immigrant	6	0.5%	0.2%	2.3%	6	0.5%	0.2%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	67.1%	65.1%	0	0.0%	67.2%	65.1%
Military Connected	3	0.2%	0.4%	1.9%	3	0.2%	0.4%	1.9%
At-Risk	333	25.6%	36.5%	50.6%	333	25.6%	36.4%	50.5%

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS H S
 Campus Number: 061912001

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information**

Total Students: 1,303
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	43	3.3%	9.5%	20.6%	43	3.3%	9.5%	20.6%
Career & Technical Education	1,179	90.5%	30.8%	27.6%				
Career & Technical Education (9-12 grades only)	1,176	90.3%	90.3%	50.8%	1,176	90.3%	90.3%	50.8%
Gifted & Talented Education	113	8.7%	7.9%	8.1%	113	8.7%	7.9%	8.1%
Special Education	124	9.5%	11.5%	10.5%	124	9.5%	11.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	124							
By Type of Primary Disability								
Students with Intellectual Disabilities	77	62.1%	41.0%	42.4%				
Students with Physical Disabilities	*	*	23.3%	21.4%				
Students with Autism	**	**	**	13.8%				
Students with Behavioral Disabilities	35	28.2%	27.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	125	9.1%	10.4%	15.3%				
By Ethnicity:								
African American	16	1.2%						
Hispanic	46	3.4%						
White	53	3.9%						
American Indian	4	0.3%						
Asian	3	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	3	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	109	10.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.8%	1.6%	-	3.0%	5.5%
Grade 1	-	0.0%	2.9%	-	2.4%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	2.1%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	1.3%	1.3%	7.8%	0.0%	0.0%	13.1%

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Texas Education Agency
Texas Academic Performance Report
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 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	15.5	19.0
Grade 1	-	18.7	18.9
Grade 2	-	17.0	18.8
Grade 3	-	18.3	19.0
Grade 4	-	19.5	19.2
Grade 5	-	20.2	20.9
Grade 6	-	19.6	20.4
Secondary:			
English/Language Arts	23.7	21.7	16.4
Foreign Languages	18.6	18.9	18.7
Mathematics	23.8	23.9	17.8
Science	24.0	21.2	18.8
Social Studies	24.8	22.7	19.3

District Name: LAKE DALLAS ISD
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 Campus Number: 061912001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,303
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	112.4	100.0%	100.0%	100.0%
Professional Staff:	103.6	92.1%	63.4%	63.7%
Teachers	88.2	78.4%	49.8%	49.4%
Professional Support	7.6	6.7%	9.4%	10.2%
Campus Administration (School Leadership)	7.8	7.0%	3.3%	3.0%
Educational Aides:	8.9	7.9%	12.5%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	3.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	4.0	n/a	9.0	12,901.0
Part-time	1.0	n/a	1.0	1,103.0
Total Minority Staff:	11.4	10.2%	17.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	1.1%	1.0%	10.8%
Hispanic	4.0	4.5%	6.7%	28.1%
White	81.2	92.1%	88.9%	57.7%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	1.0	1.1%	0.7%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.1%	2.3%	1.1%
Males	37.9	43.0%	20.6%	23.8%
Females	50.3	57.0%	79.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	1.1%	0.3%	1.3%
Bachelors	57.1	64.7%	73.8%	73.4%
Masters	27.1	30.7%	24.2%	24.5%
Doctorate	3.0	3.4%	1.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.0	5.7%	6.9%	7.4%
1-5 Years Experience	26.3	29.9%	23.3%	27.9%
6-10 Years Experience	14.0	15.8%	16.5%	19.4%
11-20 Years Experience	24.8	28.1%	33.4%	29.4%
Over 20 Years Experience	18.1	20.5%	19.9%	15.9%
Number of Students per Teacher	14.8	n/a	13.4	15.1

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,303
Grade Span: 09 - 12
School Type: High School

District Name: LAKE DALLAS ISD
Campus Name: LAKE DALLAS H S
Campus Number: 061912001

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	7.4	6.2
Average Years Experience of Principals with District	10.0	7.4	5.3
Average Years Experience of Assistant Principals	5.7	4.8	5.3
Average Years Experience of Assistant Principals with District	4.3	3.8	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	11.5	12.1	11.1
Average Years Experience of Teachers with District:	7.1	8.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,065	\$54,148	\$49,868
1-5 Years Experience	\$55,716	\$55,158	\$52,823
6-10 Years Experience	\$60,314	\$56,962	\$55,756
11-20 Years Experience	\$61,209	\$58,339	\$59,308
Over 20 Years Experience	\$74,058	\$67,745	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$61,603	\$58,956	\$57,091
Professional Support	\$72,014	\$70,028	\$67,352
Campus Administration (School Leadership)	\$91,990	\$83,421	\$82,512
Instructional Staff Percent:	n/a	65.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	1.3%	1.4%	6.5%
Career & Technical Education	14.2	16.2%	4.8%	5.0%
Compensatory Education	0.0	0.0%	2.7%	2.8%
Gifted & Talented Education	3.4	3.9%	1.5%	1.9%
Regular Education	60.7	68.8%	76.1%	70.9%
Special Education	8.7	9.9%	13.5%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: LAKE DALLAS ISD

Campus Name: LAKE DALLAS MIDDLE

Campus Number: 061912041

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 892
 Grade Span: 06 - 08
 School Type: Middle

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS MIDDLE
 Campus Number: 061912041

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	69%	69%	42%	62%	78%	*	86%	-	53%	30%	68%	70%	66%	59%	45%
	2018	69%	73%	73%	68%	61%	79%	60%	100%	-	57%	33%	79%	76%	66%	63%	51%
At Meets Grade Level or Above	2019	37%	37%	37%	21%	29%	41%	*	57%	-	47%	18%	26%	38%	34%	30%	20%
	2018	39%	34%	34%	24%	25%	40%	40%	63%	-	0%	14%	33%	34%	34%	23%	15%
At Masters Grade Level	2019	18%	15%	15%	13%	11%	16%	*	29%	-	29%	0%	11%	17%	12%	10%	3%
	2018	19%	18%	18%	8%	12%	21%	40%	50%	-	0%	5%	25%	19%	17%	11%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	84%	84%	67%	77%	90%	*	100%	-	82%	43%	95%	84%	83%	77%	70%
	2018	77%	88%	88%	77%	85%	91%	100%	100%	-	71%	64%	92%	90%	83%	84%	79%
At Meets Grade Level or Above	2019	47%	47%	47%	25%	39%	55%	*	43%	-	53%	14%	47%	48%	44%	38%	18%
	2018	44%	50%	50%	19%	40%	59%	40%	100%	-	29%	18%	42%	55%	41%	39%	40%
At Masters Grade Level	2019	21%	18%	18%	4%	12%	22%	*	14%	-	29%	5%	16%	18%	19%	13%	3%
	2018	18%	17%	17%	4%	6%	23%	20%	50%	-	0%	7%	21%	17%	15%	10%	7%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	75%	75%	59%	65%	83%	*	100%	-	71%	32%	90%	75%	76%	64%	55%
	2018	74%	76%	76%	57%	69%	83%	*	71%	*	71%	17%	92%	76%	76%	66%	57%
At Meets Grade Level or Above	2019	49%	48%	48%	33%	37%	56%	*	86%	-	29%	15%	52%	49%	47%	35%	27%
	2018	48%	47%	47%	26%	36%	57%	*	71%	*	36%	8%	25%	51%	40%	36%	24%
At Masters Grade Level	2019	29%	26%	26%	11%	18%	33%	*	57%	-	14%	12%	24%	25%	28%	19%	11%
	2018	29%	28%	28%	13%	15%	37%	*	43%	*	14%	3%	8%	30%	23%	19%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	87%	87%	74%	86%	90%	*	100%	-	57%	51%	100%	87%	86%	82%	82%
	2018	72%	89%	89%	91%	86%	90%	*	100%	*	86%	51%	100%	86%	94%	86%	84%
At Meets Grade Level or Above	2019	43%	58%	58%	33%	47%	68%	*	100%	-	43%	15%	62%	60%	53%	47%	52%
	2018	40%	62%	62%	48%	59%	65%	*	86%	*	57%	22%	67%	64%	56%	50%	49%
At Masters Grade Level	2019	17%	26%	26%	15%	15%	32%	*	86%	-	14%	10%	29%	26%	24%	18%	16%
	2018	18%	30%	30%	17%	19%	37%	*	71%	*	29%	3%	25%	33%	23%	21%	8%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	75%	75%	69%	70%	78%	*	100%	-	57%	33%	71%	74%	76%	67%	57%
	2018	69%	74%	74%	70%	69%	80%	*	71%	*	64%	29%	67%	74%	76%	69%	58%
At Meets Grade Level or Above	2019	42%	42%	42%	31%	35%	48%	*	86%	-	14%	14%	43%	43%	41%	33%	32%
	2018	43%	42%	42%	26%	31%	50%	*	71%	*	36%	12%	33%	45%	35%	33%	14%
At Masters Grade Level	2019	18%	14%	14%	0%	11%	16%	*	71%	-	0%	10%	10%	14%	14%	11%	5%
	2018	15%	11%	11%	0%	8%	14%	*	43%	*	0%	0%	8%	11%	12%	8%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 892
Grade Span: 06 - 08
School Type: Middle

District Name: LAKE DALLAS ISD
Campus Name: LAKE DALLAS MIDDLE
Campus Number: 061912041

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	90%	90%	82%	87%	92%	*	100%	*	83%	49%	78%	90%	88%	84%	86%
	2018	86%	90%	90%	81%	90%	91%	*	100%	-	85%	42%	94%	93%	82%	83%	73%
At Meets Grade Level or Above	2019	55%	53%	53%	29%	46%	61%	*	50%	*	50%	14%	22%	54%	50%	45%	29%
	2018	49%	56%	56%	19%	45%	65%	*	63%	-	55%	21%	44%	64%	34%	41%	19%
At Masters Grade Level	2019	28%	30%	30%	7%	17%	41%	*	50%	*	17%	3%	11%	32%	24%	20%	9%
	2018	27%	31%	31%	13%	25%	35%	*	63%	-	30%	3%	25%	37%	15%	20%	12%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	90%	92%	88%	91%	*	*	-	80%	56%	100%	90%	90%	83%	91%
	2018	86%	91%	91%	79%	93%	91%	*	*	-	87%	55%	100%	94%	84%	85%	92%
At Meets Grade Level or Above	2019	57%	59%	59%	50%	57%	64%	*	*	-	60%	14%	50%	59%	60%	53%	58%
	2018	51%	63%	63%	36%	53%	70%	*	*	-	67%	21%	67%	68%	52%	53%	46%
At Masters Grade Level	2019	17%	14%	14%	8%	12%	18%	*	*	-	10%	3%	0%	14%	14%	15%	9%
	2018	15%	21%	21%	7%	25%	21%	*	*	-	20%	9%	20%	27%	8%	23%	13%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	86%	86%	86%	76%	90%	*	100%	*	91%	43%	89%	85%	88%	79%	77%
	2018	76%	84%	84%	69%	73%	89%	*	100%	-	90%	45%	87%	88%	71%	71%	50%
At Meets Grade Level or Above	2019	51%	57%	57%	43%	46%	66%	*	67%	*	64%	19%	56%	60%	52%	47%	40%
	2018	52%	62%	62%	31%	51%	69%	*	88%	-	65%	15%	80%	69%	43%	47%	31%
At Masters Grade Level	2019	25%	29%	29%	14%	16%	36%	*	50%	*	36%	8%	0%	30%	24%	18%	6%
	2018	28%	35%	35%	6%	30%	40%	*	75%	-	20%	9%	13%	40%	19%	23%	12%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	78%	78%	71%	64%	87%	*	100%	*	82%	46%	78%	78%	80%	68%	54%
	2018	65%	74%	74%	44%	71%	77%	*	88%	-	80%	39%	75%	76%	68%	63%	42%
At Meets Grade Level or Above	2019	37%	47%	47%	29%	34%	55%	*	67%	*	55%	19%	33%	45%	51%	36%	23%
	2018	36%	39%	39%	25%	34%	41%	*	75%	-	40%	15%	25%	43%	28%	24%	12%
At Masters Grade Level	2019	21%	30%	30%	21%	13%	37%	*	67%	*	55%	5%	22%	30%	30%	18%	11%
	2018	21%	25%	25%	13%	20%	28%	*	75%	-	15%	6%	19%	30%	12%	14%	8%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	96%	100%	*	100%	100%	-	*	*	*	*	*	100%	100%	100%	*
	2018	83%	97%	100%	*	100%	100%	-	100%	-	*	-	*	100%	100%	100%	*
At Meets Grade Level or Above	2019	61%	76%	100%	*	100%	100%	-	*	*	*	*	*	100%	100%	100%	*
	2018	55%	75%	100%	*	100%	100%	-	100%	-	*	-	*	100%	100%	100%	*
At Masters Grade Level	2019	37%	41%	97%	*	100%	96%	-	*	*	*	*	*	98%	93%	100%	*
	2018	32%	45%	57%	*	56%	55%	-	40%	-	*	-	*	57%	50%	81%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	82%	82%	72%	75%	87%	83%	98%	*	74%	42%	85%	82%	81%	74%	68%
	2018	77%	82%	83%	71%	78%	86%	74%	93%	*	80%	42%	87%	84%	78%	75%	65%
At Meets Grade Level or Above	2019	50%	52%	51%	33%	41%	58%	38%	71%	*	50%	16%	45%	52%	49%	41%	33%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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	EL (Current & Monitored)
At Masters Grade Level	2018	48%	52%	52%	29%	43%	58%	22%	78%	*	49%	16%	46%	56%	41%	39%	28%
	2019	24%	23%	24%	11%	15%	30%	21%	54%	*	27%	6%	16%	25%	22%	17%	9%
	2018	22%	22%	25%	9%	19%	29%	13%	57%	*	19%	5%	20%	29%	16%	18%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	79%	78%	62%	71%	84%	78%	95%	*	67%	36%	80%	78%	76%	69%	61%
	2018	74%	79%	80%	67%	74%	85%	67%	91%	*	76%	31%	87%	83%	74%	71%	59%
At Meets Grade Level or Above	2019	48%	50%	46%	28%	37%	53%	67%	65%	*	44%	16%	37%	47%	44%	36%	25%
	2018	46%	50%	46%	23%	36%	54%	22%	65%	*	39%	14%	35%	51%	36%	33%	20%
At Masters Grade Level	2019	21%	20%	24%	10%	15%	30%	22%	45%	*	22%	5%	16%	25%	21%	17%	8%
	2018	19%	20%	26%	11%	18%	31%	22%	52%	*	20%	4%	21%	29%	18%	17%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	88%	78%	84%	91%	100%	100%	*	78%	50%	98%	88%	87%	81%	81%
	2018	81%	88%	90%	83%	88%	91%	89%	100%	*	85%	57%	96%	91%	87%	86%	84%
At Meets Grade Level or Above	2019	52%	55%	58%	38%	49%	66%	22%	75%	*	56%	15%	55%	59%	54%	47%	43%
	2018	50%	56%	61%	35%	54%	68%	33%	91%	*	60%	20%	56%	66%	50%	50%	46%
At Masters Grade Level	2019	26%	25%	26%	11%	16%	32%	22%	55%	*	25%	7%	20%	26%	23%	18%	11%
	2018	24%	26%	26%	11%	19%	29%	11%	52%	*	28%	6%	23%	30%	16%	21%	10%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	71%	75%	69%	70%	78%	*	100%	-	57%	33%	71%	74%	76%	67%	57%
	2018	66%	71%	74%	70%	69%	80%	*	71%	*	64%	29%	67%	74%	76%	69%	58%
At Meets Grade Level or Above	2019	38%	35%	42%	31%	35%	48%	*	86%	-	14%	14%	43%	43%	41%	33%	32%
	2018	41%	44%	42%	26%	31%	50%	*	71%	*	36%	12%	33%	45%	35%	33%	14%
At Masters Grade Level	2019	14%	11%	14%	0%	11%	16%	*	71%	-	0%	10%	10%	14%	14%	11%	5%
	2018	13%	11%	11%	0%	8%	14%	*	43%	*	0%	0%	8%	11%	12%	8%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	85%	86%	86%	76%	90%	*	100%	*	91%	43%	89%	85%	88%	79%	77%
	2018	80%	82%	84%	69%	73%	89%	*	100%	-	90%	45%	87%	88%	71%	71%	50%
At Meets Grade Level or Above	2019	54%	55%	57%	43%	46%	66%	*	67%	*	64%	19%	56%	60%	52%	47%	40%
	2018	51%	52%	62%	31%	51%	69%	*	88%	-	65%	15%	80%	69%	43%	47%	31%
At Masters Grade Level	2019	25%	24%	29%	14%	16%	36%	*	50%	*	36%	8%	0%	30%	24%	18%	6%
	2018	23%	20%	35%	6%	30%	40%	*	75%	-	20%	9%	13%	40%	19%	23%	12%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	87%	78%	71%	64%	87%	*	100%	*	82%	46%	78%	78%	80%	68%	54%
	2018	78%	84%	74%	44%	71%	77%	*	88%	-	80%	39%	75%	76%	68%	63%	42%
At Meets Grade Level or Above	2019	55%	64%	47%	29%	34%	55%	*	67%	*	55%	19%	33%	45%	51%	36%	23%
	2018	53%	58%	39%	25%	34%	41%	*	75%	-	40%	15%	25%	43%	28%	24%	12%
At Masters Grade Level	2019	33%	41%	30%	21%	13%	37%	*	67%	*	55%	5%	22%	30%	30%	18%	11%
	2018	31%	33%	25%	13%	20%	28%	*	75%	-	15%	6%	19%	30%	12%	14%	8%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	36	36	27	33	34	*	71	-	56	26	16	36	35	31	31
	2018	47	44	44	48	39	47	40	50	-	21	34	58	45	42	39	34
Grade 6 Mathematics	2019	54	64	64	60	59	67	*	79	-	63	37	79	62	69	61	53
	2018	56	72	72	55	71	76	60	75	-	57	64	77	74	67	69	68
Grade 7 ELA/Reading	2019	77	74	74	64	74	73	*	100	-	100	64	81	74	75	69	72
	2018	76	73	73	57	76	74	*	93	*	50	54	75	72	74	69	68
Grade 7 Mathematics	2019	62	75	75	80	75	73	*	100	-	64	60	69	75	73	74	81
	2018	67	77	77	72	78	77	*	93	*	79	72	54	77	79	76	74
Grade 8 ELA/Reading	2019	77	77	77	70	78	79	*	83	*	63	61	56	78	77	78	83
	2018	79	80	80	75	78	81	*	75	-	83	63	84	81	76	79	78
Grade 8 Mathematics	2019	82	71	71	70	70	73	*	*	-	70	50	56	66	84	71	76
	2018	81	80	80	71	88	76	*	*	-	80	55	100	85	69	80	87
End of Course Algebra I	2019	75	82	98	*	100	98	-	*	*	*	-	*	98	100	100	*
	2018	72	88	100	*	100	100	-	*	-	*	-	*	100	*	100	*
All Grades Both Subjects	2019	69	68	67	63	65	68	83	86	*	67	49	61	66	68	65	66
	2018	69	71	72	62	72	73	58	79	*	69	57	75	73	68	69	67
All Grades ELA/Reading	2019	68	66	62	55	61	62	78	85	*	67	49	51	62	61	59	61
	2018	69	67	66	58	65	68	50	72	*	61	49	70	67	63	63	58
All Grades Mathematics	2019	70	70	72	71	69	73	89	88	*	67	49	71	71	76	70	70
	2018	70	76	77	66	79	78	67	88	*	78	64	79	80	72	76	75

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	40%	37%	31%	38%	38%	*	*	-	27%	17%	34%	33%
	2018	38%	39%	36%	29%	42%	33%	*	*	-	*	*	32%	33%
Mathematics	2019	45%	32%	38%	31%	41%	36%	*	-	-	33%	21%	30%	39%
	2018	47%	56%	53%	57%	61%	42%	*	-	-	*	29%	49%	55%
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	9%	5%	5%	*	11%	0%	*	-	-	*	0%	7%	10%
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	24%	17%	17%	*	0%	30%	-	-	-	*	13%	7%	0%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	82%	82%	68%	80%	85%	*	83%	*	83%	37%	76%	65%
Students Requiring Accelerated Instruction														
	2019	22%	18%	18%	32%	20%	15%	*	17%	*	17%	63%	24%	35%
STAAR Cumulative Met Standard														
	2019	85%	89%	89%	82%	86%	92%	*	100%	*	83%	46%	84%	75%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	100%	100%	-	*	*	-	-	-	*	*	100%	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	87%	87%	92%	85%	88%	*	*	-	80%	53%	81%	78%
Students Requiring Accelerated Instruction														
	2019	18%	13%	13%	8%	15%	12%	*	*	-	20%	47%	19%	22%
STAAR Cumulative Met Standard														
	2019	88%	90%	90%	92%	88%	91%	*	*	-	80%	53%	83%	88%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	100%	100%	-	*	*	-	-	-	*	*	*	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	82%	82%	-	-	-	-	-	57%	-	57%	*	57%	57%
	2018	77%	82%	83%	-	-	-	-	-	53%	54%	*	*	53%	53%
At Meets Grade Level or Above	2019	50%	52%	51%	-	-	-	-	-	19%	-	19%	*	19%	20%
	2018	48%	52%	52%	-	-	-	-	-	17%	17%	*	*	17%	18%
At Masters Grade Level	2019	24%	23%	24%	-	-	-	-	-	4%	-	4%	*	4%	4%
	2018	22%	22%	25%	-	-	-	-	-	2%	2%	*	*	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	79%	78%	-	-	-	-	-	45%	-	45%	*	45%	46%
	2018	74%	79%	80%	-	-	-	-	-	38%	39%	*	*	38%	39%
At Meets Grade Level or Above	2019	48%	50%	46%	-	-	-	-	-	13%	-	13%	*	13%	14%
	2018	46%	50%	46%	-	-	-	-	-	5%	5%	*	*	5%	5%
At Masters Grade Level	2019	21%	20%	24%	-	-	-	-	-	3%	-	3%	*	3%	3%
	2018	19%	20%	26%	-	-	-	-	-	2%	2%	*	*	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	88%	-	-	-	-	-	73%	-	73%	*	73%	73%
	2018	81%	88%	90%	-	-	-	-	-	76%	76%	*	*	76%	77%
At Meets Grade Level or Above	2019	52%	55%	58%	-	-	-	-	-	29%	-	29%	*	29%	29%
	2018	50%	56%	61%	-	-	-	-	-	32%	32%	*	*	32%	33%
At Masters Grade Level	2019	26%	25%	26%	-	-	-	-	-	8%	-	8%	*	8%	8%
	2018	24%	26%	26%	-	-	-	-	-	2%	2%	*	*	2%	2%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	71%	75%	-	-	-	-	-	38%	-	38%	-	38%	38%
	2018	66%	71%	74%	-	-	-	-	-	48%	48%	-	-	48%	48%
At Meets Grade Level or Above	2019	38%	35%	42%	-	-	-	-	-	12%	-	12%	-	12%	12%
	2018	41%	44%	42%	-	-	-	-	-	13%	13%	-	-	13%	13%
At Masters Grade Level	2019	14%	11%	14%	-	-	-	-	-	4%	-	4%	-	4%	4%
	2018	13%	11%	11%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	85%	86%	-	-	-	-	-	70%	-	70%	-	70%	70%
	2018	80%	82%	84%	-	-	-	-	-	33%	36%	*	*	33%	38%
At Meets Grade Level or Above	2019	54%	55%	57%	-	-	-	-	-	26%	-	26%	-	26%	26%
	2018	51%	52%	62%	-	-	-	-	-	17%	18%	*	*	17%	23%
At Masters Grade Level	2019	25%	24%	29%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	20%	35%	-	-	-	-	-	8%	9%	*	*	8%	8%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	87%	78%	-	-	-	-	-	48%	-	48%	-	48%	48%
	2018	78%	84%	74%	-	-	-	-	-	33%	36%	*	*	33%	31%
At Meets Grade Level or Above	2019	55%	64%	47%	-	-	-	-	-	13%	-	13%	-	13%	13%
	2018	53%	58%	39%	-	-	-	-	-	8%	9%	*	*	8%	8%
At Masters Grade Level	2019	33%	41%	30%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	31%	33%	25%	-	-	-	-	-	0%	0%	*	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	68%	67%	-	-	-	-	-	62%	-	62%	*	62%	62%
	2018	69%	71%	72%	-	-	-	-	-	63%	63%	*	*	63%	64%
All Grades ELA/Reading	2019	68%	66%	62%	-	-	-	-	-	60%	-	60%	*	60%	60%
	2018	69%	67%	66%	-	-	-	-	-	52%	51%	*	*	52%	53%
All Grades Mathematics	2019	70%	70%	72%	-	-	-	-	-	63%	-	63%	*	63%	63%

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS MIDDLE
 Campus Number: 061912041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 892
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

	2018	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	76%	77%	-	-	-	-	-	74%	74%	*	*	74%	74%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	40%	37%	-	-	-	-	-	33%	-	33%	-	33%	33%
	2018	38%	39%	36%	-	-	-	-	-	31%	32%	*	*	31%	33%
Mathematics	2019	45%	32%	38%	-	-	-	-	-	39%	-	39%	-	39%	39%
	2018	47%	56%	53%	-	-	-	-	-	55%	55%	-	-	55%	55%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	92%	100%	*	100%	99%	100%	100%
Included in Accountability	94%	96%	96%	99%	96%	96%	92%	94%	*	90%	95%	95%	94%
Not Included in Accountability													
Mobile	4%	3%	4%	1%	4%	4%	0%	6%	*	10%	4%	4%	5%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	8%	0%	*	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	4%	0%	*	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	4%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	88%	93%	96%	100%	95%	*	98%	94%	93%	86%
Not Included in Accountability													
Mobile	4%	5%	4%	12%	6%	3%	0%	5%	*	2%	5%	6%	11%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	3%
Not Tested	1%	0%	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 892
 Grade Span: 06 - 08
 School Type: Middle

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS MIDDLE
 Campus Number: 061912041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	96.4%	97.3%	96.6%	96.1%	96.9%	98.8%	*	94.9%	94.8%	95.8%	96.8%
2017-18	95.4%	95.8%	96.5%	97.4%	96.5%	96.3%	96.3%	98.2%	*	95.8%	95.7%	96.1%	97.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.2%	0.2%	0.0%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	99.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 892
 Grade Span: 06 - 08
 School Type: Middle

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS MIDDLE
 Campus Number: 061912041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	99.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	98.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	95.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS MIDDLE
 Campus Number: 061912041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 892
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	296	355,615
By Ethnicity:				
African American	-	-	31	43,953
Hispanic	-	-	76	180,673
White	-	-	169	105,577
American Indian	-	-	1	1,293
Asian	-	-	5	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	14	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	8	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	285	285,538
Special Education Graduates	-	-	13	27,598
Economically Disadvantaged Graduates	-	-	100	186,364
LEP Graduates	-	-	9	25,189
At-Risk Graduates	-	-	42	146,432

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 892
 Grade Span: 06 - 08
 School Type: Middle

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS MIDDLE
 Campus Number: 061912041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	75.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	47.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	53.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	63.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	41.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	39.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	48.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	21.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	10.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	51.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	41.0%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS MIDDLE
 Campus Number: 061912041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 892
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	85.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	62.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	10.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	2.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 892
 Grade Span: 06 - 08
 School Type: Middle

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS MIDDLE
 Campus Number: 061912041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	33.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	30.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	17.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	23.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	19.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	63.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	16.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	4.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	54.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	44.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	45.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	36.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 892
Grade Span: 06 - 08
School Type: Middle

District Name: LAKE DALLAS ISD
Campus Name: LAKE DALLAS MIDDLE
Campus Number: 061912041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	31.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	64.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	67.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	44.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	57.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1062	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1094	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	539	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	549	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	523	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	545	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	21.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 892
Grade Span: 06 - 08
School Type: Middle

District Name: LAKE DALLAS ISD
Campus Name: LAKE DALLAS MIDDLE
Campus Number: 061912041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	37.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	38.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	15.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	15.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	17.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	10.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	12.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	61.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	64.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	64.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 892
Grade Span: 06 - 08
School Type: Middle

District Name: LAKE DALLAS ISD
Campus Name: LAKE DALLAS MIDDLE
Campus Number: 061912041

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	892	100.0%	3,975	5,479,173	893	100.0%	3,986	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	2.1%	4.5%	0	0.0%	2.3%	4.5%
Kindergarten	0	0.0%	6.9%	7.0%	0	0.0%	6.9%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	6.1%	7.1%	0	0.0%	6.1%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.6%
Grade 6	279	31.3%	7.0%	7.7%	279	31.2%	7.0%	7.7%
Grade 7	321	36.0%	8.1%	7.7%	321	35.9%	8.1%	7.7%
Grade 8	292	32.7%	7.3%	7.5%	293	32.8%	7.4%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	8.5%	7.4%	0	0.0%	8.4%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	8.6%	6.4%	0	0.0%	8.6%	6.4%
Ethnic Distribution:								
African American	78	8.7%	9.0%	12.6%	78	8.7%	8.9%	12.6%
Hispanic	286	32.1%	32.0%	52.8%	286	32.0%	31.9%	52.8%
White	451	50.6%	50.3%	27.0%	452	50.6%	50.4%	27.0%
American Indian	7	0.8%	0.7%	0.4%	7	0.8%	0.7%	0.4%
Asian	28	3.1%	2.6%	4.6%	28	3.1%	2.6%	4.6%
Pacific Islander	1	0.1%	0.2%	0.2%	1	0.1%	0.2%	0.2%
Two or More Races	41	4.6%	5.3%	2.5%	41	4.6%	5.3%	2.5%
Sex:								
Female	410	46.0%	46.7%	48.8%	410	45.9%	46.7%	48.8%
Male	482	54.0%	53.3%	51.2%	483	54.1%	53.3%	51.2%
Economically Disadvantaged	352	39.5%	40.8%	60.3%	352	39.4%	40.6%	60.2%
Non-Educationally Disadvantaged	540	60.5%	59.2%	39.7%	541	60.6%	59.4%	39.8%
Section 504 Students	160	17.9%	15.0%	6.9%	160	17.9%	14.9%	6.9%
English Learners (EL)	87	9.8%	9.6%	20.3%	87	9.7%	9.6%	20.3%
Students w/ Disciplinary Placements (2018-19)	31	3.2%	1.4%	1.5%				
Students w/ Dyslexia	109	12.2%	10.5%	4.1%	109	12.2%	10.5%	4.1%
Foster Care	4	0.4%	0.4%	0.3%	4	0.4%	0.5%	0.3%
Homeless	3	0.3%	0.3%	1.4%	3	0.3%	0.3%	1.4%
Immigrant	0	0.0%	0.2%	2.3%	0	0.0%	0.2%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	892	100.0%	67.1%	65.1%	893	100.0%	67.2%	65.1%
Military Connected	3	0.3%	0.4%	1.9%	3	0.3%	0.4%	1.9%
At-Risk	363	40.7%	36.5%	50.6%	363	40.6%	36.4%	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 892
Grade Span: 06 - 08
School Type: Middle

District Name: LAKE DALLAS ISD
Campus Name: LAKE DALLAS MIDDLE
Campus Number: 061912041

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	87	9.8%	9.5%	20.6%	87	9.7%	9.5%	20.6%
Career & Technical Education	44	4.9%	30.8%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	90.3%	50.8%	0	-	90.3%	50.8%
Gifted & Talented Education	99	11.1%	7.9%	8.1%	99	11.1%	7.9%	8.1%
Special Education	112	12.6%	11.5%	10.5%	113	12.7%	11.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	112							
By Type of Primary Disability								
Students with Intellectual Disabilities	58	51.8%	41.0%	42.4%				
Students with Physical Disabilities	6	5.4%	23.3%	21.4%				
Students with Autism	8	7.1%	**	13.8%				
Students with Behavioral Disabilities	40	35.7%	27.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	89	9.2%	10.4%	15.3%				
By Ethnicity:								
African American	14	1.5%						
Hispanic	30	3.1%						
White	40	4.2%						
American Indian	0	0.0%						
Asian	3	0.3%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	60	9.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.8%	1.6%	-	3.0%	5.5%
Grade 1	-	0.0%	2.9%	-	2.4%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	2.1%	2.1%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	1.3%	7.8%	-	0.0%	13.1%

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS MIDDLE
 Campus Number: 061912041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 892
 Grade Span: 06 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	15.5	19.0
Grade 1	-	18.7	18.9
Grade 2	-	17.0	18.8
Grade 3	-	18.3	19.0
Grade 4	-	19.5	19.2
Grade 5	-	20.2	20.9
Grade 6	19.6	19.6	20.4
Secondary:			
English/Language Arts	18.3	21.7	16.4
Foreign Languages	20.1	18.9	18.7
Mathematics	24.1	23.9	17.8
Science	16.9	21.2	18.8
Social Studies	19.0	22.7	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 892
Grade Span: 06 - 08
School Type: Middle

District Name: LAKE DALLAS ISD
Campus Name: LAKE DALLAS MIDDLE
Campus Number: 061912041

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	94.7	100.0%	100.0%	100.0%
Professional Staff:	76.7	81.0%	63.4%	63.7%
Teachers	68.6	72.4%	49.8%	49.4%
Professional Support	3.1	3.3%	9.4%	10.2%
Campus Administration (School Leadership)	5.0	5.3%	3.3%	3.0%
Educational Aides:	18.0	19.0%	12.5%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	3.0	4,373.0
Part-time	1.0	n/a	1.0	595.0
Counselors				
Full-time	2.0	n/a	9.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	11.0	11.6%	17.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	1.5%	1.0%	10.8%
Hispanic	3.0	4.4%	6.7%	28.1%
White	61.7	90.0%	88.9%	57.7%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	0.7%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.9	4.2%	2.3%	1.1%
Males	15.3	22.3%	20.6%	23.8%
Females	53.3	77.7%	79.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.3%
Bachelors	49.7	72.4%	73.8%	73.4%
Masters	17.9	26.1%	24.2%	24.5%
Doctorate	1.0	1.5%	1.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	5.8%	6.9%	7.4%
1-5 Years Experience	17.7	25.7%	23.3%	27.9%
6-10 Years Experience	10.0	14.6%	16.5%	19.4%
11-20 Years Experience	22.0	32.1%	33.4%	29.4%
Over 20 Years Experience	14.9	21.8%	19.9%	15.9%
Number of Students per Teacher	13.0	n/a	13.4	15.1

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS MIDDLE
 Campus Number: 061912041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 892
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	7.4	6.2
Average Years Experience of Principals with District	7.0	7.4	5.3
Average Years Experience of Assistant Principals	3.8	4.8	5.3
Average Years Experience of Assistant Principals with District	3.0	3.8	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	12.0	12.1	11.1
Average Years Experience of Teachers with District:	8.2	8.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,780	\$54,148	\$49,868
1-5 Years Experience	\$56,360	\$55,158	\$52,823
6-10 Years Experience	\$56,606	\$56,962	\$55,756
11-20 Years Experience	\$57,588	\$58,339	\$59,308
Over 20 Years Experience	\$65,752	\$67,745	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,974	\$58,956	\$57,091
Professional Support	\$64,167	\$70,028	\$67,352
Campus Administration (School Leadership)	\$78,466	\$83,421	\$82,512
Instructional Staff Percent:	n/a	65.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.5%	1.4%	6.5%
Career & Technical Education	0.0	0.0%	4.8%	5.0%
Compensatory Education	0.0	0.0%	2.7%	2.8%
Gifted & Talented Education	0.0	0.0%	1.5%	1.9%
Regular Education	59.9	87.3%	76.1%	70.9%
Special Education	7.7	11.2%	13.5%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: LAKE DALLAS ISD

Campus Name: CORINTH EL

Campus Number: 061912103

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	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	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	83%	82%	82%	71%	85%	-	*	*	93%	53%	100%	83%	79%	75%	60%
	2018	77%	80%	70%	70%	59%	80%	-	*	-	57%	28%	88%	71%	68%	57%	46%
At Meets Grade Level or Above	2019	45%	47%	44%	0%	36%	52%	-	*	*	57%	20%	29%	48%	35%	31%	30%
	2018	43%	44%	38%	35%	21%	49%	-	*	-	43%	11%	38%	42%	32%	27%	8%
At Masters Grade Level	2019	27%	29%	25%	0%	18%	29%	-	*	*	36%	7%	0%	28%	18%	17%	30%
	2018	25%	27%	19%	25%	10%	22%	-	*	-	29%	6%	25%	23%	13%	10%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	81%	87%	82%	82%	87%	-	*	*	100%	53%	100%	91%	79%	83%	100%
	2018	78%	77%	78%	75%	66%	87%	-	*	-	71%	22%	100%	77%	79%	63%	54%
At Meets Grade Level or Above	2019	49%	48%	50%	18%	54%	52%	-	*	*	50%	33%	57%	52%	44%	38%	30%
	2018	47%	49%	53%	45%	45%	62%	-	*	-	57%	17%	75%	54%	53%	41%	31%
At Masters Grade Level	2019	25%	22%	23%	9%	18%	23%	-	*	*	36%	13%	14%	25%	18%	15%	20%
	2018	23%	21%	19%	25%	14%	22%	-	*	-	14%	6%	38%	26%	8%	20%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	80%	70%	74%	63%	76%	-	*	-	57%	33%	88%	69%	70%	54%	63%
	2018	73%	85%	83%	*	77%	82%	-	*	*	100%	60%	*	83%	83%	79%	70%
At Meets Grade Level or Above	2019	44%	43%	33%	32%	25%	41%	-	*	-	29%	10%	38%	34%	33%	26%	31%
	2018	46%	54%	52%	*	54%	52%	-	*	*	57%	20%	*	54%	50%	49%	40%
At Masters Grade Level	2019	22%	21%	14%	26%	9%	13%	-	*	-	14%	10%	13%	15%	13%	12%	19%
	2018	24%	27%	21%	*	23%	14%	-	*	*	57%	20%	*	20%	23%	19%	10%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	70%	68%	63%	63%	74%	-	*	-	57%	24%	88%	63%	74%	56%	69%
	2018	78%	86%	77%	*	73%	75%	-	*	*	86%	40%	*	80%	73%	72%	50%
At Meets Grade Level or Above	2019	48%	43%	42%	53%	34%	39%	-	*	-	57%	14%	75%	39%	46%	38%	31%
	2018	49%	52%	50%	*	46%	43%	-	*	*	71%	40%	*	52%	47%	44%	30%
At Masters Grade Level	2019	28%	23%	19%	26%	13%	22%	-	*	-	14%	14%	13%	15%	24%	22%	19%
	2018	27%	28%	29%	*	15%	23%	-	*	*	71%	20%	*	31%	23%	23%	20%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	67%	58%	68%	42%	63%	-	*	-	57%	24%	75%	57%	59%	47%	40%
	2018	63%	68%	63%	*	69%	52%	-	*	*	86%	40%	*	65%	60%	63%	60%
At Meets Grade Level or Above	2019	35%	29%	19%	37%	13%	17%	-	*	-	14%	10%	25%	21%	17%	14%	20%
	2018	39%	45%	42%	*	46%	32%	-	*	*	71%	20%	*	50%	27%	37%	40%
At Masters Grade Level	2019	11%	8%	4%	0%	0%	7%	-	*	-	14%	0%	0%	7%	0%	0%	0%
	2018	11%	12%	10%	*	8%	5%	-	*	*	43%	0%	*	7%	13%	7%	10%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LAKE DALLAS ISD
Campus Name: CORINTH EL
Campus Number: 061912103

Total Students: 597
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	92%	91%	100%	93%	88%	-	*	*	88%	33%	100%	91%	91%	90%	83%
	2018	84%	86%	85%	79%	79%	90%	-	*	-	80%	38%	80%	87%	79%	72%	71%
At Meets Grade Level or Above	2019	54%	62%	67%	40%	64%	70%	-	*	*	75%	17%	80%	66%	69%	55%	50%
	2018	54%	58%	54%	50%	50%	57%	-	*	-	60%	15%	50%	60%	41%	42%	57%
At Masters Grade Level	2019	29%	33%	33%	0%	29%	33%	-	*	*	50%	17%	40%	32%	34%	28%	33%
	2018	26%	25%	27%	7%	21%	35%	-	*	-	30%	8%	20%	30%	21%	16%	14%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	90%	85%	80%	79%	88%	-	*	*	88%	33%	100%	87%	81%	80%	67%
	2018	91%	87%	88%	93%	82%	90%	-	*	-	90%	54%	80%	93%	79%	81%	86%
At Meets Grade Level or Above	2019	58%	49%	53%	60%	50%	48%	-	*	*	63%	17%	80%	53%	53%	48%	33%
	2018	58%	42%	37%	14%	32%	43%	-	*	-	50%	15%	20%	36%	38%	23%	14%
At Masters Grade Level	2019	36%	25%	31%	20%	25%	28%	-	*	*	38%	0%	60%	25%	41%	33%	25%
	2018	30%	16%	18%	14%	21%	18%	-	*	-	20%	0%	10%	19%	18%	16%	14%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	79%	83%	60%	82%	83%	-	*	*	100%	50%	100%	89%	74%	74%	55%
	2018	76%	75%	76%	64%	63%	86%	-	*	-	80%	38%	80%	83%	64%	64%	71%
At Meets Grade Level or Above	2019	49%	47%	52%	40%	43%	55%	-	*	*	63%	33%	100%	51%	55%	41%	27%
	2018	41%	36%	36%	7%	33%	42%	-	*	-	60%	0%	20%	41%	27%	19%	14%
At Masters Grade Level	2019	24%	18%	17%	0%	14%	18%	-	*	*	25%	17%	0%	13%	23%	10%	9%
	2018	17%	11%	12%	0%	7%	16%	-	*	-	20%	0%	10%	12%	12%	5%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	82%	77%	73%	71%	80%	-	88%	100%	84%	36%	92%	79%	75%	69%	66%
	2018	77%	82%	78%	78%	71%	81%	-	92%	*	82%	37%	85%	80%	73%	69%	61%
At Meets Grade Level or Above	2019	50%	52%	44%	34%	39%	46%	-	71%	100%	52%	17%	57%	45%	42%	35%	31%
	2018	48%	52%	45%	33%	41%	48%	-	54%	*	58%	14%	47%	48%	39%	35%	29%
At Masters Grade Level	2019	24%	23%	20%	13%	15%	21%	-	53%	60%	30%	9%	15%	20%	20%	16%	19%
	2018	22%	22%	19%	17%	15%	20%	-	15%	*	34%	6%	25%	21%	16%	15%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	79%	80%	80%	75%	83%	-	71%	*	83%	40%	95%	81%	79%	72%	68%
	2018	74%	79%	79%	76%	71%	84%	-	80%	*	79%	36%	86%	80%	76%	69%	60%
At Meets Grade Level or Above	2019	48%	50%	47%	23%	41%	54%	-	57%	*	55%	14%	45%	49%	44%	36%	37%
	2018	46%	50%	48%	39%	41%	53%	-	40%	*	54%	14%	52%	52%	40%	39%	30%
At Masters Grade Level	2019	21%	20%	23%	14%	18%	25%	-	57%	*	34%	10%	15%	25%	21%	18%	26%
	2018	19%	20%	23%	18%	18%	24%	-	0%	*	38%	8%	24%	25%	19%	15%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	80%	71%	74%	83%	-	100%	*	86%	36%	95%	81%	78%	72%	76%
	2018	81%	88%	81%	84%	73%	84%	-	100%	*	83%	36%	90%	84%	77%	72%	60%
At Meets Grade Level or Above	2019	52%	55%	48%	43%	45%	46%	-	86%	*	55%	21%	70%	48%	47%	41%	32%

District Name: LAKE DALLAS ISD
 Campus Name: CORINTH EL
 Campus Number: 061912103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 597
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
At Masters Grade Level	2018	50%	56%	46%	37%	41%	49%	-	60%	*	58%	19%	52%	47%	46%	36%	27%
	2019	26%	25%	24%	20%	18%	24%	-	71%	*	31%	12%	25%	22%	27%	22%	21%
	2018	24%	26%	22%	24%	17%	21%	-	40%	*	33%	6%	33%	25%	16%	20%	17%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	71%	58%	68%	42%	63%	-	*	-	57%	24%	75%	57%	59%	47%	40%
	2018	66%	71%	63%	*	69%	52%	-	*	*	86%	40%	*	65%	60%	63%	60%
	2019	38%	35%	19%	37%	13%	17%	-	*	-	14%	10%	25%	21%	17%	14%	20%
At Meets Grade Level or Above	2019	41%	44%	42%	*	46%	32%	-	*	*	71%	20%	*	50%	27%	37%	40%
	2019	14%	11%	4%	0%	0%	7%	-	*	-	14%	0%	0%	7%	0%	0%	0%
	2018	13%	11%	10%	*	8%	5%	-	*	*	43%	0%	*	7%	13%	7%	10%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	85%	83%	60%	82%	83%	-	*	*	100%	50%	100%	89%	74%	74%	55%
	2018	80%	82%	76%	64%	63%	86%	-	*	-	80%	38%	80%	83%	64%	64%	71%
	2019	54%	55%	52%	40%	43%	55%	-	*	*	63%	33%	100%	51%	55%	41%	27%
At Meets Grade Level or Above	2019	51%	52%	36%	7%	33%	42%	-	*	-	60%	0%	20%	41%	27%	19%	14%
	2019	25%	24%	17%	0%	14%	18%	-	*	*	25%	17%	0%	13%	23%	10%	9%
	2018	23%	20%	12%	0%	7%	16%	-	*	-	20%	0%	10%	12%	12%	5%	0%

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Progress

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	65	59	71	61	53	-	*	-	43	43	63	56	63	57	66
	2018	63	64	61	*	75	49	-	*	*	86	60	*	55	75	64	100
Grade 4 Mathematics	2019	65	61	57	58	61	51	-	*	-	64	60	44	50	66	63	69
	2018	65	73	62	*	60	54	-	*	*	79	40	*	63	60	63	67
Grade 5 ELA/Reading	2019	81	78	82	80	77	83	-	*	*	100	83	70	80	86	84	72
	2018	80	77	82	100	87	78	-	*	-	70	83	85	83	78	84	79
Grade 5 Mathematics	2019	83	66	74	70	80	73	-	*	*	50	50	60	73	77	84	77
	2018	81	65	75	79	71	76	-	*	-	85	79	65	74	78	73	64
All Grades Both Subjects	2019	69	68	67	67	69	64	-	83	*	65	55	58	64	71	71	70
	2018	69	71	71	85	73	65	-	67	*	79	72	77	70	73	71	77
All Grades ELA/Reading	2019	68	66	69	73	68	67	-	*	*	73	52	65	67	72	69	68
	2018	69	67	73	86	81	65	-	*	*	76	76	81	71	77	74	89
All Grades Mathematics	2019	70	70	65	60	70	61	-	*	*	57	58	50	61	71	72	72
	2018	70	76	69	83	66	66	-	*	*	82	68	73	69	70	68	66

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	40%	38%	50%	50%	29%	-	*	-	*	21%	38%	50%
	2018	38%	39%	47%	*	*	56%	-	*	-	*	*	41%	*
Mathematics	2019	45%	32%	21%	14%	13%	31%	-	-	-	*	16%	18%	10%
	2018	47%	56%	59%	86%	45%	59%	-	-	-	*	*	52%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	82%	87%	100%	93%	80%	-	*	*	88%	33%	90%	82%
Students Requiring Accelerated Instruction														
	2019	22%	18%	13%	0%	7%	20%	-	*	*	13%	67%	10%	18%
STAAR Cumulative Met Standard														
	2019	86%	92%	91%	100%	93%	88%	-	*	*	88%	33%	90%	82%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	80%	80%	80%	71%	85%	-	*	*	75%	33%	75%	55%
Students Requiring Accelerated Instruction														
	2019	17%	20%	20%	20%	29%	15%	-	*	*	25%	67%	25%	45%
STAAR Cumulative Met Standard														
	2019	90%	90%	85%	80%	79%	88%	-	*	*	88%	33%	80%	64%

District Name: LAKE DALLAS ISD
 Campus Name: CORINTH EL
 Campus Number: 061912103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 597
 Grade Span: PK - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	82%	77%	-	-	-	-	-	58%	58%	-	-	58%	58%
	2018	77%	82%	78%	59%	59%	-	-	-	35%	35%	-	-	49%	49%
At Meets Grade Level or Above	2019	50%	52%	44%	-	-	-	-	-	18%	18%	-	-	18%	18%
	2018	48%	52%	45%	21%	21%	-	-	-	13%	13%	-	-	18%	18%
At Masters Grade Level	2019	24%	23%	20%	-	-	-	-	-	8%	8%	-	-	8%	8%
	2018	22%	22%	19%	6%	6%	-	-	-	4%	4%	-	-	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	79%	80%	-	-	-	-	-	65%	65%	-	-	65%	65%
	2018	74%	79%	79%	67%	67%	-	-	-	20%	20%	-	-	45%	45%
At Meets Grade Level or Above	2019	48%	50%	47%	-	-	-	-	-	23%	23%	-	-	23%	23%
	2018	46%	50%	48%	33%	33%	-	-	-	0%	0%	-	-	18%	18%
At Masters Grade Level	2019	21%	20%	23%	-	-	-	-	-	12%	12%	-	-	12%	12%
	2018	19%	20%	23%	0%	0%	-	-	-	0%	0%	-	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	80%	-	-	-	-	-	65%	65%	-	-	65%	65%
	2018	81%	88%	81%	58%	58%	-	-	-	40%	40%	-	-	50%	50%
At Meets Grade Level or Above	2019	52%	55%	48%	-	-	-	-	-	15%	15%	-	-	15%	15%
	2018	50%	56%	46%	8%	8%	-	-	-	20%	20%	-	-	14%	14%
At Masters Grade Level	2019	26%	25%	24%	-	-	-	-	-	8%	8%	-	-	8%	8%
	2018	24%	26%	22%	8%	8%	-	-	-	10%	10%	-	-	9%	9%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	71%	58%	-	-	-	-	-	22%	22%	-	-	22%	22%
	2018	66%	71%	63%	43%	43%	-	-	-	*	*	-	-	50%	50%
At Meets Grade Level or Above	2019	38%	35%	19%	-	-	-	-	-	11%	11%	-	-	11%	11%
	2018	41%	44%	42%	29%	29%	-	-	-	*	*	-	-	38%	38%
At Masters Grade Level	2019	14%	11%	4%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	13%	11%	10%	14%	14%	-	-	-	*	*	-	-	13%	13%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	85%	83%	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	80%	82%	76%	*	*	-	-	-	*	*	-	-	60%	60%
At Meets Grade Level or Above	2019	54%	55%	52%	-	-	-	-	-	20%	20%	-	-	20%	20%
	2018	51%	52%	36%	*	*	-	-	-	*	*	-	-	0%	0%
At Masters Grade Level	2019	25%	24%	17%	-	-	-	-	-	10%	10%	-	-	10%	10%
	2018	23%	20%	12%	*	*	-	-	-	*	*	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	68%	67%	-	-	-	-	-	71%	71%	-	-	71%	71%
	2018	69%	71%	71%	88%	88%	-	-	-	75%	75%	-	-	84%	84%
All Grades ELA/Reading	2019	68%	66%	69%	-	-	-	-	-	68%	68%	-	-	68%	68%
	2018	69%	67%	73%	100%	100%	-	-	-	*	*	-	-	90%	90%
All Grades Mathematics	2019	70%	70%	65%	-	-	-	-	-	74%	74%	-	-	74%	74%
	2018	70%	76%	69%	78%	78%	-	-	-	*	*	-	-	79%	79%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	40%	38%	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	38%	39%	47%	*	*	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	32%	21%	-	-	-	-	-	10%	10%	-	-	10%	10%
	2018	47%	56%	59%	*	*	-	-	-	*	*	-	-	*	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	-	100%	100%	100%	100%	99%	98%
Included in Accountability	94%	96%	96%	100%	93%	98%	-	89%	100%	96%	100%	93%	89%
Not Included in Accountability													
Mobile	4%	3%	4%	0%	6%	2%	-	11%	0%	4%	0%	6%	8%
Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	1%
Not Tested	1%	0%	0%	0%	1%	0%	-	0%	0%	0%	0%	1%	3%
Absent	1%	0%	0%	0%	1%	0%	-	0%	0%	0%	0%	1%	3%
Other	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	99%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	92%	93%	96%	90%	-	100%	*	89%	98%	92%	90%
Not Included in Accountability													
Mobile	4%	5%	7%	4%	2%	9%	-	0%	*	11%	2%	6%	0%
Other Exclusions	1%	1%	1%	3%	1%	0%	-	0%	*	0%	0%	2%	10%
Not Tested	1%	0%	0%	0%	0%	1%	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 597
 Grade Span: PK - 05
 School Type: Elementary

District Name: LAKE DALLAS ISD
 Campus Name: CORINTH EL
 Campus Number: 061912103

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	96.8%	97.6%	96.7%	96.6%	-	97.4%	*	97.2%	96.8%	96.8%	97.2%
2017-18	95.4%	95.8%	96.4%	97.5%	96.4%	96.1%	*	96.9%	-	96.6%	96.4%	96.5%	96.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	99.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 597
 Grade Span: PK - 05
 School Type: Elementary

District Name: LAKE DALLAS ISD
 Campus Name: CORINTH EL
 Campus Number: 061912103

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	99.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	98.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	95.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: LAKE DALLAS ISD
 Campus Name: CORINTH EL
 Campus Number: 061912103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 597
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	296	355,615
By Ethnicity:				
African American	-	-	31	43,953
Hispanic	-	-	76	180,673
White	-	-	169	105,577
American Indian	-	-	1	1,293
Asian	-	-	5	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	14	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	8	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	285	285,538
Special Education Graduates	-	-	13	27,598
Economically Disadvantaged Graduates	-	-	100	186,364
LEP Graduates	-	-	9	25,189
At-Risk Graduates	-	-	42	146,432

District Name: LAKE DALLAS ISD
 Campus Name: CORINTH EL
 Campus Number: 061912103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 597
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	75.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	47.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	53.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	63.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	41.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	39.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	48.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	21.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	10.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	51.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	41.0%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: LAKE DALLAS ISD
 Campus Name: CORINTH EL
 Campus Number: 061912103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 597
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	85.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	62.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	10.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	2.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 597
 Grade Span: PK - 05
 School Type: Elementary

District Name: LAKE DALLAS ISD
 Campus Name: CORINTH EL
 Campus Number: 061912103

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	33.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	30.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	17.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	23.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	19.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	63.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	16.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	4.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	54.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	44.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	45.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	36.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 597
Grade Span: PK - 05
School Type: Elementary

District Name: LAKE DALLAS ISD
Campus Name: CORINTH EL
Campus Number: 061912103

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	31.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	64.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	67.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	44.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	57.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1062	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1094	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	539	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	549	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	523	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	545	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	21.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 597
 Grade Span: PK - 05
 School Type: Elementary

District Name: LAKE DALLAS ISD
 Campus Name: CORINTH EL
 Campus Number: 061912103

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	37.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	38.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	15.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	15.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	17.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	10.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	12.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	61.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	64.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	64.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	597	100.0%	3,975	5,479,173	600	100.0%	3,986	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	1	0.2%	0.3%	0.5%
Pre-Kindergarten	20	3.4%	2.1%	4.5%	22	3.7%	2.3%	4.5%
Kindergarten	101	16.9%	6.9%	7.0%	101	16.8%	6.9%	7.0%
Grade 1	95	15.9%	7.0%	7.1%	95	15.8%	7.0%	7.1%
Grade 2	92	15.4%	6.8%	7.1%	92	15.3%	6.8%	7.1%
Grade 3	72	12.1%	6.1%	7.1%	72	12.0%	6.1%	7.1%
Grade 4	112	18.8%	7.8%	7.3%	112	18.7%	7.8%	7.3%
Grade 5	105	17.6%	7.7%	7.6%	105	17.5%	7.7%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	8.1%	7.7%	0	0.0%	8.1%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.4%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	8.5%	7.4%	0	0.0%	8.4%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	8.6%	6.4%	0	0.0%	8.6%	6.4%
Ethnic Distribution:								
African American	81	13.6%	9.0%	12.6%	81	13.5%	8.9%	12.6%
Hispanic	159	26.6%	32.0%	52.8%	160	26.7%	31.9%	52.8%
White	299	50.1%	50.3%	27.0%	301	50.2%	50.4%	27.0%
American Indian	3	0.5%	0.7%	0.4%	3	0.5%	0.7%	0.4%
Asian	15	2.5%	2.6%	4.6%	15	2.5%	2.6%	4.6%
Pacific Islander	2	0.3%	0.2%	0.2%	2	0.3%	0.2%	0.2%
Two or More Races	38	6.4%	5.3%	2.5%	38	6.3%	5.3%	2.5%
Sex:								
Female	277	46.4%	46.7%	48.8%	277	46.2%	46.7%	48.8%
Male	320	53.6%	53.3%	51.2%	323	53.8%	53.3%	51.2%
Economically Disadvantaged	267	44.7%	40.8%	60.3%	267	44.5%	40.6%	60.2%
Non-Educationally Disadvantaged	330	55.3%	59.2%	39.7%	333	55.5%	59.4%	39.8%
Section 504 Students	71	11.9%	15.0%	6.9%	71	11.8%	14.9%	6.9%
English Learners (EL)	46	7.7%	9.6%	20.3%	46	7.7%	9.6%	20.3%
Students w/ Disciplinary Placements (2018-19)	3	0.5%	1.4%	1.5%				
Students w/ Dyslexia	58	9.7%	10.5%	4.1%	58	9.7%	10.5%	4.1%
Foster Care	6	1.0%	0.4%	0.3%	7	1.2%	0.5%	0.3%
Homeless	3	0.5%	0.3%	1.4%	3	0.5%	0.3%	1.4%
Immigrant	0	0.0%	0.2%	2.3%	0	0.0%	0.2%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	595	99.7%	67.1%	65.1%	598	99.7%	67.2%	65.1%
Military Connected	8	1.3%	0.4%	1.9%	8	1.3%	0.4%	1.9%
At-Risk	243	40.7%	36.5%	50.6%	244	40.7%	36.4%	50.5%

District Name: LAKE DALLAS ISD
 Campus Name: CORINTH EL
 Campus Number: 061912103

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 597
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	46	7.7%	9.5%	20.6%	46	7.7%	9.5%	20.6%
Career & Technical Education	0	0.0%	30.8%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	90.3%	50.8%	0	-	90.3%	50.8%
Gifted & Talented Education	27	4.5%	7.9%	8.1%	27	4.5%	7.9%	8.1%
Special Education	68	11.4%	11.5%	10.5%	71	11.8%	11.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	68							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	41.0%	42.4%				
Students with Physical Disabilities	23	33.8%	23.3%	21.4%				
Students with Autism	*	*	**	13.8%				
Students with Behavioral Disabilities	22	32.4%	27.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	76	14.4%	10.4%	15.3%				
By Ethnicity:								
African American	8	1.5%						
Hispanic	26	4.9%						
White	37	7.0%						
American Indian	0	0.0%						
Asian	1	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	4	0.8%						
Student Attrition (2018-19):								
Total Student Attrition	88	17.9%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.3%	0.8%	1.6%	0.0%	3.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	8.3%	2.4%	4.9%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	2.1%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	1.3%	7.8%	-	0.0%	13.1%

District Name: LAKE DALLAS ISD
 Campus Name: CORINTH EL
 Campus Number: 061912103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 597
 Grade Span: PK - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.7	15.5	19.0
Grade 1	19.1	18.7	18.9
Grade 2	18.7	17.0	18.8
Grade 3	17.8	18.3	19.0
Grade 4	18.7	19.5	19.2
Grade 5	21.1	20.2	20.9
Grade 6	-	19.6	20.4
Secondary:			
English/Language Arts	-	21.7	16.4
Foreign Languages	-	18.9	18.7
Mathematics	-	23.9	17.8
Science	-	21.2	18.8
Social Studies	-	22.7	19.3

District Name: LAKE DALLAS ISD
 Campus Name: CORINTH EL
 Campus Number: 061912103

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 597
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	64.1	100.0%	100.0%	100.0%
Professional Staff:	51.4	80.3%	63.4%	63.7%
Teachers	45.4	70.9%	49.8%	49.4%
Professional Support	4.0	6.2%	9.4%	10.2%
Campus Administration (School Leadership)	2.0	3.1%	3.3%	3.0%
Educational Aides:	12.7	19.7%	12.5%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	3.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	1.0	n/a	9.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	4.8	7.5%	17.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.0%	10.8%
Hispanic	2.0	4.4%	6.7%	28.1%
White	43.4	95.6%	88.9%	57.7%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	0.7%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	2.3%	1.1%
Males	2.0	4.4%	20.6%	23.8%
Females	43.4	95.6%	79.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.3%
Bachelors	37.0	81.4%	73.8%	73.4%
Masters	8.4	18.6%	24.2%	24.5%
Doctorate	0.0	0.0%	1.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.4	12.0%	6.9%	7.4%
1-5 Years Experience	12.0	26.4%	23.3%	27.9%
6-10 Years Experience	5.0	11.0%	16.5%	19.4%
11-20 Years Experience	14.0	30.8%	33.4%	29.4%
Over 20 Years Experience	9.0	19.8%	19.9%	15.9%
Number of Students per Teacher	13.1	n/a	13.4	15.1

District Name: LAKE DALLAS ISD
 Campus Name: CORINTH EL
 Campus Number: 061912103

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 597
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	7.4	6.2
Average Years Experience of Principals with District	10.0	7.4	5.3
Average Years Experience of Assistant Principals	4.0	4.8	5.3
Average Years Experience of Assistant Principals with District	3.0	3.8	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	11.5	12.1	11.1
Average Years Experience of Teachers with District:	8.5	8.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,000	\$54,148	\$49,868
1-5 Years Experience	\$53,654	\$55,158	\$52,823
6-10 Years Experience	\$55,015	\$56,962	\$55,756
11-20 Years Experience	\$57,031	\$58,339	\$59,308
Over 20 Years Experience	\$64,075	\$67,745	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$56,831	\$58,956	\$57,091
Professional Support	\$63,677	\$70,028	\$67,352
Campus Administration (School Leadership)	\$77,276	\$83,421	\$82,512
Instructional Staff Percent:	n/a	65.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.2%	1.4%	6.5%
Career & Technical Education	0.0	0.0%	4.8%	5.0%
Compensatory Education	2.0	4.4%	2.7%	2.8%
Gifted & Talented Education	0.0	0.0%	1.5%	1.9%
Regular Education	35.7	78.6%	76.1%	70.9%
Special Education	6.7	14.8%	13.5%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: LAKE DALLAS ISD

Campus Name: LAKE DALLAS EL

Campus Number: 061912101

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	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	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	83%	82%	60%	83%	84%	-	*	-	86%	43%	80%	87%	73%	78%	82%
	2018	77%	80%	87%	40%	86%	88%	*	*	-	100%	67%	*	89%	76%	80%	84%
At Meets Grade Level or Above	2019	45%	47%	45%	40%	33%	60%	-	*	-	43%	21%	40%	51%	33%	40%	33%
	2018	43%	44%	48%	40%	38%	53%	*	*	-	50%	17%	*	50%	38%	40%	32%
At Masters Grade Level	2019	27%	29%	32%	20%	23%	44%	-	*	-	29%	7%	0%	36%	24%	28%	24%
	2018	25%	27%	35%	20%	30%	41%	*	*	-	13%	17%	*	39%	19%	28%	29%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	81%	81%	60%	75%	88%	-	*	-	86%	57%	80%	84%	73%	75%	76%
	2018	78%	77%	79%	40%	76%	84%	*	*	-	88%	50%	*	85%	57%	71%	81%
At Meets Grade Level or Above	2019	49%	48%	50%	20%	44%	60%	-	*	-	43%	21%	20%	60%	27%	47%	52%
	2018	47%	49%	50%	20%	46%	49%	*	*	-	63%	8%	*	51%	43%	43%	55%
At Masters Grade Level	2019	25%	22%	22%	0%	13%	33%	-	*	-	29%	7%	20%	27%	12%	19%	12%
	2018	23%	21%	21%	20%	19%	20%	*	*	-	0%	0%	*	24%	10%	15%	23%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	80%	92%	100%	91%	92%	*	*	-	88%	65%	*	96%	79%	90%	89%
	2018	73%	85%	82%	78%	69%	95%	-	*	-	67%	53%	*	86%	77%	74%	57%
At Meets Grade Level or Above	2019	44%	43%	52%	0%	46%	61%	*	*	-	38%	12%	*	58%	33%	40%	48%
	2018	46%	54%	50%	44%	36%	64%	-	*	-	17%	35%	*	55%	44%	42%	25%
At Masters Grade Level	2019	22%	21%	30%	0%	23%	33%	*	*	-	25%	6%	*	35%	13%	21%	26%
	2018	24%	27%	27%	11%	21%	34%	-	*	-	17%	12%	*	30%	23%	14%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	70%	78%	60%	74%	82%	*	*	-	75%	35%	*	83%	63%	72%	78%
	2018	78%	86%	91%	89%	81%	98%	-	*	-	100%	76%	*	91%	92%	87%	71%
At Meets Grade Level or Above	2019	48%	43%	54%	60%	51%	55%	*	*	-	50%	12%	*	62%	29%	46%	52%
	2018	49%	52%	55%	56%	36%	66%	-	*	-	83%	24%	*	56%	54%	42%	21%
At Masters Grade Level	2019	28%	23%	33%	20%	37%	29%	*	*	-	25%	0%	*	37%	21%	28%	41%
	2018	27%	28%	28%	44%	19%	32%	-	*	-	17%	12%	*	30%	25%	20%	11%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	67%	80%	80%	85%	76%	*	*	-	88%	38%	*	85%	61%	76%	81%
	2018	63%	68%	73%	78%	62%	80%	-	*	-	67%	47%	*	77%	67%	64%	54%
At Meets Grade Level or Above	2019	35%	29%	39%	20%	32%	43%	*	*	-	38%	6%	*	42%	30%	30%	30%
	2018	39%	45%	45%	33%	29%	59%	-	*	-	33%	35%	*	44%	46%	32%	18%
At Masters Grade Level	2019	11%	8%	14%	0%	12%	16%	*	*	-	13%	0%	*	16%	9%	7%	11%
	2018	11%	12%	10%	0%	10%	11%	-	*	-	0%	0%	*	14%	4%	3%	4%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LAKE DALLAS ISD
Campus Name: LAKE DALLAS EL
Campus Number: 061912101

Total Students: 633
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	92%	88%	73%	79%	95%	-	*	-	100%	69%	75%	92%	81%	81%	68%
	2018	84%	86%	81%	60%	71%	92%	*	*	-	*	38%	*	82%	80%	71%	57%
At Meets Grade Level or Above	2019	54%	62%	45%	36%	28%	57%	-	*	-	50%	15%	38%	47%	42%	34%	28%
	2018	54%	58%	56%	40%	39%	73%	*	*	-	*	25%	*	58%	50%	49%	33%
At Masters Grade Level	2019	29%	33%	21%	9%	13%	26%	-	*	-	33%	0%	13%	21%	21%	12%	8%
	2018	26%	25%	21%	20%	13%	25%	*	*	-	*	6%	*	23%	17%	13%	5%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	90%	90%	64%	87%	97%	-	*	-	100%	77%	100%	94%	84%	86%	84%
	2018	91%	87%	87%	80%	81%	90%	*	*	-	*	69%	*	88%	87%	82%	81%
At Meets Grade Level or Above	2019	58%	49%	38%	36%	26%	48%	-	*	-	17%	15%	13%	40%	35%	29%	20%
	2018	58%	42%	39%	20%	29%	47%	*	*	-	*	13%	*	40%	37%	29%	14%
At Masters Grade Level	2019	36%	25%	13%	0%	3%	21%	-	*	-	17%	0%	0%	18%	5%	7%	4%
	2018	30%	16%	9%	0%	0%	16%	*	*	-	*	13%	*	8%	13%	5%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	79%	71%	55%	56%	84%	-	*	-	67%	62%	38%	75%	64%	66%	52%
	2018	76%	75%	71%	40%	65%	78%	*	*	-	*	25%	*	74%	63%	64%	62%
At Meets Grade Level or Above	2019	49%	47%	34%	27%	23%	42%	-	*	-	33%	15%	13%	36%	31%	29%	20%
	2018	41%	36%	33%	0%	35%	35%	*	*	-	*	13%	*	38%	20%	22%	19%
At Masters Grade Level	2019	24%	18%	14%	18%	10%	16%	-	*	-	0%	0%	13%	17%	10%	11%	8%
	2018	17%	11%	11%	0%	6%	12%	*	*	-	*	6%	*	12%	7%	5%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	82%	83%	67%	79%	88%	67%	100%	-	86%	55%	80%	87%	73%	78%	77%
	2018	77%	82%	81%	67%	74%	88%	83%	100%	-	78%	53%	88%	84%	76%	74%	69%
At Meets Grade Level or Above	2019	50%	52%	45%	31%	35%	53%	44%	100%	-	39%	15%	37%	50%	33%	37%	36%
	2018	48%	52%	47%	35%	36%	56%	50%	80%	-	39%	22%	58%	49%	43%	38%	28%
At Masters Grade Level	2019	24%	23%	22%	9%	17%	26%	22%	93%	-	21%	3%	13%	26%	14%	17%	17%
	2018	22%	22%	21%	15%	15%	24%	42%	73%	-	7%	8%	4%	23%	15%	13%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	79%	88%	76%	84%	91%	*	100%	-	90%	59%	82%	92%	78%	83%	80%
	2018	74%	79%	83%	63%	75%	92%	80%	100%	-	78%	51%	100%	86%	78%	75%	68%
At Meets Grade Level or Above	2019	48%	50%	48%	29%	35%	59%	*	100%	-	43%	16%	47%	52%	37%	38%	36%
	2018	46%	50%	51%	42%	37%	63%	40%	83%	-	28%	27%	67%	54%	44%	43%	30%
At Masters Grade Level	2019	21%	20%	27%	10%	20%	34%	*	100%	-	29%	5%	12%	31%	20%	20%	20%
	2018	19%	20%	28%	16%	22%	33%	40%	83%	-	11%	11%	11%	32%	20%	19%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	83%	62%	79%	89%	*	100%	-	86%	55%	94%	87%	75%	78%	79%
	2018	81%	88%	86%	74%	79%	91%	80%	100%	-	94%	67%	100%	87%	83%	80%	78%
At Meets Grade Level or Above	2019	52%	55%	47%	38%	40%	54%	*	100%	-	38%	16%	35%	54%	31%	40%	42%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
At Masters Grade Level	2018	50%	56%	48%	37%	37%	54%	60%	83%	-	61%	16%	56%	49%	46%	39%	33%
	2019	26%	25%	23%	5%	17%	27%	*	100%	-	24%	2%	18%	28%	11%	18%	19%
	2018	24%	26%	20%	26%	14%	23%	40%	67%	-	6%	9%	0%	21%	18%	14%	13%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	71%	80%	80%	85%	76%	*	*	-	88%	38%	*	85%	61%	76%	81%
	2018	66%	71%	73%	78%	62%	80%	-	*	-	67%	47%	*	77%	67%	64%	54%
	2019	38%	35%	39%	20%	32%	43%	*	*	-	38%	6%	*	42%	30%	30%	30%
At Meets Grade Level or Above	2018	41%	44%	45%	33%	29%	59%	-	*	-	33%	35%	*	44%	46%	32%	18%
	2019	14%	11%	14%	0%	12%	16%	*	*	-	13%	0%	*	16%	9%	7%	11%
	2018	13%	11%	10%	0%	10%	11%	-	*	-	0%	0%	*	14%	4%	3%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	85%	71%	55%	56%	84%	-	*	-	67%	62%	38%	75%	64%	66%	52%
	2018	80%	82%	71%	40%	65%	78%	*	*	-	*	25%	*	74%	63%	64%	62%
	2019	54%	55%	34%	27%	23%	42%	-	*	-	33%	15%	13%	36%	31%	29%	20%
At Meets Grade Level or Above	2018	51%	52%	33%	0%	35%	35%	*	*	-	*	13%	*	38%	20%	22%	19%
	2019	25%	24%	14%	18%	10%	16%	-	*	-	0%	0%	13%	17%	10%	11%	8%
	2018	23%	20%	11%	0%	6%	12%	*	*	-	*	6%	*	12%	7%	5%	5%

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS EL
 Campus Number: 061912101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 633
 Grade Span: EE - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	65	72	50	71	73	*	*	-	63	59	*	75	60	68	81
	2018	63	64	69	50	64	77	-	*	-	50	63	*	73	63	60	54
Grade 4 Mathematics	2019	65	61	70	80	69	71	*	*	-	69	50	*	75	52	64	61
	2018	65	73	86	89	85	88	-	*	-	70	81	*	91	80	84	80
Grade 5 ELA/Reading	2019	81	78	66	77	66	61	-	*	-	83	46	81	68	61	64	68
	2018	80	77	71	*	67	71	*	*	-	*	90	*	68	76	71	64
Grade 5 Mathematics	2019	83	66	49	18	57	52	-	*	-	17	42	50	53	41	46	58
	2018	81	65	44	*	38	41	*	*	-	*	83	*	39	56	47	43
All Grades Both Subjects	2019	69	68	64	53	65	64	67	100	-	59	50	73	68	53	60	67
	2018	69	71	68	75	65	70	*	58	-	75	79	63	68	69	66	61
All Grades ELA/Reading	2019	68	66	69	69	68	67	*	*	-	71	53	79	72	61	66	75
	2018	69	67	70	65	65	74	*	*	-	69	76	81	71	68	65	59
All Grades Mathematics	2019	70	70	59	38	62	61	*	*	-	46	47	67	65	45	55	60
	2018	70	76	67	85	65	66	*	*	-	81	82	44	65	70	68	64

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	40%	50%	*	50%	45%	-	-	-	*	43%	46%	46%
	2018	38%	39%	36%	*	30%	57%	*	-	-	*	*	24%	25%
Mathematics	2019	45%	32%	27%	*	38%	27%	*	-	-	*	14%	24%	56%
	2018	47%	56%	61%	*	53%	69%	-	-	-	*	61%	60%	47%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	82%	69%	64%	54%	81%	-	*	-	50%	46%	60%	17%
Students Requiring Accelerated Instruction														
	2019	22%	18%	31%	36%	46%	19%	-	*	-	50%	54%	40%	83%
STAAR Cumulative Met Standard														
	2019	86%	92%	88%	73%	79%	95%	-	*	-	100%	69%	81%	56%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	*	100%	*	*	-	-	*	100%	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	80%	72%	64%	54%	84%	-	*	-	83%	54%	64%	28%
Students Requiring Accelerated Instruction														
	2019	17%	20%	28%	36%	46%	16%	-	*	-	17%	46%	36%	72%
STAAR Cumulative Met Standard														
	2019	90%	90%	90%	64%	87%	97%	-	*	-	100%	77%	86%	78%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	82%	83%	70%	70%	-	-	-	33%	33%	*	*	68%	68%
	2018	77%	82%	81%	63%	63%	-	-	-	25%	25%	25%	*	57%	57%
At Meets Grade Level or Above	2019	50%	52%	45%	24%	24%	-	-	-	0%	0%	*	*	22%	22%
	2018	48%	52%	47%	18%	18%	-	-	-	8%	8%	8%	*	16%	16%
At Masters Grade Level	2019	24%	23%	22%	6%	6%	-	-	-	0%	0%	*	*	5%	5%
	2018	22%	22%	21%	5%	5%	-	-	-	0%	0%	0%	*	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	79%	88%	73%	73%	-	-	-	*	*	*	*	71%	72%
	2018	74%	79%	83%	60%	60%	-	-	-	22%	20%	*	*	54%	54%
At Meets Grade Level or Above	2019	48%	50%	48%	18%	18%	-	-	-	*	*	*	*	17%	17%
	2018	46%	50%	51%	15%	15%	-	-	-	11%	0%	*	*	14%	14%
At Masters Grade Level	2019	21%	20%	27%	5%	5%	-	-	-	*	*	*	*	5%	5%
	2018	19%	20%	28%	6%	6%	-	-	-	0%	0%	*	*	5%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	83%	75%	75%	-	-	-	*	*	*	*	71%	72%
	2018	81%	88%	86%	77%	77%	-	-	-	33%	40%	*	*	70%	68%
At Meets Grade Level or Above	2019	52%	55%	47%	36%	36%	-	-	-	*	*	*	*	34%	33%
	2018	50%	56%	48%	28%	28%	-	-	-	11%	20%	*	*	25%	25%
At Masters Grade Level	2019	26%	25%	23%	7%	7%	-	-	-	*	*	*	*	7%	7%
	2018	24%	26%	20%	6%	6%	-	-	-	0%	0%	*	*	5%	5%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	71%	80%	75%	75%	-	-	-	-	-	-	-	75%	75%
	2018	66%	71%	73%	47%	47%	-	-	-	*	*	*	-	41%	41%
At Meets Grade Level or Above	2019	38%	35%	39%	6%	6%	-	-	-	-	-	-	-	6%	6%
	2018	41%	44%	45%	5%	5%	-	-	-	*	*	*	-	5%	5%
At Masters Grade Level	2019	14%	11%	14%	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	13%	11%	10%	0%	0%	-	-	-	*	*	*	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	85%	71%	41%	41%	-	-	-	*	-	*	-	39%	39%
	2018	80%	82%	71%	50%	50%	-	-	-	*	-	*	-	46%	46%
At Meets Grade Level or Above	2019	54%	55%	34%	18%	18%	-	-	-	*	-	*	-	17%	17%
	2018	51%	52%	33%	10%	10%	-	-	-	*	-	*	-	8%	8%
At Masters Grade Level	2019	25%	24%	14%	6%	6%	-	-	-	*	-	*	-	6%	6%
	2018	23%	20%	11%	0%	0%	-	-	-	*	-	*	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	68%	64%	62%	62%	-	-	-	*	-	*	-	60%	60%
	2018	69%	71%	68%	66%	66%	-	-	-	60%	*	63%	-	65%	65%
All Grades ELA/Reading	2019	68%	66%	69%	72%	72%	-	-	-	*	-	*	-	70%	70%
	2018	69%	67%	70%	63%	63%	-	-	-	60%	*	*	-	62%	62%
All Grades Mathematics	2019	70%	70%	59%	51%	51%	-	-	-	*	-	*	-	50%	50%
	2018	70%	76%	67%	69%	69%	-	-	-	60%	*	*	-	68%	68%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	40%	50%	46%	46%	-	-	-	-	-	-	-	46%	46%
	2018	38%	39%	36%	29%	29%	-	-	-	*	*	*	-	25%	25%
Mathematics	2019	45%	32%	27%	56%	56%	-	-	-	-	-	-	-	56%	56%
	2018	47%	56%	61%	57%	57%	-	-	-	*	*	*	-	47%	47%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	100%	100%	99%	100%	100%	-	100%	99%	99%	99%
Included in Accountability	94%	96%	94%	97%	92%	96%	82%	100%	-	100%	95%	94%	86%
Not Included in Accountability													
Mobile	4%	3%	5%	3%	7%	3%	18%	0%	-	0%	4%	5%	12%
Other Exclusions	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	2%
Not Tested	1%	0%	1%	0%	0%	1%	0%	0%	-	0%	1%	1%	1%
Absent	1%	0%	0%	0%	0%	1%	0%	0%	-	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	94%	87%	94%	95%	100%	100%	-	100%	96%	92%	96%
Not Included in Accountability													
Mobile	4%	5%	5%	13%	5%	5%	0%	0%	-	0%	4%	7%	2%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	-	0%	0%	1%	2%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 633
 Grade Span: EE - 05
 School Type: Elementary

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS EL
 Campus Number: 061912101

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	96.2%	96.5%	96.5%	95.6%	*	97.7%	-	97.3%	96.4%	96.1%	96.3%
2017-18	95.4%	95.8%	96.4%	97.3%	96.6%	96.0%	*	99.1%	-	96.1%	95.7%	96.1%	96.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	99.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
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 School Type: Elementary

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 Campus Number: 061912101

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	99.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	98.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	95.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: LAKE DALLAS ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 633
 Grade Span: EE - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	296	355,615
By Ethnicity:				
African American	-	-	31	43,953
Hispanic	-	-	76	180,673
White	-	-	169	105,577
American Indian	-	-	1	1,293
Asian	-	-	5	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	14	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	8	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	285	285,538
Special Education Graduates	-	-	13	27,598
Economically Disadvantaged Graduates	-	-	100	186,364
LEP Graduates	-	-	9	25,189
At-Risk Graduates	-	-	42	146,432

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS EL
 Campus Number: 061912101

Total Students: 633
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	75.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	47.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	53.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	63.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	41.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	39.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	48.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	21.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	10.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	51.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	41.0%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 633
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2018-19	2.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	85.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	62.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	10.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	2.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 633
Grade Span: EE - 05
School Type: Elementary

District Name: LAKE DALLAS ISD
Campus Name: LAKE DALLAS EL
Campus Number: 061912101

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	33.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	30.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	17.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	23.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	19.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	63.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	16.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	4.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	54.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	44.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	45.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	36.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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2018 Science	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	31.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	64.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	67.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	44.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	57.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1062	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1094	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	539	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	549	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	523	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	545	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	21.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS EL
 Campus Number: 061912101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 633
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	37.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	38.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	15.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	15.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	17.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	10.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	12.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	61.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	64.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	64.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Student Information	Membership				Enrollment			
	Campus Count	Campus Percent	District	State	Campus Count	Campus Percent	District	State
Total Students	633	100.0%	3,975	5,479,173	633	100.0%	3,986	5,493,940
Students by Grade:								
Early Childhood Education	2	0.3%	0.2%	0.3%	2	0.3%	0.3%	0.5%
Pre-Kindergarten	39	6.2%	2.1%	4.5%	39	6.2%	2.3%	4.5%
Kindergarten	96	15.2%	6.9%	7.0%	96	15.2%	6.9%	7.0%
Grade 1	95	15.0%	7.0%	7.1%	95	15.0%	7.0%	7.1%
Grade 2	84	13.3%	6.8%	7.1%	84	13.3%	6.8%	7.1%
Grade 3	89	14.1%	6.1%	7.1%	89	14.1%	6.1%	7.1%
Grade 4	116	18.3%	7.8%	7.3%	116	18.3%	7.8%	7.3%
Grade 5	112	17.7%	7.7%	7.6%	112	17.7%	7.7%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	8.1%	7.7%	0	0.0%	8.1%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.4%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	8.5%	7.4%	0	0.0%	8.4%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	8.6%	6.4%	0	0.0%	8.6%	6.4%
Ethnic Distribution:								
African American	44	7.0%	9.0%	12.6%	44	7.0%	8.9%	12.6%
Hispanic	266	42.0%	32.0%	52.8%	266	42.0%	31.9%	52.8%
White	270	42.7%	50.3%	27.0%	270	42.7%	50.4%	27.0%
American Indian	4	0.6%	0.7%	0.4%	4	0.6%	0.7%	0.4%
Asian	14	2.2%	2.6%	4.6%	14	2.2%	2.6%	4.6%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Two or More Races	34	5.4%	5.3%	2.5%	34	5.4%	5.3%	2.5%
Sex:								
Female	303	47.9%	46.7%	48.8%	303	47.9%	46.7%	48.8%
Male	330	52.1%	53.3%	51.2%	330	52.1%	53.3%	51.2%
Economically Disadvantaged	380	60.0%	40.8%	60.3%	380	60.0%	40.6%	60.2%
Non-Educationally Disadvantaged	253	40.0%	59.2%	39.7%	253	40.0%	59.4%	39.8%
Section 504 Students	51	8.1%	15.0%	6.9%	51	8.1%	14.9%	6.9%
English Learners (EL)	137	21.6%	9.6%	20.3%	137	21.6%	9.6%	20.3%
Students w/ Disciplinary Placements (2018-19)	1	0.1%	1.4%	1.5%				
Students w/ Dyslexia	37	5.8%	10.5%	4.1%	37	5.8%	10.5%	4.1%
Foster Care	4	0.6%	0.4%	0.3%	4	0.6%	0.5%	0.3%
Homeless	1	0.2%	0.3%	1.4%	1	0.2%	0.3%	1.4%
Immigrant	0	0.0%	0.2%	2.3%	0	0.0%	0.2%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	633	100.0%	67.1%	65.1%	633	100.0%	67.2%	65.1%
Military Connected	0	0.0%	0.4%	1.9%	0	0.0%	0.4%	1.9%
At-Risk	296	46.8%	36.5%	50.6%	296	46.8%	36.4%	50.5%

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS EL
 Campus Number: 061912101

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 633
 Grade Span: EE - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	135	21.3%	9.5%	20.6%	135	21.3%	9.5%	20.6%
Career & Technical Education	0	0.0%	30.8%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	90.3%	50.8%	0	-	90.3%	50.8%
Gifted & Talented Education	45	7.1%	7.9%	8.1%	45	7.1%	7.9%	8.1%
Special Education	68	10.7%	11.5%	10.5%	68	10.7%	11.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	68							
By Type of Primary Disability								
Students with Intellectual Disabilities	19	27.9%	41.0%	42.4%				
Students with Physical Disabilities	31	45.6%	23.3%	21.4%				
Students with Autism	*	*	**	13.8%				
Students with Behavioral Disabilities	**	**	27.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	79	13.8%	10.4%	15.3%				
By Ethnicity:								
African American	6	1.0%						
Hispanic	41	7.2%						
White	30	5.2%						
American Indian	1	0.2%						
Asian	1	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	99	18.6%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.8%	1.6%	0.0%	3.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	0.0%	2.4%	4.9%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	2.1%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	1.3%	7.8%	-	0.0%	13.1%

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS EL
 Campus Number: 061912101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 633
 Grade Span: EE - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.4	15.5	19.0
Grade 1	19.4	18.7	18.9
Grade 2	17.1	17.0	18.8
Grade 3	17.7	18.3	19.0
Grade 4	19.8	19.5	19.2
Grade 5	18.7	20.2	20.9
Grade 6	-	19.6	20.4
Secondary:			
English/Language Arts	-	21.7	16.4
Foreign Languages	-	18.9	18.7
Mathematics	-	23.9	17.8
Science	-	21.2	18.8
Social Studies	-	22.7	19.3

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS EL
 Campus Number: 061912101

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 633
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	70.2	100.0%	100.0%	100.0%
Professional Staff:	56.2	80.1%	63.4%	63.7%
Teachers	49.2	70.1%	49.8%	49.4%
Professional Support	4.0	5.7%	9.4%	10.2%
Campus Administration (School Leadership)	3.0	4.3%	3.3%	3.0%
Educational Aides:	14.0	19.9%	12.5%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	3.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	1.0	n/a	9.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	12.0	17.1%	17.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.0%	1.0%	10.8%
Hispanic	6.0	12.2%	6.7%	28.1%
White	40.2	81.7%	88.9%	57.7%
American Indian	1.0	2.0%	0.3%	0.3%
Asian	0.0	0.0%	0.7%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.0%	2.3%	1.1%
Males	5.0	10.2%	20.6%	23.8%
Females	44.2	89.8%	79.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.3%
Bachelors	36.0	73.2%	73.8%	73.4%
Masters	13.2	26.8%	24.2%	24.5%
Doctorate	0.0	0.0%	1.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.9%	7.4%
1-5 Years Experience	9.0	18.3%	23.3%	27.9%
6-10 Years Experience	11.0	22.4%	16.5%	19.4%
11-20 Years Experience	20.2	41.1%	33.4%	29.4%
Over 20 Years Experience	9.0	18.3%	19.9%	15.9%
Number of Students per Teacher	12.9	n/a	13.4	15.1

District Name: LAKE DALLAS ISD
 Campus Name: LAKE DALLAS EL
 Campus Number: 061912101

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 633
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.4	6.2
Average Years Experience of Principals with District	8.0	7.4	5.3
Average Years Experience of Assistant Principals	3.0	4.8	5.3
Average Years Experience of Assistant Principals with District	2.0	3.8	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	14.2	12.1	11.1
Average Years Experience of Teachers with District:	11.3	8.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$54,148	\$49,868
1-5 Years Experience	\$53,922	\$55,158	\$52,823
6-10 Years Experience	\$55,375	\$56,962	\$55,756
11-20 Years Experience	\$57,605	\$58,339	\$59,308
Over 20 Years Experience	\$65,136	\$67,745	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,810	\$58,956	\$57,091
Professional Support	\$61,371	\$70,028	\$67,352
Campus Administration (School Leadership)	\$76,644	\$83,421	\$82,512
Instructional Staff Percent:	n/a	65.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.0%	1.4%	6.5%
Career & Technical Education	0.0	0.0%	4.8%	5.0%
Compensatory Education	3.1	6.3%	2.7%	2.8%
Gifted & Talented Education	1.0	2.0%	1.5%	1.9%
Regular Education	36.6	74.3%	76.1%	70.9%
Special Education	7.5	15.3%	13.5%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: LAKE DALLAS ISD

Campus Name: SHADY SHORES EL

Campus Number: 061912105

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	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	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	83%	86%	*	79%	92%	-	*	-	*	78%	60%	89%	76%	75%	71%
	2018	77%	80%	86%	100%	72%	94%	*	*	-	*	93%	-	80%	100%	83%	64%
At Meets Grade Level or Above	2019	45%	47%	53%	*	21%	71%	-	*	-	*	44%	20%	57%	41%	25%	14%
	2018	43%	44%	47%	40%	28%	56%	*	*	-	*	57%	-	48%	43%	39%	21%
At Masters Grade Level	2019	27%	29%	29%	*	11%	39%	-	*	-	*	22%	20%	32%	18%	10%	0%
	2018	25%	27%	25%	20%	6%	33%	*	*	-	*	14%	-	25%	24%	14%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	81%	74%	*	47%	88%	-	*	-	*	56%	60%	75%	71%	45%	14%
	2018	78%	77%	74%	60%	52%	85%	*	*	-	*	71%	-	80%	58%	59%	57%
At Meets Grade Level or Above	2019	49%	48%	44%	*	16%	57%	-	*	-	*	33%	40%	45%	41%	25%	14%
	2018	47%	49%	43%	40%	24%	52%	*	*	-	*	41%	-	48%	29%	33%	29%
At Masters Grade Level	2019	25%	22%	22%	*	11%	29%	-	*	-	*	11%	20%	23%	18%	15%	0%
	2018	23%	21%	21%	0%	14%	27%	*	*	-	*	12%	-	23%	17%	13%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	80%	78%	67%	65%	88%	*	*	-	*	71%	71%	81%	75%	71%	80%
	2018	73%	85%	89%	*	80%	96%	-	*	-	88%	60%	80%	85%	100%	77%	67%
At Meets Grade Level or Above	2019	44%	43%	43%	17%	23%	54%	*	*	-	*	43%	14%	44%	42%	29%	27%
	2018	46%	54%	63%	*	60%	67%	-	*	-	50%	40%	60%	57%	76%	54%	67%
At Masters Grade Level	2019	22%	21%	20%	17%	4%	30%	*	*	-	*	14%	14%	27%	11%	5%	7%
	2018	24%	27%	35%	*	33%	38%	-	*	-	13%	20%	0%	39%	24%	23%	33%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	70%	64%	33%	46%	74%	*	*	-	*	50%	43%	71%	53%	54%	67%
	2018	78%	86%	86%	*	88%	87%	-	*	-	88%	64%	80%	86%	86%	72%	100%
At Meets Grade Level or Above	2019	48%	43%	32%	17%	4%	46%	*	*	-	*	36%	29%	37%	25%	20%	7%
	2018	49%	52%	48%	*	41%	57%	-	*	-	25%	21%	40%	50%	43%	34%	25%
At Masters Grade Level	2019	28%	23%	16%	0%	0%	26%	*	*	-	*	7%	0%	21%	8%	2%	0%
	2018	27%	28%	28%	*	35%	30%	-	*	-	0%	7%	0%	31%	19%	17%	25%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	67%	62%	50%	46%	71%	*	*	-	*	43%	43%	63%	61%	49%	47%
	2018	63%	68%	65%	*	53%	70%	-	*	-	75%	29%	0%	62%	71%	55%	38%
At Meets Grade Level or Above	2019	35%	29%	28%	17%	8%	37%	*	*	-	*	36%	14%	31%	22%	17%	7%
	2018	39%	45%	51%	*	47%	52%	-	*	-	50%	21%	0%	50%	52%	45%	38%
At Masters Grade Level	2019	11%	8%	6%	0%	0%	8%	*	*	-	*	7%	0%	8%	3%	5%	0%
	2018	11%	12%	16%	*	29%	13%	-	*	-	13%	14%	0%	16%	19%	7%	13%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LAKE DALLAS ISD
Campus Name: SHADY SHORES EL
Campus Number: 061912105

Total Students: 549
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	92%	98%	100%	100%	98%	-	*	-	100%	86%	100%	97%	100%	91%	100%
	2018	84%	86%	94%	*	97%	96%	*	*	-	*	86%	80%	93%	96%	90%	92%
At Meets Grade Level or Above	2019	54%	62%	78%	80%	67%	81%	-	*	-	86%	36%	83%	76%	83%	70%	57%
	2018	54%	58%	66%	*	52%	76%	*	*	-	*	57%	40%	63%	75%	57%	42%
At Masters Grade Level	2019	29%	33%	49%	20%	28%	55%	-	*	-	71%	14%	67%	46%	58%	35%	29%
	2018	26%	25%	28%	*	17%	33%	*	*	-	*	0%	20%	25%	33%	24%	8%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	90%	95%	100%	89%	96%	-	*	-	100%	86%	83%	94%	100%	91%	86%
	2018	91%	87%	86%	*	90%	87%	*	*	-	*	80%	40%	86%	84%	84%	92%
At Meets Grade Level or Above	2019	58%	49%	61%	20%	56%	66%	-	*	-	57%	29%	67%	57%	71%	43%	43%
	2018	58%	42%	51%	*	55%	52%	*	*	-	*	47%	40%	53%	48%	51%	67%
At Masters Grade Level	2019	36%	25%	34%	20%	22%	38%	-	*	-	29%	7%	17%	29%	50%	26%	29%
	2018	30%	16%	20%	*	21%	17%	*	*	-	*	13%	0%	19%	24%	21%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	79%	84%	20%	78%	92%	-	*	-	86%	50%	83%	81%	92%	65%	57%
	2018	76%	75%	77%	*	72%	83%	*	*	-	*	67%	60%	76%	80%	67%	67%
At Meets Grade Level or Above	2019	49%	47%	59%	0%	50%	68%	-	*	-	43%	36%	50%	54%	71%	43%	14%
	2018	41%	36%	38%	*	28%	46%	*	*	-	*	47%	20%	39%	36%	35%	33%
At Masters Grade Level	2019	24%	18%	24%	0%	17%	28%	-	*	-	14%	7%	33%	22%	29%	13%	0%
	2018	17%	11%	11%	*	3%	15%	*	*	-	*	0%	0%	12%	8%	12%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	82%	80%	57%	66%	88%	*	85%	-	87%	65%	67%	82%	76%	66%	65%
	2018	77%	82%	82%	58%	77%	87%	80%	70%	-	83%	69%	57%	81%	84%	74%	72%
At Meets Grade Level or Above	2019	50%	52%	50%	23%	28%	60%	*	65%	-	53%	36%	39%	51%	47%	31%	20%
	2018	48%	52%	51%	26%	42%	57%	40%	60%	-	48%	42%	33%	51%	50%	44%	38%
At Masters Grade Level	2019	24%	23%	25%	9%	10%	32%	*	38%	-	30%	11%	20%	27%	22%	12%	6%
	2018	22%	22%	23%	3%	18%	26%	0%	50%	-	18%	10%	3%	24%	21%	16%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	79%	88%	75%	79%	93%	*	78%	-	91%	78%	78%	89%	83%	77%	83%
	2018	74%	79%	90%	75%	85%	95%	*	71%	-	86%	82%	80%	86%	98%	85%	75%
At Meets Grade Level or Above	2019	48%	50%	58%	42%	35%	69%	*	67%	-	64%	41%	39%	60%	55%	39%	31%
	2018	46%	50%	59%	33%	47%	66%	*	57%	-	64%	53%	50%	56%	65%	50%	38%
At Masters Grade Level	2019	21%	20%	33%	17%	13%	41%	*	44%	-	45%	16%	33%	36%	27%	14%	10%
	2018	19%	20%	29%	8%	18%	35%	*	57%	-	29%	11%	10%	30%	27%	20%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	78%	58%	59%	86%	*	100%	-	82%	65%	61%	81%	71%	62%	59%
	2018	81%	88%	82%	58%	78%	86%	*	63%	-	86%	72%	60%	84%	76%	72%	79%
At Meets Grade Level or Above	2019	52%	55%	46%	17%	22%	57%	*	67%	-	45%	32%	44%	47%	43%	27%	17%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
At Masters Grade Level	2018	50%	56%	47%	25%	42%	54%	*	50%	-	36%	37%	40%	50%	40%	41%	41%
	2019	26%	25%	24%	8%	10%	31%	*	44%	-	18%	8%	11%	25%	23%	12%	7%
	2018	24%	26%	23%	0%	22%	25%	*	50%	-	14%	11%	0%	24%	20%	17%	21%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	71%	62%	50%	46%	71%	*	*	-	*	43%	43%	63%	61%	49%	47%
	2018	66%	71%	65%	*	53%	70%	-	*	-	75%	29%	0%	62%	71%	55%	38%
At Meets Grade Level or Above	2019	38%	35%	28%	17%	8%	37%	*	*	-	*	36%	14%	31%	22%	17%	7%
	2018	41%	44%	51%	*	47%	52%	-	*	-	50%	21%	0%	50%	52%	45%	38%
At Masters Grade Level	2019	14%	11%	6%	0%	0%	8%	*	*	-	*	7%	0%	8%	3%	5%	0%
	2018	13%	11%	16%	*	29%	13%	-	*	-	13%	14%	0%	16%	19%	7%	13%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	85%	84%	20%	78%	92%	-	*	-	86%	50%	83%	81%	92%	65%	57%
	2018	80%	82%	77%	*	72%	83%	*	*	-	*	67%	60%	76%	80%	67%	67%
At Meets Grade Level or Above	2019	54%	55%	59%	0%	50%	68%	-	*	-	43%	36%	50%	54%	71%	43%	14%
	2018	51%	52%	38%	*	28%	46%	*	*	-	*	47%	20%	39%	36%	35%	33%
At Masters Grade Level	2019	25%	24%	24%	0%	17%	28%	-	*	-	14%	7%	33%	22%	29%	13%	0%
	2018	23%	20%	11%	*	3%	15%	*	*	-	*	0%	0%	12%	8%	12%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	65	66	58	71	65	*	*	-	*	79	64	70	59	59	79
	2018	63	64	61	*	53	67	-	*	-	44	65	40	58	68	58	67
Grade 4 Mathematics	2019	65	61	54	33	44	60	*	*	-	*	61	50	64	36	46	50
	2018	65	73	65	*	74	59	-	*	-	81	79	20	59	83	70	88
Grade 5 ELA/Reading	2019	81	78	89	*	81	90	-	*	-	100	75	100	88	90	90	100
	2018	80	77	77	*	70	81	*	*	-	*	82	80	74	87	74	75
Grade 5 Mathematics	2019	83	66	80	*	72	77	-	*	-	93	79	83	77	88	81	57
	2018	81	65	77	*	75	79	*	*	-	*	80	80	77	75	76	96
All Grades Both Subjects	2019	69	68	72	68	65	74	*	86	-	91	73	73	76	64	64	69
	2018	69	71	70	43	69	72	*	94	-	69	77	55	67	78	71	83
All Grades ELA/Reading	2019	68	66	77	75	75	78	*	86	-	88	77	81	80	72	70	86
	2018	69	67	70	50	64	74	*	*	-	54	75	60	66	78	68	72
All Grades Mathematics	2019	70	70	67	60	56	69	*	86	-	94	70	65	71	56	58	52
	2018	70	76	71	36	74	69	*	90	-	83	79	50	68	78	74	93

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	40%	62%	*	64%	67%	*	*	-	-	55%	63%	78%
	2018	38%	39%	59%	*	*	64%	-	-	-	*	*	42%	*
Mathematics	2019	45%	32%	34%	*	21%	36%	-	*	-	-	50%	32%	60%
	2018	47%	56%	54%	*	60%	53%	-	*	-	*	60%	41%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	82%	94%	80%	88%	98%	-	*	-	100%	69%	83%	60%
Students Requiring Accelerated Instruction														
	2019	22%	18%	6%	20%	12%	2%	-	*	-	0%	31%	17%	40%
STAAR Cumulative Met Standard														
	2019	86%	92%	98%	100%	100%	98%	-	*	-	100%	85%	91%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	*	-	*	-	-	-	-	-	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	80%	90%	60%	88%	92%	-	*	-	100%	54%	83%	80%
Students Requiring Accelerated Instruction														
	2019	17%	20%	10%	40%	12%	8%	-	*	-	0%	46%	17%	20%
STAAR Cumulative Met Standard														
	2019	90%	90%	95%	100%	88%	96%	-	*	-	100%	85%	91%	80%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	*	*	100%	-	-	-	*	*	100%	*

District Name: LAKE DALLAS ISD
 Campus Name: SHADY SHORES EL
 Campus Number: 061912105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 549
 Grade Span: EE - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	82%	80%	-	-	-	-	-	59%	59%	-	-	59%	59%
	2018	77%	82%	82%	56%	56%	-	-	-	68%	45%	83%	*	65%	66%
At Meets Grade Level or Above	2019	50%	52%	50%	-	-	-	-	-	13%	13%	-	-	13%	13%
	2018	48%	52%	51%	25%	25%	-	-	-	38%	15%	53%	*	35%	37%
At Masters Grade Level	2019	24%	23%	25%	-	-	-	-	-	4%	4%	-	-	4%	4%
	2018	22%	22%	23%	6%	6%	-	-	-	10%	5%	13%	*	9%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	79%	88%	-	-	-	-	-	80%	80%	-	-	80%	80%
	2018	74%	79%	90%	*	*	-	-	-	70%	50%	90%	*	67%	68%
At Meets Grade Level or Above	2019	48%	50%	58%	-	-	-	-	-	20%	20%	-	-	20%	20%
	2018	46%	50%	59%	*	*	-	-	-	25%	10%	40%	*	29%	32%
At Masters Grade Level	2019	21%	20%	33%	-	-	-	-	-	5%	5%	-	-	5%	5%
	2018	19%	20%	29%	*	*	-	-	-	5%	0%	10%	*	4%	4%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	78%	-	-	-	-	-	55%	55%	-	-	55%	55%
	2018	81%	88%	82%	100%	100%	-	-	-	65%	40%	90%	*	73%	74%
At Meets Grade Level or Above	2019	52%	55%	46%	-	-	-	-	-	10%	10%	-	-	10%	10%
	2018	50%	56%	47%	17%	17%	-	-	-	50%	20%	80%	*	42%	44%
At Masters Grade Level	2019	26%	25%	24%	-	-	-	-	-	5%	5%	-	-	5%	5%
	2018	24%	26%	23%	17%	17%	-	-	-	20%	10%	30%	*	19%	19%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	71%	62%	-	-	-	-	-	33%	33%	-	-	33%	33%
	2018	66%	71%	65%	17%	17%	-	-	-	-	-	-	-	17%	17%
At Meets Grade Level or Above	2019	38%	35%	28%	-	-	-	-	-	11%	11%	-	-	11%	11%
	2018	41%	44%	51%	17%	17%	-	-	-	-	-	-	-	17%	17%
At Masters Grade Level	2019	14%	11%	6%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	13%	11%	16%	0%	0%	-	-	-	-	-	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	85%	84%	-	-	-	-	-	40%	40%	-	-	40%	40%
	2018	80%	82%	77%	-	-	-	-	-	70%	-	70%	-	70%	70%
At Meets Grade Level or Above	2019	54%	55%	59%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	51%	52%	38%	-	-	-	-	-	40%	-	40%	-	40%	40%
At Masters Grade Level	2019	25%	24%	24%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	23%	20%	11%	-	-	-	-	-	0%	-	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	68%	72%	-	-	-	-	-	83%	83%	-	-	83%	83%
	2018	69%	71%	70%	75%	75%	-	-	-	85%	-	85%	-	82%	82%
All Grades ELA/Reading	2019	68%	66%	77%	-	-	-	-	-	100%	100%	-	-	100%	100%
	2018	69%	67%	70%	*	*	-	-	-	75%	-	75%	-	68%	68%
All Grades Mathematics	2019	70%	70%	67%	-	-	-	-	-	68%	68%	-	-	68%	68%
	2018	70%	76%	71%	92%	92%	-	-	-	95%	-	95%	-	94%	94%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	40%	62%	-	-	-	-	-	78%	78%	-	-	78%	78%
	2018	38%	39%	59%	*	*	-	-	-	*	-	*	-	*	*
Mathematics	2019	45%	32%	34%	-	-	-	-	-	60%	60%	-	-	60%	60%
	2018	47%	56%	54%	*	*	-	-	-	*	-	*	-	*	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	97%	80%	98%	98%	*	100%	-	100%	98%	96%	95%
Not Included in Accountability													
Mobile	4%	3%	3%	20%	2%	2%	*	0%	-	0%	2%	4%	5%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	86%	94%	96%	100%	100%	-	91%	96%	93%	96%
Not Included in Accountability													
Mobile	4%	5%	5%	14%	6%	4%	0%	0%	-	9%	4%	7%	4%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 549
 Grade Span: EE - 05
 School Type: Elementary

District Name: LAKE DALLAS ISD
 Campus Name: SHADY SHORES EL
 Campus Number: 061912105

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	97.2%	97.2%	97.0%	97.2%	*	98.7%	-	97.2%	96.8%	96.9%	97.0%
2017-18	95.4%	95.8%	96.7%	96.6%	96.8%	96.7%	*	98.4%	-	95.8%	96.1%	96.6%	96.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	99.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 549
 Grade Span: EE - 05
 School Type: Elementary

District Name: LAKE DALLAS ISD
 Campus Name: SHADY SHORES EL
 Campus Number: 061912105

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	99.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	98.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	95.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: LAKE DALLAS ISD
 Campus Name: SHADY SHORES EL
 Campus Number: 061912105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 549
 Grade Span: EE - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	296	355,615
By Ethnicity:				
African American	-	-	31	43,953
Hispanic	-	-	76	180,673
White	-	-	169	105,577
American Indian	-	-	1	1,293
Asian	-	-	5	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	14	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	8	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	285	285,538
Special Education Graduates	-	-	13	27,598
Economically Disadvantaged Graduates	-	-	100	186,364
LEP Graduates	-	-	9	25,189
At-Risk Graduates	-	-	42	146,432

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 549
 Grade Span: EE - 05
 School Type: Elementary

District Name: LAKE DALLAS ISD
 Campus Name: SHADY SHORES EL
 Campus Number: 061912105

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	75.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	47.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	53.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	63.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	41.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	39.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	48.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	21.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	10.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	51.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	41.0%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: LAKE DALLAS ISD
 Campus Name: SHADY SHORES EL
 Campus Number: 061912105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 549
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	85.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	62.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	10.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	2.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 549
 Grade Span: EE - 05
 School Type: Elementary

District Name: LAKE DALLAS ISD
 Campus Name: SHADY SHORES EL
 Campus Number: 061912105

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	33.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	30.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	17.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	23.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	19.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	63.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	16.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	4.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	54.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	44.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	45.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	36.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 549
Grade Span: EE - 05
School Type: Elementary

District Name: LAKE DALLAS ISD
Campus Name: SHADY SHORES EL
Campus Number: 061912105

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	31.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	64.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	67.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	44.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	57.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1062	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1094	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	539	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	549	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	523	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	545	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.2	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	21.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 549
Grade Span: EE - 05
School Type: Elementary

District Name: LAKE DALLAS ISD
Campus Name: SHADY SHORES EL
Campus Number: 061912105

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	37.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	38.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	15.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	15.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	17.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	10.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	12.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	61.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	61.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	64.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	64.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	549	100.0%	3,975	5,479,173	556	100.0%	3,986	5,493,940
Students by Grade:								
Early Childhood Education	6	1.1%	0.2%	0.3%	8	1.4%	0.3%	0.5%
Pre-Kindergarten	26	4.7%	2.1%	4.5%	29	5.2%	2.3%	4.5%
Kindergarten	78	14.2%	6.9%	7.0%	79	14.2%	6.9%	7.0%
Grade 1	90	16.4%	7.0%	7.1%	90	16.2%	7.0%	7.1%
Grade 2	94	17.1%	6.8%	7.1%	94	16.9%	6.8%	7.1%
Grade 3	81	14.8%	6.1%	7.1%	81	14.6%	6.1%	7.1%
Grade 4	84	15.3%	7.8%	7.3%	84	15.1%	7.8%	7.3%
Grade 5	90	16.4%	7.7%	7.6%	91	16.4%	7.7%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	8.1%	7.7%	0	0.0%	8.1%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.4%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	8.5%	7.4%	0	0.0%	8.4%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	8.6%	6.4%	0	0.0%	8.6%	6.4%
Ethnic Distribution:								
African American	38	6.9%	9.0%	12.6%	38	6.8%	8.9%	12.6%
Hispanic	186	33.9%	32.0%	52.8%	186	33.5%	31.9%	52.8%
White	291	53.0%	50.3%	27.0%	297	53.4%	50.4%	27.0%
American Indian	2	0.4%	0.7%	0.4%	2	0.4%	0.7%	0.4%
Asian	9	1.6%	2.6%	4.6%	9	1.6%	2.6%	4.6%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	23	4.2%	5.3%	2.5%	24	4.3%	5.3%	2.5%
Sex:								
Female	244	44.4%	46.7%	48.8%	249	44.8%	46.7%	48.8%
Male	305	55.6%	53.3%	51.2%	307	55.2%	53.3%	51.2%
Economically Disadvantaged	238	43.4%	40.8%	60.3%	238	42.8%	40.6%	60.2%
Non-Educationally Disadvantaged	311	56.6%	59.2%	39.7%	318	57.2%	59.4%	39.8%
Section 504 Students	66	12.0%	15.0%	6.9%	66	11.9%	14.9%	6.9%
English Learners (EL)	68	12.4%	9.6%	20.3%	68	12.2%	9.6%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.4%	1.5%				
Students w/ Dyslexia	57	10.4%	10.5%	4.1%	57	10.3%	10.5%	4.1%
Foster Care	3	0.5%	0.4%	0.3%	3	0.5%	0.5%	0.3%
Homeless	4	0.7%	0.3%	1.4%	4	0.7%	0.3%	1.4%
Immigrant	0	0.0%	0.2%	2.3%	0	0.0%	0.2%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	549	100.0%	67.1%	65.1%	556	100.0%	67.2%	65.1%
Military Connected	1	0.2%	0.4%	1.9%	1	0.2%	0.4%	1.9%
At-Risk	214	39.0%	36.5%	50.6%	214	38.5%	36.4%	50.5%

District Name: LAKE DALLAS ISD
 Campus Name: SHADY SHORES EL
 Campus Number: 061912105

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 549
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	66	12.0%	9.5%	20.6%	66	11.9%	9.5%	20.6%
Career & Technical Education	0	0.0%	30.8%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	90.3%	50.8%	0	-	90.3%	50.8%
Gifted & Talented Education	31	5.6%	7.9%	8.1%	31	5.6%	7.9%	8.1%
Special Education	87	15.8%	11.5%	10.5%	93	16.7%	11.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	87							
By Type of Primary Disability								
Students with Intellectual Disabilities	15	17.2%	41.0%	42.4%				
Students with Physical Disabilities	46	52.9%	23.3%	21.4%				
Students with Autism	**	**	**	13.8%				
Students with Behavioral Disabilities	13	14.9%	27.5%	20.8%				
Students with Non-Categorical Early Childhood	*	*	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	33	7.4%	10.4%	15.3%				
By Ethnicity:								
African American	5	1.1%						
Hispanic	12	2.7%						
White	16	3.6%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	61	13.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.8%	1.6%	6.3%	3.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	0.0%	2.4%	4.9%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	2.1%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	1.3%	7.8%	-	0.0%	13.1%

District Name: LAKE DALLAS ISD
 Campus Name: SHADY SHORES EL
 Campus Number: 061912105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 549
 Grade Span: EE - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	13.2	15.5	19.0
Grade 1	17.3	18.7	18.9
Grade 2	15.8	17.0	18.8
Grade 3	19.6	18.3	19.0
Grade 4	20.4	19.5	19.2
Grade 5	20.9	20.2	20.9
Grade 6	-	19.6	20.4
Secondary:			
English/Language Arts	-	21.7	16.4
Foreign Languages	-	18.9	18.7
Mathematics	-	23.9	17.8
Science	-	21.2	18.8
Social Studies	-	22.7	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 549
Grade Span: EE - 05
School Type: Elementary

District Name: LAKE DALLAS ISD
Campus Name: SHADY SHORES EL
Campus Number: 061912105

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	71.9	100.0%	100.0%	100.0%
Professional Staff:	51.0	71.0%	63.4%	63.7%
Teachers	44.0	61.2%	49.8%	49.4%
Professional Support	5.0	7.0%	9.4%	10.2%
Campus Administration (School Leadership)	2.0	2.8%	3.3%	3.0%
Educational Aides:	20.9	29.0%	12.5%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	3.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	1.0	n/a	9.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	9.0	12.5%	17.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.0%	10.8%
Hispanic	5.0	11.4%	6.7%	28.1%
White	36.0	81.8%	88.9%	57.7%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	1.0	2.3%	0.7%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	4.5%	2.3%	1.1%
Males	0.0	0.0%	20.6%	23.8%
Females	44.0	100.0%	79.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.3%
Bachelors	39.0	88.6%	73.8%	73.4%
Masters	5.0	11.4%	24.2%	24.5%
Doctorate	0.0	0.0%	1.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.0	13.6%	6.9%	7.4%
1-5 Years Experience	4.0	9.1%	23.3%	27.9%
6-10 Years Experience	8.0	18.2%	16.5%	19.4%
11-20 Years Experience	18.0	40.9%	33.4%	29.4%
Over 20 Years Experience	8.0	18.2%	19.9%	15.9%
Number of Students per Teacher	12.5	n/a	13.4	15.1

District Name: LAKE DALLAS ISD
 Campus Name: SHADY SHORES EL
 Campus Number: 061912105

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 549
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.4	6.2
Average Years Experience of Principals with District	2.0	7.4	5.3
Average Years Experience of Assistant Principals	8.0	4.8	5.3
Average Years Experience of Assistant Principals with District	8.0	3.8	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	12.2	12.1	11.1
Average Years Experience of Teachers with District:	8.5	8.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,001	\$54,148	\$49,868
1-5 Years Experience	\$53,475	\$55,158	\$52,823
6-10 Years Experience	\$54,913	\$56,962	\$55,756
11-20 Years Experience	\$57,156	\$58,339	\$59,308
Over 20 Years Experience	\$64,237	\$67,745	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,135	\$58,956	\$57,091
Professional Support	\$61,317	\$70,028	\$67,352
Campus Administration (School Leadership)	\$78,608	\$83,421	\$82,512
Instructional Staff Percent:	n/a	65.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: LAKE DALLAS ISD
 Campus Name: SHADY SHORES EL
 Campus Number: 061912105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 549
 Grade Span: EE - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.4%	6.5%
Career & Technical Education	0.0	0.0%	4.8%	5.0%
Compensatory Education	3.0	6.8%	2.7%	2.8%
Gifted & Talented Education	0.0	0.0%	1.5%	1.9%
Regular Education	31.7	72.1%	76.1%	70.9%
Special Education	9.3	21.0%	13.5%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

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Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the [official announcement](#).

2020 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2020 RDA Manual: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals>

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

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Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test

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Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2020/masking.html>.

STAAR Performance

The STAAR Performance section of the TAPR displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance—All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

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Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

STAAR Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

STAAR Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

STAAR Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

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STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables English learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the following:

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

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BE-Dual One-Way. Bilingual program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018
but passed in 2019**

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

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Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
 - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (*Data source: STAAR and TELPAS File*)

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Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2018–19}}{\text{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(Data source: TSDS PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$

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Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9–12 during the 2018–19 school year

number of students in grades 9–12 in attendance at any time during the 2018–19 school year

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2018–19](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2019 Accountability Manual](#) (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

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continuing student and counted as part of the Continued HS number for the Class of 2019. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2019 for the 2019 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2019**

number of students in the 2019 cohort*

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

number of students in the 2019 cohort*

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2019 cohort*

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2019–20 school
year**

number of students in the 2019 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

**number of students from the 2019 cohort who received a high school diploma by August 31,
2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019**

number of students in the 2019 cohort*

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(6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ &\quad \text{plus} \\ &\quad \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{aligned}}{\text{number of students in the 2019 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

(2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

(3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

(4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

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- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019

number of students in the 2018 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2018 cohort*

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2017 cohort*

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

number of students in the 2017 cohort*

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2017 cohort*

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2019–20 school year

number of students in the 2017 cohort*

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- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
 plus
number of students from the cohort who received a TxCHSE by August 31, 2019

number of students in the 2017 cohort*

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
 plus
number of students from the cohort who received a TxCHSE by August 31, 2019
 plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2017 cohort*

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2019 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2018 cohort**

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- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2017 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools 2018–19](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2019 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2019 with reported graduation plans
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2019 who complete a 4-year FHSP-E

number of graduates in the Class of 2019 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2019 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2019 with reported FHSP graduation plans

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RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2019 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP

number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2018–19 who earn an FHSP-E

number of graduates in SY 2018–19 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2018–19 who earn an FHSP-DLA

number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2018–19 with reported graduation plans

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RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2018–19 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: TSDS PEIMS 40100)*

number of students in the 2018–19 school year considered as at risk

total number of students

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Postsecondary Readiness

College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2020 Accountability Manual](#) and the [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*
- 10) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student *(Data source: TSDS PEIMS 40203 and 40110)*

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11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. (Data source: THECB)

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. (Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

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The percentages are calculated as follows:

English Language Arts.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2018–19 annual graduates

Either Subject.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2018–19 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: TSDS PEIMS 43415*)

number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2018–19 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. (*Data source: College Board and IB*)

number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2018–19 annual graduates

Associate’s Degree: The percentage of annual graduates who earned an associate’s degree before graduation. (*Data source: TSDS PEIMS 40100*)

number of 2018–19 annual graduates who earned an associate’s degree before graduation

number of 2018–19 annual graduates

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Associate’s Degree but not Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Associate’s Degree and Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2018–19 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

number of 2018–19 annual graduates who earned an approved industry-based certification

number of 2018–19 annual graduates

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 40203*)

number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2018–19 annual graduates

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. (*Data source: TSDS PEIMS 43415 and 40110*)

number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications

number of 2018–19 annual graduates

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U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

number of 2018–19 annual graduates enlisting in the U.S. Armed Forces

number of 2018–19 annual graduates

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 42401)

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 annual graduates

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a Level I or Level II certificate (Data source: THECB)

number of 2018–19 annual graduates who earned a Level I or Level II certificate

number of 2018–19 annual graduates

CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board’s TSIA at any point since June 2011. (Data source: THECB)

number of 2018–19 annual graduates who took the TSIA

number of 2018–19 annual graduates

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

sum of total reading scores of all annual graduates who took the TSIA

number of annual graduates who took the reading portion of the TSIA

Mathematics

sum of total mathematics scores of all annual graduates who took the TSIA

number of annual graduates who took the mathematics portion of the TSIA

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and TSDS PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2018–19 annual graduates who met the TSI criteria on the TSIA

number of 2018–19 annual graduates

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CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (*Data source: TSDS PEIMS 40100, 40203, and 42400*)

number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of 2018–19 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (*Data source: TSDS PEIMS 43415*)

English Language Arts.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2018–19 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. (*Data source: TSDS PEIMS 43415*)

number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years

number of 2018–19 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. (*Data source: College Board and IB*)

All Subjects

Number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

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English Language Arts

number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

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Social Studies

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2018–19 graduates who took either the SAT or the ACT

number of 2018–19 graduates reported

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2018–19 graduating examinees taking either the SAT or the ACT

- (3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2018–19 graduates reported

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

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- (1) *Average SAT Score (All Subjects)*: The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

- (2) *Average SAT Score (English Language Arts and Writing)*: The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

$$\text{number of 2018–19 graduates who took the SAT}$$

- (3) *Average SAT Score (Mathematics)*: The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

$$\text{number of 2018–19 graduates who took the SAT}$$

(Data source: College Board and TSDS PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *Average ACT Score (All Subjects)*: The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

$$\text{number of 2018–19 graduates who took the ACT}$$

- (2) *Average ACT Score (English Language Arts)*: The average score for the ACT English and Reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

$$\text{number of 2018–19 graduates who took the ACT}$$

- (3) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

$$\text{number of 2018–19 graduates who took the ACT}$$

- (4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

$$\text{number of 2018–19 graduates who took the ACT}$$

OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. (Data source: OnRamps program)

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number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation

number of 2018–19 annual graduates

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:

The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 42401 and 40203*)

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 annual graduates

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

Any Subject

number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2018–19

English Language Arts

number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one ELA course in 2018–19

Mathematics

number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19

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Science

number of students in grades 11–12 in 2018–19 who received credit for at least one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2018–19

Social Studies

number of students in grades 11–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

Any Subject

number of students in grades 9–12 in 2018–19 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2018–19

English Language Arts

number of students in grades 9–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2018–19

Mathematics

number of students in grades 9–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19

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Science

number of students in grades 9–12 in 2018–19 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2018–19

Social Studies

number of students in grades 9–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2017–18 school year who attended a public or independent college or university in Texas in the 2018–19 academic year

number of graduates during the 2017–18 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated
and
met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

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Student Information

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: TSDS PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: TSDS PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” and “Limited English Proficient” (LEP) are used interchangeably.

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The percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. (*Data source: TELPAS file*)

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2019–20, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (*Data source: TSDS PEIMS 44425*)

Students with Dyslexia: The count and percentage of students identified with Dyslexia. (*Data source: TSDS PEIMS 40100*)

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). (*Data source: TSDS PEIMS 40100*)

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(*Data source: TSDS PEIMS 40100*)

Immigrant: The count and percentage of students identified under the definition found under

Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been

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attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (Data source: TSDS PEIMS 40100)

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (Data source: TSDS PEIMS 40100)

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. (Data source: TSDS PEIMS 41461)

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. (Data source: TSDS PEIMS 40100)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

number of students in the 2019–20 school year considered as at risk

total number of students

(Data source: TSDS PEIMS 40110)

Students by Instructional Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)

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- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2018–19

**number of students who were in membership at any time during the
2018–19 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: TSDS PEIMS 42400)*

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Attrition Rates (*campus profile only*): The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2018} - \text{number of students who returned in fall 2019}}{\text{number of students enrolled in fall 2018}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2018–19](#), available from TEA. (*Data source: TSDS PEIMS 40110*)

Data Quality (*not on campus profile*): The percentage of errors made by the district in the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

(*Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500*)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

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For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

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Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: TSDS PEIMS 30060 and 30090*)

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, and over 20 years. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

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Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: TSDS PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: TSDS PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

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Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: TSDS PEIMS 30040 and 30090*)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: TSDS PEIMS 30055 and 30060*)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population

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types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Data source: TSDS PEIMS 30040, 30050, and 30090)

Kindergarten Readiness

Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the [Commissioner’s List of Reading Instruments](#). Data are shown for the district and campus at which the student attended kindergarten.

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#). Students may take multiple assessments.

Eligible: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student’s status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner’s List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who were assessed for kindergarten readiness

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Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the [Commissioner’s List of Reading Instruments](#). *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#) and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#), were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and met or exceeded the cut-off score for a particular assessment on the [Commissioner’s List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness

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Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT.....	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR Administration	Student Assessment.....	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting.....	(512) 463-9704
STAAR Testing Contractor		
	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment.....	(512) 463-9536

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PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004	Assistant/Associate/Deputy Superintendent
027	Superintendent/CAO/CEO/President
061	Asst/Assoc/Deputy Exec Director
062	Component/Department Director
063	Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012	Instructional Officer
028	Teacher Supervisor
040	Athletic Director
043	Business Manager
044	Tax Assessor and/or Collector
045	Director - Personnel/Human Resources
055	Registrar
060	Executive Director

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006	Audiologist
007	Corrective Therapist
008	Counselor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Certified Orientation & Mobility Specialist
018	Physical Therapist
019	Physician
021	Recreational Therapist
022	School Nurse
023	LSSP/Psychologist
024	Social Worker
026	Speech Therapist/Speech-Lang Pathologist
030	Visiting Teacher/Truant Officer
032	Work-Based Learning Site Coordinator
041	Teacher Facilitator
042	Teacher Appraiser
054	Department Head
056	Athletic Trainer
058	Other Campus Professional Personnel
064	Specialist/Consultant
065	Field Service Agent
079	Other ESC Professional Personnel
080	Other Non-Campus Professional Personnel
100	Instructional Materials Coordinator
101	Legal Services
102	Communications Professional
103	Research/Evaluation Professional
104	Internal Auditor

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105	Security
106	District/Campus Information Technology Professional
107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary
TEACHERS	
087	Teacher
047	Substitute Teacher
EDUCATIONAL AIDES	
033	Educational Aide
036	Certified Interpreter
AUXILIARY STAFF	
Employment record, but no responsibility records.	

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

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Advanced Academic Courses

- All courses shown were for the 2018–19 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

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13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

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A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

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I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC

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03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN

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03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE

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A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

DISTRICT ACTUAL FINANCIAL DATA FOR 2018-19

2018 - 2019 Actual Financial Data
Totals for LAKE DALLAS ISD (061912)
Total Enrolled Membership: 4,016

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$22,464,738	60.73%	\$5,594	\$22,464,738	55.52%	\$5,594	\$24,943,497,732	43.99%	\$4,605
State Operating Funds	\$12,978,114	35.08%	\$3,232	\$13,317,472	32.91%	\$3,316	\$21,921,438,167	38.66%	\$4,047
Federal Funds	\$963,410	2.60%	\$240	\$3,334,166	8.24%	\$830	\$6,959,931,329	12.27%	\$1,285
Other Local	\$587,566	1.59%	\$146	\$1,347,956	3.33%	\$336	\$2,882,959,027	5.08%	\$532
Total Operating Revenue	\$36,993,828	100.00%	\$9,212	\$40,464,332	100.00%	\$10,076	\$56,707,826,255	100.00%	\$10,470
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$9,716,872	97.94%	\$2,420	\$7,114,967,591	84.62%	\$1,314
State Assistance for Debt Service	\$0	0.00%	\$0	\$204,405	2.06%	\$51	\$498,243,085	5.93%	\$92
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$794,651,977	9.45%	\$147
Total Other Revenue	\$0	0.00%	\$0	\$9,921,277	100.00%	\$2,470	\$8,407,862,653	100.00%	\$1,552
Subtotal: Operating and Other Revenue	\$36,993,828	100.00%	\$9,212	\$50,385,609	100.00%	\$12,546	\$65,115,688,908	100.00%	\$12,022
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
Subtotal: Operating, Other and Recaptured Revenue	\$36,993,828	100.00%	\$9,212	\$50,385,609	100.00%	\$12,546	\$67,884,151,590	100.00%	\$12,534
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$275,713	13.33%	\$69	\$3,691,153,910	63.99%	\$682
Estimated State TRS Contributions	\$1,790,993	100.00%	\$446	\$1,793,334	86.67%	\$447	\$2,077,222,453	36.01%	\$384
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$1,790,993	100.00%	\$446	\$2,069,047	100.00%	\$515	\$5,768,376,363	100.00%	\$1,065
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$38,784,821	100.00%	\$9,658	\$52,454,656	100.00%	\$13,061	\$70,884,065,271	100.00%	\$13,088
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$31,240,888	84.12%	\$7,779	\$32,840,279	81.09%	\$8,177	\$42,536,152,378	79.22%	\$7,854
Professional & Contracted Services (Object 62xx)	\$3,270,358	8.81%	\$814	\$3,493,127	8.62%	\$870	\$5,053,894,853	9.41%	\$933

2018 - 2019 Actual Financial Data
Totals for LAKE DALLAS ISD (061912)
Total Enrolled Membership: 4,016

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$1,585,409	4.27%	\$395	\$3,061,027	7.56%	\$762	\$4,665,604,291	8.69%	\$861
Other Operating Expenditures (Object 64xx)	\$1,043,390	2.81%	\$260	\$1,105,693	2.73%	\$275	\$1,436,788,644	2.68%	\$265
Total Operating Expenditures by Object	\$37,140,045	100.00%	\$9,248	\$40,500,126	100.00%	\$10,085	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$174,395	33.86%	\$43	\$9,951,731	54.89%	\$2,478	\$8,439,295,633	48.78%	\$1,558
Capital Outlay(Object 66xx)	\$340,653	66.14%	\$85	\$8,178,034	45.11%	\$2,036	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Object	\$515,048	100.00%	\$128	\$18,129,765	100.00%	\$4,514	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Object	\$37,655,093	100.00%	\$9,376	\$58,629,891	100.00%	\$14,599	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$21,715,198	58.47%	\$5,407	\$22,745,988	56.16%	\$5,664	\$30,104,392,112	56.07%	\$5,558
Instructional Resources & Media Services (Function 12)	\$579,451	1.56%	\$144	\$579,451	1.43%	\$144	\$605,276,429	1.13%	\$112
Curriculum & Staff Development (Function 13)	\$1,016,454	2.74%	\$253	\$1,112,739	2.75%	\$277	\$1,226,192,940	2.28%	\$226
Instructional Leadership (Function 21)	\$561,583	1.51%	\$140	\$562,146	1.39%	\$140	\$878,926,312	1.64%	\$162
School Leadership (Function 23)	\$2,152,457	5.80%	\$536	\$2,153,744	5.32%	\$536	\$3,188,405,674	5.94%	\$589
Guidance Counseling Services (Function 31)	\$1,145,027	3.08%	\$285	\$1,495,290	3.69%	\$372	\$2,024,672,783	3.77%	\$374
Social Work Services (Function 32)	\$20,123	0.05%	\$5	\$20,123	0.05%	\$5	\$152,988,674	0.28%	\$28
Health Services (Function 33)	\$320,668	0.86%	\$80	\$320,668	0.79%	\$80	\$556,828,343	1.04%	\$103
Transportation (Function 34)	\$1,040,634	2.80%	\$259	\$1,040,634	2.57%	\$259	\$1,636,095,662	3.05%	\$302
Food Services (Function 35)	\$0	0.00%	\$0	\$1,842,336	4.55%	\$459	\$2,916,390,356	5.43%	\$538
Extracurricular (Function 36)	\$1,474,076	3.97%	\$367	\$1,509,791	3.73%	\$376	\$1,647,983,294	3.07%	\$304
General Administration (Function 41,92)	\$1,402,527	3.78%	\$349	\$1,402,527	3.46%	\$349	\$1,746,395,855	3.25%	\$322
Facilities Maintenance & Operations (Function 51)	\$4,719,057	12.71%	\$1,175	\$4,719,057	11.65%	\$1,175	\$5,226,340,714	9.73%	\$965
Security & Monitoring Services (Function 52)	\$197,253	0.53%	\$49	\$200,095	0.49%	\$50	\$558,885,118	1.04%	\$103
Data Processing Services (Function 53)	\$788,744	2.12%	\$196	\$788,744	1.95%	\$196	\$956,567,070	1.78%	\$177
Community Services (Function 61)	\$6,793	0.02%	\$2	\$6,793	0.02%	\$2	\$266,098,830	0.50%	\$49
Total Operating Expenditures by Function	\$37,140,045	100.00%	\$9,248	\$40,500,126	100.00%	\$10,085	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$174,395	33.86%	\$43	\$9,951,731	54.89%	\$2,478	\$8,439,295,633	48.78%	\$1,558

2018 - 2019 Actual Financial Data
Totals for LAKE DALLAS ISD (061912)
Total Enrolled Membership: 4,016

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$340,653	66.14%	\$85	\$8,178,034	45.11%	\$2,036	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Function	\$515,048	100.00%	\$128	\$18,129,765	100.00%	\$4,514	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Function	\$37,655,093	100.00%	\$9,376	\$58,629,891	100.00%	\$14,599	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$17,846,015	48.05%	\$4,444	\$18,190,523	44.91%	\$4,530	\$23,769,020,825	44.27%	\$4,389
Gifted and Talented (PIC 21)	\$573,374	1.54%	\$143	\$573,374	1.42%	\$143	\$416,549,053	0.78%	\$77
Career and Technical (PIC 22)	\$1,554,779	4.19%	\$387	\$1,593,307	3.93%	\$397	\$1,673,614,337	3.12%	\$309
Students with Disabilities (PICs 23,33)	\$5,212,018	14.03%	\$1,298	\$5,890,051	14.54%	\$1,467	\$6,603,694,277	12.30%	\$1,219
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,329,342	3.58%	\$331	\$1,670,829	4.13%	\$416	\$4,676,522,504	8.71%	\$863
Bilingual (PICs 25,35)	\$477,632	1.29%	\$119	\$480,135	1.19%	\$120	\$690,802,576	1.29%	\$128
High School Allotment (PIC 31)	\$610,313	1.64%	\$152	\$610,313	1.51%	\$152	\$576,205,810	1.07%	\$106
PreKindergarten (PIC 32)	\$269,462	0.73%	\$67	\$269,462	0.67%	\$67	\$576,398,990	1.07%	\$106
Athletics/Related Activities (PIC 91)	\$1,507,643	4.06%	\$375	\$1,543,358	3.81%	\$384	\$1,093,452,352	2.04%	\$202
Un-Allocated (PIC 99)	\$7,759,467	20.89%	\$1,932	\$9,678,774	23.90%	\$2,410	\$13,616,179,442	25.36%	\$2,514
Total Operating Expenditures by Program Intent Code (PIC)	\$37,140,045	100.00%	\$9,248	\$40,500,126	100.00%	\$10,085	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$174,395	33.86%	\$43	\$9,951,731	54.89%	\$2,478	\$8,439,295,633	48.78%	\$1,558
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$340,653	66.14%	\$85	\$8,178,034	45.11%	\$2,036	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$515,048	100.00%	\$128	\$18,129,765	100.00%	\$4,514	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$37,655,093	100.00%	\$9,376	\$58,629,891	100.00%	\$14,599	\$70,993,369,584	100.00%	\$13,108
Disbursements									
Total Disbursements									
Operating Expenditures	\$37,140,045	98.15%	\$9,248	\$40,500,126	68.81%	\$10,085	\$53,692,440,166	71.10%	\$9,913
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	3.67%	\$511
Total Other Uses	\$2,827	0.01%	\$1	\$2,827	0.00%	\$1	\$1,068,121,149	1.41%	\$197

2018 - 2019 Actual Financial Data
Totals for LAKE DALLAS ISD (061912)
Total Enrolled Membership: 4,016

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Intergovernmental Charge	\$183,921	0.49%	\$46	\$223,721	0.38%	\$56	\$681,757,275	0.90%	\$126
Debt Service (Object 6500)	\$174,395	0.46%	\$43	\$9,951,731	16.91%	\$2,478	\$8,439,295,633	11.18%	\$1,558
Capital Projects (Object 6600)	\$340,653	0.90%	\$85	\$8,178,034	13.89%	\$2,036	\$8,861,633,785	11.74%	\$1,636
Total Disbursements	\$37,841,841	100.00%	\$9,423	\$58,856,439	100.00%	\$14,655	\$75,511,710,690	100.00%	\$13,942

Tax Rates

2018 - 2019 (current tax year) Tax Rates

Maintenance & Operations				1.1700			1.1003		
Interest & Sinking				0.5000			0.2097		
Total Tax Rate				1.6700			1.3101		

Fund Balance**

Fund Balance

Nonspendable Fund Balance	\$24,286		\$6	\$24,286		\$6	\$255,555,898		\$50
Restricted Fund Balance	\$0		\$0	\$10,169,322		\$2,532	\$17,956,324,818		\$3,521
Committed Fund Balance	\$0		\$0	\$89,646		\$22	\$3,206,045,411		\$629
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$2,969,613,173		\$582
Unassigned Fund Balance	\$11,339,328		\$2,824	\$11,339,328		\$2,824	\$14,724,633,560		\$2,887
Total Fund Balance**	\$11,363,614		\$2,830	\$21,622,582		\$5,384	\$39,112,172,860		\$7,670

Fund Balance Reconciliation

2017-2018 Total Fund Balance (Previous Year)	\$10,467,166		\$2,649	\$12,572,387		\$3,182	\$35,850,846,786		\$7,045
2018-2019 Excess (Deficiency) Operating Expenditures	\$899,275		\$224	\$-9,026,987		\$-2,248	\$-5,923,414,430		\$-1,162
2018-2019 Excess (Deficiency) Non-Operating Expenditures	\$-2,827		\$-1	\$18,077,183		\$4,501	\$8,992,605,090		\$1,763
2018-2019 Uncommon Items	\$0		\$0	\$-1		\$0	\$192,135,414		\$38
2018-2019 Total Fund Balance	\$11,363,614		\$2,830	\$21,622,582		\$5,384	\$39,112,172,860		\$7,670

CAMPUS ACTUAL FINANCIAL DATA FOR 2018-19

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Lake Dallas H S District: LAKE DALLAS ISD

Campus Number: 061912001 Total Membership: 1,314

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	10,958,596	100.00	8,340	11,827,771	100.00	9,001
Operating-Payroll	8,495,390	77.52	6,465	8,696,914	73.53	6,619
Other Operating	2,249,780	20.53	1,712	2,853,307	24.12	2,171
Non-Operating(Equipt/Supplies)	213,426	1.95	162	277,550	2.35	211
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	10,745,170	100.00	8,177	11,550,221	100.00	8,790
Instruction (11,95) *	6,775,458	63.06	5,156	6,919,220	59.91	5,266
Instructional Res/Media (12) *	73,044	0.68	56	73,044	0.63	56
Curriculum/Staff Develop (13) *	168,136	1.56	128	169,736	1.47	129
Instructional Leadership (21) *	126,579	1.18	96	126,579	1.10	96
School Leadership (23) *	707,441	6.58	538	707,441	6.12	538
Guidance/Counseling Svcs (31) *	552,644	5.14	421	552,644	4.78	421
Social Work Services (32) *	20,081	0.19	15	20,081	0.17	15
Health Services (33) *	71,642	0.67	55	71,642	0.62	55
Food (35) **	0	0.00	0	509,567	4.41	388
Extracurricular (36) *	1,245,024	11.59	948	1,280,739	11.09	975
Plant Maint/Operation (51) * **	881,691	8.21	671	906,683	7.85	690
Security/Monitoring (52) * **	89,657	0.83	68	89,657	0.78	68
Data Processing Svcs (53)* **	33,773	0.31	26	123,188	1.07	94
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	8,495,025	100.00	6,465	8,638,787	100.00	6,574
Regular	4,962,161	58.41	3,776	5,103,083	59.07	3,884
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	1,461,991	17.21	1,113	1,461,991	16.92	1,113
Students with Disabilities	1,158,661	13.64	882	1,161,501	13.45	884
Accelerated Education	11,489	0.14	9	11,489	0.13	9
Bilingual	53,761	0.63	41	53,761	0.62	41
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	236,649	2.79	180	236,649	2.74	180
Disc Altied-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	610,313	7.18	464	610,313	7.06	464

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

School Campus: Lake Dallas H S District: LAKE DALLAS ISD

Campus Number: 061912001 Total Membership: 1,314

	General Fund	%	Per Student	All Funds	%	Per Student
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

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Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Lake Dallas Middle District: LAKE DALLAS ISD

Campus Number: 061912041 Total Membership: 917

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,941,045	100.00	7,569	7,873,913	100.00	8,587
Operating-Payroll	6,097,375	87.85	6,649	6,439,520	81.78	7,022
Other Operating	843,670	12.15	920	1,434,393	18.22	1,564
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,941,045	100.00	7,569	7,873,913	100.00	8,587
Instruction (11,95) *	4,814,790	69.37	5,251	5,336,963	67.78	5,820
Instructional Res/Media (12) *	127,587	1.84	139	127,587	1.62	139
Curriculum/Staff Develop (13) *	271,310	3.91	296	271,310	3.45	296
Instructional Leadership (21) *	127,935	1.84	140	127,935	1.62	140
School Leadership (23) *	524,195	7.55	572	524,195	6.66	572
Guidance/Counseling Svcs (31) *	240,579	3.47	262	240,579	3.06	262
Social Work Services (32) *	13	0.00	0	13	0.00	0
Health Services (33) *	62,509	0.90	68	62,509	0.79	68
Food (35) **	0	0.00	0	369,503	4.69	403
Extracurricular (36) *	199,889	2.88	218	199,889	2.54	218
Plant Maint/Operation (51) * **	508,364	7.32	554	508,364	6.46	554
Security/Monitoring (52) * **	63,874	0.92	70	63,874	0.81	70
Data Processing Svcs (53)* **	0	0.00	0	41,192	0.52	45
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	6,168,918	100.00	6,727	6,691,091	100.00	7,297
Regular	4,468,827	72.44	4,873	4,772,215	71.32	5,204
Gifted & Talented	360,029	5.84	393	360,029	5.38	393
Career & Technical	818	0.01	1	818	0.01	1
Students with Disabilities	1,170,390	18.97	1,276	1,285,302	19.21	1,402
Accelerated Education	130,815	2.12	143	130,815	1.96	143
Bilingual	38,039	0.62	41	38,039	0.57	41
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	103,873	1.55	113
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

School Campus: Lake Dallas Middle District: LAKE DALLAS ISD

Campus Number: 061912041

Total Membership: 917

	General Fund	%	Per Student	All Funds	%	Per Student
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Corinth EI District: LAKE DALLAS ISD

Campus Number: 061912103 Total Membership: 582

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,034,545	100.00	6,932	4,767,495	100.00	8,192
Operating-Payroll	3,645,824	90.37	6,264	3,859,874	80.96	6,632
Other Operating	379,412	9.40	652	898,312	18.84	1,543
Non-Operating(Equipt/Supplies)	9,309	0.23	16	9,309	0.20	16
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,025,236	100.00	6,916	4,758,186	100.00	8,176
Instruction (11,95) *	2,978,556	74.00	5,118	3,451,331	72.53	5,930
Instructional Res/Media (12) *	132,706	3.30	228	132,706	2.79	228
Curriculum/Staff Develop (13) *	197,137	4.90	339	197,137	4.14	339
Instructional Leadership (21) *	67,441	1.68	116	67,441	1.42	116
School Leadership (23) *	263,147	6.54	452	263,147	5.53	452
Guidance/Counseling Svcs (31) *	89,072	2.21	153	89,072	1.87	153
Social Work Services (32) *	8	0.00	0	8	0.00	0
Health Services (33) *	62,583	1.55	108	62,583	1.32	108
Food (35) **	0	0.00	0	247,991	5.21	426
Extracurricular (36) *	1,503	0.04	3	1,503	0.03	3
Plant Maint/Operation (51) * **	233,083	5.79	400	233,083	4.90	400
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	12,184	0.26	21
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,790,650	100.00	6,513	4,263,425	100.00	7,325
Regular	2,834,788	74.78	4,871	3,185,366	74.71	5,473
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	587,199	15.49	1,009	651,516	15.28	1,119
Accelerated Education	311,002	8.20	534	311,002	7.29	534
Bilingual	38,841	1.02	67	38,841	0.91	67
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	57,880	1.36	99
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

School Campus: Corinth El District: LAKE DALLAS ISD

Campus Number: 061912103

Total Membership: 582

	General Fund	%	Per Student	All Funds	%	Per Student
Prekindergarten	18,820	0.50	32	18,820	0.44	32

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Lake Dallas El District: LAKE DALLAS ISD

Campus Number: 061912101 Total Membership: 652

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,803,108	100.00	7,367	5,683,081	100.00	8,716
Operating-Payroll	4,398,774	91.58	6,747	4,595,191	80.86	7,048
Other Operating	404,334	8.42	620	1,087,890	19.14	1,669
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,803,108	100.00	7,367	5,683,081	100.00	8,716
Instruction (11,95) *	3,615,252	75.27	5,545	4,195,248	73.82	6,434
Instructional Res/Media (12) *	111,297	2.32	171	111,297	1.96	171
Curriculum/Staff Develop (13) *	224,991	4.68	345	224,991	3.96	345
Instructional Leadership (21) *	84,690	1.76	130	84,690	1.49	130
School Leadership (23) *	382,677	7.97	587	383,964	6.76	589
Guidance/Counseling Svcs (31) *	106,797	2.22	164	106,797	1.88	164
Social Work Services (32) *	10	0.00	0	10	0.00	0
Health Services (33) *	63,009	1.31	97	63,009	1.11	97
Food (35) **	0	0.00	0	283,530	4.99	435
Extracurricular (36) *	1,614	0.03	2	1,614	0.03	2
Plant Maint/Operation (51) * **	212,771	4.43	326	212,771	3.74	326
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	15,160	0.27	23
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,588,723	100.00	7,038	5,170,006	100.00	7,929
Regular	3,225,747	70.30	4,947	3,644,750	70.50	5,590
Gifted & Talented	105,549	2.30	162	105,549	2.04	162
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	634,689	13.83	973	702,219	13.58	1,077
Accelerated Education	331,103	7.22	508	352,205	6.81	540
Bilingual	153,525	3.35	235	153,525	2.97	235
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	73,648	1.42	113
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

School Campus: Lake Dallas El District: LAKE DALLAS ISD

Campus Number: 061912101

Total Membership: 652

	General Fund	%	Per Student	All Funds	%	Per Student
Prekindergarten	138,110	3.01	212	138,110	2.67	212

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Shady Shores El District: LAKE DALLAS ISD

Campus Number: 061912105 Total Membership: 551

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,410,916	100.00	8,005	4,969,320	100.00	9,019
Operating-Payroll	4,033,210	91.44	7,320	4,157,798	83.67	7,546
Other Operating	377,706	8.56	685	811,522	16.33	1,473
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,410,916	100.00	8,005	4,969,320	100.00	9,019
Instruction (11,95) *	3,374,061	76.49	6,124	3,673,390	73.92	6,667
Instructional Res/Media (12) *	132,579	3.01	241	132,579	2.67	241
Curriculum/Staff Develop (13) *	137,818	3.12	250	160,106	3.22	291
Instructional Leadership (21) *	118,877	2.70	216	118,877	2.39	216
School Leadership (23) *	267,951	6.07	486	267,951	5.39	486
Guidance/Counseling Svcs (31) *	130,214	2.95	236	130,214	2.62	236
Social Work Services (32) *	10	0.00	0	10	0.00	0
Health Services (33) *	60,602	1.37	110	60,602	1.22	110
Food (35) **	0	0.00	0	222,348	4.47	404
Extracurricular (36) *	1,614	0.04	3	1,614	0.03	3
Plant Maint/Operation (51) * **	187,190	4.24	340	187,190	3.77	340
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	14,439	0.29	26
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,222,112	100.00	7,663	4,543,729	100.00	8,246
Regular	2,339,459	55.41	4,246	2,587,848	56.95	4,697
Gifted & Talented	89,617	2.12	163	89,617	1.97	163
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	1,242,657	29.43	2,255	1,262,721	27.79	2,292
Accelerated Education	304,549	7.21	553	304,578	6.70	553
Bilingual	133,298	3.16	242	133,298	2.93	242
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	53,135	1.17	96
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

School Campus: Shady Shores El District: LAKE DALLAS ISD

Campus Number: 061912105 Total Membership: 551

	General Fund	%	Per Student	All Funds	%	Per Student
Prekindergarten	112,532	2.67	204	112,532	2.48	204

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Note: Some amounts may not total due to rounding.

DISTRICT IMPROVEMENT PLAN 2019-20

Lake Dallas Independent School District

District Improvement Plan

2019-2020 Goals/Performance Objectives/Strategies



Mission Statement

“To prepare every child to achieve their lifelong academic and social potential”

Vision

“To champion a dynamic model of future-focused education”

Core Beliefs

- Students come first
- Everyone deserves respect
- Student success is the shared responsibility of students, families, communities, and Lake Dallas ISD
- Continuous improvement is essential for the success of Lake Dallas ISD
- Locally governed public education creates the best outcome for students, community and society

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








Goals




Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff;

Performance Objective 1: Increase community awareness about LDISD.

Evaluation Data Source(s) 1: Attendance and Participation Logs

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Develop and implement a comprehensive community engagement plan and post it on the district's website.		Director of Instructional Services District Parent Ed. Liaison	Well rounded adaptable plan to continue to expand community involvement			
2) Participate in Lake Cities Chamber meetings and coffees, Rotary, Lions Club or other community events to disseminate information.		Director of Communications, Principals, Administration staff	Attendance at meetings Presentations to Chamber Feedback from attendees			
3) Provide and update the community with current information on: Website, Facebook, Twitter, Email, and Mail.		Director of Communications and Public Information, Director of Technology, Principals, Staff	Positive feedback from community and parents on communication from the district			
4) Increase participation in Open Enrollment by communicating within the community.		Assistant Superintendent of Curriculum and Instruction, Director of Communications and Public Information Director of Instructional Services	Increase in student enrollment from outside the district Positive feedback			
5) Effectively plan, advertise via multiple methods and implement appealing Kindergarten registration events.		Elementary Principals and campus secretaries. LDISD Communications Director	Increase Kindergarten enrollment			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff;

Performance Objective 2: Increase parent awareness and communication.

Evaluation Data Source(s) 2: Attendance and Participation Logs

Summative Evaluation 2: Met Performance Objective

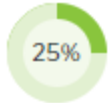


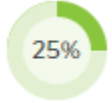


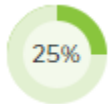
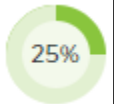
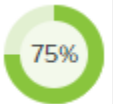



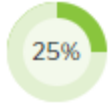








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Offer opportunities for participation in district meetings for information on: ESL Program, Dyslexia, Special Education, Internet Safety Program, Drug-Free Program, Curriculum nights, Parent Ed Classes, VAC Transition Fair, Advanced Classes, Communities in Schools.		Assistant Superintendent of Curriculum and Instruction, Curriculum Coordinators, Directors, Director of Communications and Public Information	Increase parent knowledge about school programs and opportunities			
2) Conduct student led parent-teacher conferences for all students PK-5 to increase parental support.		Elementary Principals and Assistant Principals Elementary Teachers	Students will take greater ownership of their education.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff;

Performance Objective 3: Increase parent/community involvement in district/campus day to day operations.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Average one Watch D.O.G.per week at each elementary campus.		Principals	Provide students with additional adult role models.			
2) Advertise and encourage campus volunteer opportunities (Watch D.O.G.S, mentor program, etc.), allow for flexible scheduling, and effectively communicate the opportunities to male parents, guardians, relatives and community members.		Elementary Principals	Increased male participation on elementary campuses.			
3) Increase secondary parent participation in booster clubs and support organizations at MS and HS.		AD & Assistant AD	Increased booster club participation.			
4) Increase parent and community attendance and support of athletic and academic district events.		Director of Athletics, Director of Communications	Increase pride in school and community			
5) Increase number of community volunteers for career days, working in schools, and mentoring students		Director of Communications and Public Information, Principals	Increase in participation			
6) Increase participation in the Grateful Dads/Grads program at LDHS.		LDHS Assistant Principal	Provide additional encouragement and increase adult role models available to students.			
 = Accomplished  = No Progress  = Discontinue						

Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff;

Performance Objective 4: Increase adult education opportunities.

Evaluation Data Source(s) 4: Attendance sign in and participation

Summative Evaluation 4: Met Performance Objective










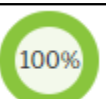
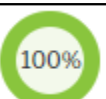
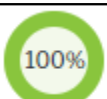
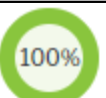
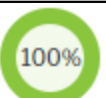

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) ESL specialists offering parent classes at CE, LDE and LDMS. Communities in Schools will provide services and information about educational opportunities to families at LDE and LDMS.		Director of At-Risk Programs, Parent Ed Liaison, ESL/Bilingual Coordinator	Provide services to parents.			
2) LDISD parent education classes on reading, homework and other student issues.		Parent Ed Liaison, Principal, At Risk Director	Provide important services to parents.			
3) Partner with Denton ISD to offer evening ESL and GED classes to adults in our community.		Director of Instructional Services	Provide important services to adults in need of language skills or opportunities to get their GED.			
= Accomplished = No Progress = Discontinue						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 1: Assess, design and revise the curriculum.

Evaluation Data Source(s) 1: Increase in student achievement. Teachers modify instruction based on data.

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Review results of curriculum and benchmark assessments.		Instructional Coaches, Administrative staff	Increase in student achievement			
2) Integrate digital tools into core curriculum through collaboration between support staff and teachers.		Tech Integration Specialist (EL), Library Media Specialists, Teachers, Administrative staff	Increase student engagement			
TEA Priorities Build a foundation of reading and math 3) Vertical and horizontal alignment of curriculum for student growth.		Teachers, Principals, Professional Development coordinator, Instructional Coaches	Reduce gaps in student learning			
4) Provide and communicate on-line access of district curriculum to staff and students. Provide access to TEKS Resource System to staff.		Instructional Coaches, Teachers, Principals	The curriculum will be better aligned to TEKS.			
TEA Priorities Build a foundation of reading and math 5) Provide ongoing teacher training in core curriculum delivery strategies.		Instructional Coaches, Teachers, Principals, Curriculum Coordinators	Increase student engagement and achievement			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
6) Provide or make opportunities available for training that is relevant to teachers' curriculum delivery, instruction, and/ or job description.		Director of Human Resources, Director of Instructional Services. Feedback from teachers serving on DEIC.	More effective professional development			
Funding Sources: 255 - Title II, Part A TPTR - 0.00						
7) Use benchmark assessments to inform instruction and provide feedback to students about their learning.		Instructional Coaches Dean of Instruction and Department Heads at LDHS Elementary Curriculum Director Director of Instructional Services	Elementary PLCs MS PLCs HS Department meetings			
8) Provide online access of the district's curriculum to teachers and students.		Director of Instructional Services. Teachers will communicate access to students.	Increased use of online textbooks and resources to improve learning outcomes.			
9) Provide access to TEKS Resources to teachers of core curriculum.		Director of Instructional Services				
= Accomplished = No Progress = Discontinue						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 2: Increase the academic performance of all students (including G/T, LEP, Special Education, Economically Disadvantaged, and At-Risk) in reading, math, writing, social studies, and science.

Evaluation Data Source(s) 2: Increase in student achievement

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Provide Dyslexia support for each identified dyslexic student.</p>		Dyslexia Coordinator, Dyslexia specialists, RtI Committee members, Administrative staff	Placement of students in programs, increase in student achievement			
<p>2) Evaluate effectiveness in reducing the disparity in performance on assessment instruments between students identified as At-Risk and all other district students.</p>		Curriculum coordinators, Instructional Coaches, Teachers, Administrative staff, Director of At-Risk students	Increase in student achievement for At-Risk students			
<p>TEA Priorities Connect high school to career and college</p> <p>3) Implement a comprehensive plan that includes multiple methods to communicate with students and parents about opportunities for dual credit courses, advanced placement courses, CTE coherent sequences of courses.</p>		Academic advisors, Principals, AP and Pre-AP Teachers	Increased participation in either the Collegiate Academy/ dual credit classes or Pre-AP/AP courses. Reduce barriers for admission into these classes.			
<p>4) Provide additional secondary student support programs. (Falcon Library, Tutorials, Software Tools),</p>		Academic advisors, LPAC committees, Administrative staff, RtI committees	Increased student achievement			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math</p> <p>5) The reading specialist will effectively use the Leveled Literacy Intervention Kits by Fountas and Pinnell at all elementary campuses.</p>		Reading Specialist	Greater percentage of students "at grade level" or "above grade level" measured by the Fountas & Pinnell Literacy Screening System.			
6) Deliver phonics instruction at grades K-5 with fidelity.		Elementary Instructional Coaches Elementary Curriculum Coordinator Director of Instructional Services	Classroom observations Fountas & Pinnell Benchmark Assessments.			
<p>TEA Priorities Connect high school to career and college</p> <p>7) Guidance office will promote and encourage participation in advanced classes.</p>		Academic advisors and counselors, Administrative staff, Instructional coaches	Increase in advanced class participation			
8) Use a variety of data to identify under-performing sub-pops, devise root causes and develop action plans to address the problems.	2.4, 2.5, 2.6	Director of Special Education Director of Instructional Services District ESL/Bilingual Coordinator	Campus and District Improvement Plans reflect needs.			
9) Continue to provide STAAR/EOC academies or classes preceding each state assessment administration,	2.4, 2.5	Instructional Coaches, Curriculum Coordinators, Directors, Administrative staff	Increase in student achievement and progress.			
10) Offer PSAT to all students in grades 9-11.		Academic advisors, Administrative staff, Teachers	Increase the number of students in LDISD that take PSAT each year.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Connect high school to career and college 11) Continue communications about ACT and SAT by: Direct presentations to Junior and Senior classes, Message board with posted deadlines, PSAT Table at Open House, Dates of tests posted in newspaper, Handouts/reminders to students, Posters in Junior and Senior classrooms, Letters to parents, Website, Senior meetings.		Academic advisors, Administrative staff, Teachers	Increase the number of students in LDISD that take each test			
12) Meet student needs by providing district level Homeless Liaison to coordinate services,		Homeless Liaison, Administrators, Counselors	All students in need are provided services			
13) Maximize the instructional time appropriate for each student based on needs.			Improve individual student performance and growth within special sub-pops.			
14) Use positive strategies appropriate for each campus to encourage attendance.		Assistant Principals, Principals, Instructional Coaches	Improved attendance			
= Accomplished = No Progress = Discontinue						




Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 3: Maintain technology infrastructure, hardware and software necessary to implement and support the curriculum.

Evaluation Data Source(s) 3: Technology budget, technology work order summaries

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide easy access to technology tools to increase student achievement such as Eduphoria, TEKS Resource System and Educator Access.		Technology department, Curriculum coordinators	Increased student engagement. Improved access to the curriculum.			
TEA Priorities Recruit, support, retain teachers and principals 2) Continue to support and train staff for integration of technology into the curriculum.		Technology department, Technology Integration Specialist	Increased student engagement. Improved access to the curriculum.			
3) Additional equipment to meet the student/pc ratio goals set in the LDISD technology plan.		Technology department, Curriculum coordinators	Increased student engagement. Improved access to the curriculum.			
4) Replace older equipment as needed.		Technology department	Device refresh planning			
5) Provide 100% wireless coverage in all areas of all campuses.		Technology department	Classroom access. Bright Bytes Survey			
6) Support the increasing numbers of mobile technology in the classroom.		All campus and district technology staff	Increased student engagement. Improved access to the curriculum.			
TEA Priorities Connect high school to career and college 7) Expand and support the CTE computing equipment at LDHS.		HS Administrators, Technology Teachers, Director of Technology	Increase student enrollment in CTE courses.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 4: Graduate students who are college and/or career ready.

Evaluation Data Source(s) 4: The number of students graduating with one or more endorsements

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Connect high school to career and college 1) Elementary career day tied to graduation plan pathways.		Counselors, Teachers, Administrative staff	Increased information on all pathways			
TEA Priorities Connect high school to career and college 2) Grades 6th - 8th - Parent meetings to inform parents and students of graduation pathways.		Counselors, Teachers, Administrative staff	Students have the information make a good choice of Endorsement.			
TEA Priorities Connect high school to career and college 3) Create a parent/student pathway agreement for each 8th-grade student.		Counselors, Teachers, Administrative staff	Increased information on all pathways			
TEA Priorities Connect high school to career and college 4) 9th - 12th grade high school parent informational meetings regarding student's 4 year plans.		Academic advisors, Counselors, Teachers, Administrative staff				
TEA Priorities Connect high school to career and college 5) Provide lessons to 7th & 8th grader students regarding career exploration and endorsement selection.		LDMS Counselors	Counselor schedules.			
TEA Priorities Connect high school to career and college 6) Increase the number of students earning industry certifications.		CTE Coordinator, Teachers of Certification courses.	Increased student industry certifications			
= Accomplished = No Progress = Discontinue						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 5: Develop and implement the Lake Dallas Learning Framework to drive lesson design and delivery; set priorities for professional development.

Evaluation Data Source(s) 5: E2L Studio

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Increase the number of teachers participating in the Falcon Flight Academy.	2.5, 2.6	Teacher Participation				
2) Increase references to the Learning Framework in PLCs, staff meetings, etc.	2.5, 2.6	Feedback from Instructional Coaches	Increase awareness of the Framework by teachers and administrators.			
= Accomplished = No Progress = Discontinue						

Goal 3: Recruit and retain staff that advances the art and science of teaching.

Performance Objective 1: Recruit fully certified, highly qualified teachers.

Evaluation Data Source(s) 1: Highly Qualified Report

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals 1) Retain highly effective certified teachers in all subject areas by providing support services that facilitate their success and satisfaction in the district.		HR department, Administrative staff, Curriculum coordinators, Directors	Increase in staff retention numbers			
2) Consider the equitable distribution of highly qualified and inexperienced teacher assignments.		HR department, Administrative staff, Curriculum coordinators, Directors	Staff numbers on each campus			
3) Continue to recruit from highly qualified LDISD staff members that meet the qualifications as new positions open.		HR Department, Administrative Staff	Number of new staff hired from internal applicant pool			
4) Stipend for eligible bilingual teachers.		HR Department, Administrative Staff, Curriculum Coordinators	Number of stipends awarded			
= Accomplished = No Progress = Discontinue						

Goal 3: Recruit and retain staff that advances the art and science of teaching.

Performance Objective 2: Provide effective professional development to equip staff with the necessary skills to meet the needs of students.

Evaluation Data Source(s) 2: ESCXI Attendance Report, Eduphoria Attendance and Evaluation Data

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals 1) Conduct a comprehensive needs assessment to address professional growth and retention.		HR department, Administrative staff, Curriculum coordinators, Directors	Campus surveys			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide support for instructional technology use in the classroom.		Directors, Administrative staff	Bright Bytes survey, work order system			
3) Provide a master teacher program.		Leadership Development, Administrative staff	Staff participation and survey			
TEA Priorities Recruit, support, retain teachers and principals 4) Provide Sheltered Instruction training for all teaching staff at least once every three years.		Administrative staff, Curriculum coordinators, Directors, Teachers	Increase in student achievement, staff survey of training, professional development sign in			
= Accomplished = No Progress = Discontinue						

Goal 3: Recruit and retain staff that advances the art and science of teaching.

Performance Objective 3: Provide ongoing programs to promote educator growth.

Evaluation Data Source(s) 3: Evaluation Survey, New Teacher Survey, Teacher Retention Rate

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals 1) Provide ongoing mentor training program for district teachers to provide support for new teachers.		District Mentors, Professional Development Staff	Increase in teacher retention, teacher survey			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide master teacher program for experienced district staff to continue educator growth.		Professional Development Staff, Leadership Development Staff	Number of participants			
TEA Priorities Recruit, support, retain teachers and principals 3) Use the Engage2Learn coaching model to provide opportunities for teachers to work with a coach to improve instructional practices.		Professional Development Staff, Leadership Development Staff	Number of participants			
= Accomplished = No Progress = Discontinue						

Goal 3: Recruit and retain staff that advances the art and science of teaching.

Performance Objective 4: Support new teachers during their first two years of teaching.

Evaluation Data Source(s) 4: 100% of new teachers will be supported by a mentor

Summative Evaluation 4: Met Performance Objective
















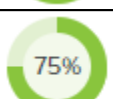
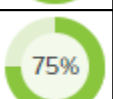
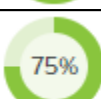



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals 1) All teachers with less than 2 full years of experience will be provided with a mentor.		Leadership Development Staff, Professional Development Staff, Principals	100% of new staff will participate in PACT online program as provided by TEA			
TEA Priorities Recruit, support, retain teachers and principals 2) All staff new to the district will have a buddy/mentor on the campus to provide support.		Principals, Professional Development Staff, HR department	Staff feel supported as they enter LDISD through survey questions. Consistency across the district.			
TEA Priorities Recruit, support, retain teachers and principals 3) New professional staff academy in advance of school year for introduction to technology, grade-book, procedures, etc.		Professional Development Staff, HR department	Participation and survey results			
= Accomplished = No Progress = Discontinue						

Goal 4: Provide quality and safe facilities.

Performance Objective 1: Provide safe facilities.

Evaluation Data Source(s) 1: Increased student safety

Summative Evaluation 1: Met Performance Objective







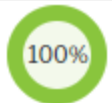
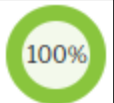




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) "We care, we card" License at front desk.		Administrative staff, front office staff	100% use of system			
2) Cameras on buses and campuses.		Administrative staff, staff members	Increased safety of students			
3) Magnets or internal locks on classroom doors.		Administrative staff, staff members	Increased safety of students			
4) School Resource Officers.		Administrative staff, staff members, MOU agreement	Increased safety of students, decrease in student discipline reports			
5) Exterior doors on auto-lock system.		Administrative staff, staff members	Increased safety of students			
6) School entry ways secure.		Administrative staff, staff members	Increased safety of students			
 = Accomplished  = No Progress  = Discontinue						






















Goal 4: Provide quality and safe facilities.




Performance Objective 2: Provide safe environment.

Evaluation Data Source(s) 2: Increased student safety

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Promote a positive school environment through the use of programs such as Rachel's Challenge, 7 Habits, Success for Teens and the Leader in Me.		Administrative staff, staff members, Counselors, Academic Advisors	Visual evidence on all campuses, decrease in bullying, decrease in student discipline reports.			
2) Emergency Drills such as: fire, bad weather, lock down, and reverse lock down drills.		Administrative staff, staff members, Counselors	100% compliance with drills			
3) Internet safety program.		Administrative staff, staff members, Counselors, Technology teachers and paraprofessionals	Increase in student technology safety			
4) Teen Dating Violence Awareness and Prevention activities: Participate in Dating Violence Awareness and Prevention Week . Train staff to address safety and enforcement of protective orders. Provide counseling for affected students and awareness education for students and parents.		Administrative staff, staff members, Counselors, Academic Advisors, Teachers	Increase in student awareness			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
5) Promote physical activity, healthy food choices, and prevent tobacco use with implementation of CATCH (Coordinated Approach to Child Health) program K-8. DASH 9-12 and the Healthy Lifestyles Committees on each campus.		Administrative staff, staff members, Counselors, Academic Advisors, Teachers, Healthy Lifestyles Campus Committees	Increase in student awareness			
6) All UIL academic and athletic sponsors must be certified in CPR and concussion safety.		Athletic Director, Administrative Staff, Professional Development Staff, Health Services Department	Participation and proof of certification			
7) All staff who come in contact with students receive instruction on blood-borne pathogen and anaphylactic shock safety procedures annually.		Administrative Staff, Professional Development Staff, Health Services Department	Participation, campus meeting agendas and sign-in sheets			
8) All staff will wear ID name badges.						
9) Partner with Sandy Hook Promise to implement the "Start with Hello" program at all five campuses.		Director of Instructional Services, Counseling Coordinator, campus counselors.	Campus activities to introduce/ reinforce the program. SAVE clubs at LDHS and LDMS keep the program active and sustainability.			
10) Partner with Sandy Hook Promise to implement the "Signs of Suicide" program at the middle school and high school.		Director of Instructional Services, Counseling Coordinator, campus counselors.	Self-Assessments and interventions for students in need.			
11) Partner with Sandy Hook Promise to use the "Say Something" anonymous reporting system.		Director of Instructional Services, Counseling Coordinator	Training of students and staff			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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CAMPUS IMPROVEMENT PLANS 2019-20

Lake Dallas Independent School District

Lake Dallas High School

2019-2020 Goals/Performance Objectives/Strategies



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Goals










Goal 1: To collaborate with and involve our diverse community and educational partners to support LDISD students and staff

Performance Objective 1: Enhance communication between all stakeholders in order to increase student and parent involvement leading to student success in the classroom.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Maintain campus website and calendar by keeping it current with up to date campus events.	Administration	Current website with up-to-date information.			
2) Utilize STUCO & PALS to announce and advertise campus events	STUCO & PALS sponsors, Administration	Increased communication for upcoming events			
3) Advertise tutorial opportunities and NHS tutors, emphasizing the times for Falcon Library.	Classroom teachers & Administration	Student success and increased attendance at tutorials			
4) Administrators will make contact with every teacher at least once a week to ensure that they are getting the support they need in order to be successful in the classrooms.	Principal, Associate Principal, Assistant Principals, Assistant Principal of Curriculum & Instruction	Teacher morale increases and success in classroom increases			
















Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
5) Continue progression towards becoming a Google campus by creating a Google classroom in order to push out professional development and model the use of the system for the teachers by Administration. Have at least one of our administrative team become a certified Google Trainer.	Administration & Teachers	More teachers using Google classroom and utilizing Google tools to enhance efficiency and diversify teaching strategies in the classroom.			
6) Utilize the yearbook staff and AV students and the High School Twitter account to highlight campus/district events and student experiences.	Yearbook teacher, AV teacher, District PR personnel, Administration	More timely and more relevant publication of student events on the high school website and in local news outlets			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 1: Continue to implement a managed curriculum that is research based and incorporates all state-mandated TEKS.

Evaluation Data Source(s) 1:

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
Comprehensive Support Strategy 1) Adhere to district approved scope & sequence and continually reconcile with the Year at a Glance to ensure all TEKS are taught	Teachers and Assistant Principal of Curriculum & Instruction	All data analyses completed and all TEKS covered			
2) Implement standardized writing expectations in all English 1-4 classrooms and an increased emphasis in executing 2 or more writing samples each grading period across all core subjects.	Core Subject teachers, Assistant Principal of Curriculum & Instruction, and Administration	Increase student writing output for teacher evaluation.			
3) Vertically align high school and middle school advanced math and English courses to ensure students are on the pathway to college readiness.	Assistant Principal of Curriculum & Instruction, Administration, HS and MS advanced English and math teachers	Increased communication between campuses, better curriculum alignment, teacher feedback			
4) Increase the amount of CTE certification exams taken by students in our computer science and Ag programs.	Administration, CTE Department Head, and CTE Teachers	Increased number of students taking CTE certifications			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 2: Administer common assessments in core courses in order to benchmark progress

Evaluation Data Source(s) 2:

Summative Evaluation 2:















Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy 1) Common assessments will be administered at the end of every chapter/unit of study in core classes. All exams will then be subjected to a data analysis to determine which if any concepts should be retaught.</p>	Administration, teachers & PLCs	Students success on exams and on End of Course exams			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 3: Integrate Best Practices that support student achievement and drive great instruction.

Evaluation Data Source(s) 3:

Summative Evaluation 3:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Targeted professional development will train/inform teachers on best practices. Teacher will in turn incorporate best practices into their daily teaching</p>	Administration and Department Chairs	Best practices evident during walkthroughs and evaluations			
2) Create a College Readiness Committee that will ensure that all opportunities for post high school success are readily available to all graduating seniors.	Principal, Associate Principal, Assistant Principal of Curriculum & Instruction, classroom instructional leaders.	More students participate in college readiness activities.			
3) Partner with Region XI service center to provide individualized coaching for teacher in the 0-3 year experience range.	Administration, Region XI Mentors	More confidence in the classroom by beginning teachers, increased staff retention			
4) Establish and maintain an Engage 2 Learning Cohort within our Math department. This cohort will focus on and utilize the Engage 2 Learn best practices, website, and resource archive. Using these resources and an internal coaching model, these teachers will continually assess and enhance the best practices of teaching using student feedback and self reflection.	Teachers within the Engage 2 Learn cohort and Assistant Principal of Curriculum & Instruction	Best practices evident during walkthroughs and evaluations			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 4: Create warm-ups in all core classes that target areas of weakness as identified through benchmark exams

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy 1) Teachers will utilize information gleaned from PLCs and benchmark data to create warm-ups and organize reteaching opportunities.</p>	Teachers, Department Chairs & Assistant Principal of Curriculum and Instruction	Warm-up exercises evident during walkthroughs and evaluations. Increased student success on EOC exams			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 5: Provide STAAR EOC academies preceding each state assessment administration & provide remediation & acceleration support for all students who were unable to meet the standards according to the State, including the summer administration.

Evaluation Data Source(s) 5:

Summative Evaluation 5:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
Comprehensive Support Strategy 1) Implement RTI procedures that focus on the concepts students are struggling most on as evidenced by common unit assessments.	Campus Administration & Core Teachers	Student success on EOC benchmarks			
			Funding Sources: 199 State Compensatory Education (SCE) - 0.00		
Comprehensive Support Strategy 2) Provide STAAR EOC remediation opportunities for students who do not meet satisfactory standards on one or more of the 2019 EOCs.	Campus Administration & Core Teachers	Student success on EOC exams			
			Funding Sources: 199 State Compensatory Education (SCE) - 0.00		
3) Implement Individual Graduation Committees for all students who were not successful on any administration of 1 or 2 EOC exams. This committee will review the work of the student and evaluate the progress of the student through tutorials and remediation offerings. This committee will be able to allow the student to graduate if all conditions apply.	IGC Committee, led by IGC Administrator	All students complete an intense study and culminating project. 100% of LDHS seniors receive a diploma at graduation.			
			Funding Sources: 199 State Compensatory Education (SCE) - 0.00		
= Accomplished = No Progress = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 6: Provide additional professional development through Region XI for 9th & 10th grade ELA teachers, Biology teachers, Algebra I teachers, & US History teachers in order to address changing standards on the EOC exams.

Evaluation Data Source(s) 6:

Summative Evaluation 6:







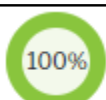


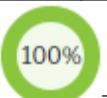


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
Comprehensive Support Strategy 1) Allow/arrange professional development opportunities for EOC tested subject area teachers so that they can incorporate the intricacies of the EOC exams into their daily curriculum.	Core Department Chairs, Assistant Principal who monitors/evaluates the core subject areas.	Teachers attend training and share information with colleagues.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 7: Identify at risk students in order to improve the attendance rate above 96% and maintain the drop-out rate below 1%.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Monitor absenteeism of students daily and file truancy in a timely manner	Truancy Prevention Officer	Increase in daily attendance rate.			
Funding Sources: 199 State Compensatory Education (SCE) - 0.00					
2) Administer the procedures and strategies of our truancy intervention measures according to our campus truancy intervention plan.	Truancy Prevention Officer and Administration	Increase in daily attendance rate			
Funding Sources: 199 State Compensatory Education (SCE) - 0.00					
3) Create intervention teams that will address issues with individual students that are in danger of becoming truant before they grow into a problem that causes a loss of credit in any course. This will include intervening in both academic and attendance issues.	Administration, Academic Advisors, Attendance Officer, teachers	Increase in attendance rate and decrease in classroom failures.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 8: 1) Students who are failing a class, on the bubble of failing a class, or have multiple missing assignments must attend mandatory tutorials

Evaluation Data Source(s) 8:

Summative Evaluation 8:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
Comprehensive Support Strategy 1) Students may utilize Falcon Library and their teacher's tutorials in an effort to master concepts missed or to complete missing assignments.	Falcon Library Staff, Teachers, Associate Principal	Students success in class & fewer missing assignments.			
	Funding Sources: 199 State Compensatory Education (SCE) - 0.00				
2) Invite National Honor Society students to Falcon Library to work as peer tutors for struggling students	Associate Principal, NHS Sponsor & Falcon Library facilitators	Increased student success & increase in number of service hours			
3) Utilize the Study Buddy program and set up peer tutoring between struggling students and accelerating students.	Study Buddy tutors and Study Buddy sponsor	Increased student success and mastery in subject areas.			
= Accomplished = No Progress = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 9: All students on the 4x4 will earn 27 course credits as recommended by state and local policy and strongly encouraged to complete the Recommended High School diploma. Students who are on the Foundations Program will receive 26 credits according to State and local policy and will be strongly encouraged to complete the plan + 1 or more endorsements.

Evaluation Data Source(s) 9:

Summative Evaluation 9:




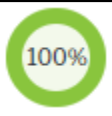
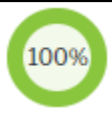










Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Students experience success in coursework and remain on track for on-time graduation.	Teachers, Academic Advisors & Administration	Successful completion of coursework.			
2) Students adhere to all mandatory attendance laws set forth by the State of Texas, thereby ensuring that they do not lose credit in courses passed due to excessive absenteeism.	Attendance Officer, Academic Advisors & Administration	Students do not lose credit due to absences			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 10: Increase number of college-level courses offered, including: Advanced Placement, Dual Credit, Tech Prep/Articulated CTE classes, and Online courses

Evaluation Data Source(s) 10:

Summative Evaluation 10:




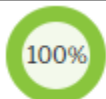


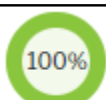





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Increase number of AP courses offered.	Administration, Academic Advisors, AP Coordinators, & AP teaching staff	Increase in numbers of AP student enrollment.			
2) Increase number of AP exams administered	Administration, Academic Advisors, AP Coordinators, & AP teaching staff	Increase in numbers of AP exams administered.			
3) Implement coursework for Collegiate Academy	Administration, Academic Advisors, and NCTC Liaison	Coursework offered via dual credit through NCTC			
4) Continue opportunities for virtual school courses by students working for college credit	Administration, Academic Advisors, & Virtual School facilitator	Student enrollment in virtual school courses.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 11: Identify students who are off track for graduation and provide them opportunities to regain credits lost

Evaluation Data Source(s) 11:

Summative Evaluation 11:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Enroll students in credit recovery program so that they can regain credits lost due to failure	Academic Advisors & Administration	Students get back on track to graduate on time			
	Funding Sources: 199 State Compensatory Education (SCE) - 9055.00				
2) Enroll students in summer school who failed 1 or more classes so that they can regain credits lost.	Academic Advisors & Administration	Students get back on track to graduate on time			
	Funding Sources: 199 State Compensatory Education (SCE) - 0.00				
3) Provided individualized meeting and plan for all students who are off track of graduating on time with their class.	Administration, Academic Advisors	More students graduating on time under the Recommended Diploma			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 12: Continue to expand endorsement pathways in CT program in order to meet the needs of all students.

Evaluation Data Source(s) 12:

Summative Evaluation 12:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Expand the BIM curriculum. Microsoft II will be taught in the Fall semester and Excel II will be taught in the Spring semester.	Business Ed teachers & Administration.	Students achieving mastery in both Microsoft and Google systems.			
	Funding Sources: 199 State Career and Technical Education - 18147.00				
2) Refocus the AV endorsement strand to include an emphasis on Public Relations	Administration & AV teacher	Higher number of videos produced that showcase many of the campus and district's accomplishments and highlights.			
	Funding Sources: 199 State Career and Technical Education - 2082.00				
3) Expand the Fire Academy in conjunction with NCTC and Lake Cities Emergency Management to include future cohorts.	Administration, Fire Academy instructor, dual credit facilitator	Cohort 2 students continuing to a second year; Cohort 3 students enrolling into the program for the 18-19 school year.			
	Funding Sources: 199 State Career and Technical Education - 15000.00				
4) Continuing offering classes in Computer Science that will ultimately lead to a Gaming strand.	Administration & Computer Science teacher	Students are enrolled in Computer Science and continue their enrollment the following year			
	Funding Sources: 199 State Career and Technical Education - 45000.00				
5) Purchase new software and certification programs for our Computer Science strand relevant to college and career ready standards.	Administration, Computer Science Teacher, and IT Specialists	Partner with neighboring universities, graduate programs, and local companies to learn about industry standards and skills needed.			
	= Accomplished = No Progress = Discontinue				




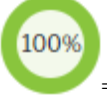


Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 13: Focus on maintaining and building computer labs, software, and equipment that will support the Audio-Visual, Engineering strands, HSTE, Agricultural, Law Enforcement, and Human Services strand.

Evaluation Data Source(s) 13:

Summative Evaluation 13:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Expand the capacity of the computers and software programs in the audio-visual strand and supplement equipment with new cameras/curriculum to obtain more college and career ready standards.	Administration, content-area teachers, technology department	Students learning and exhibiting a higher level of skills in content areas of AV & engineering.			
	Funding Sources: 199 State Career and Technical Education - 223.00				
2) Maintain relevant Engineering software updates and purchase equipment for instructional modules to obtain more relevant college and career ready standards.	Engineering instructors; technology specialists; administration	Up-to-date equipment and software available for student use.			
	Funding Sources: 199 State Career and Technical Education - 4619.00				
3) Continue to expand the HSTE endorsement strand and increase the number of student eligible for the administration of the Pharmacy Tech certification exam.	Administration & HSTE Teacher	Higher number of students enrolled in the HSTE course and higher number of students taking the Pharm Tech certification exam.			
	Funding Sources: 199 State Career and Technical Education - 0.00				
4) Continue to support the expansion of the Agriculture strand by completing the upgrades to the barn, waterers, and feeders. Maintaining the Ag truck & trailers.	Ag Teacher and Administration	Completion of barn and safe transportation sources.			
	Funding Sources: 199 State Career and Technical Education - 3800.00				
5) Add additional electronic devices to the Ready, Set, Teach! program so that students can more effectively transition between the elementary schools and the high school classroom	RST teacher & campus administration	Technology needs met			
	Funding Sources: 199 State Career and Technical Education - 4400.00				
6) Continue to support expansion of Agricultural curriculum by purchasing welders, updated shop equipment and software to achieve more relevant college and career ready standards.	Agricultural teacher and campus administration	Students successfully apply welding skills to help maintain equipment and barn			
	Funding Sources: 199 State Career and Technical Education - 7575.00				














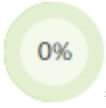

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
7) Expand Law Enforcement curriculum and increase the number of students competing in UIL events.	Law Enforcement Instructor and campus administration	Students gain proficiency on the simulator.			
	Funding Sources: 199 State Career and Technical Education - 13000.00				
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 14: Create opportunities that will allow students to master the objectives in core classes and stay on track to gain the 27 credits necessary to graduate on the Recommended 4x4 or Foundations Program college/workforce ready.

Evaluation Data Source(s) 14:

Summative Evaluation 14:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
Comprehensive Support Strategy 1) Continue the use of Falcon Library on Monday & Thursday evening in the Fall semester and on Monday, Tuesday, & Thursday evenings during the Spring semester.	Staff teachers who monitor Falcon Library; Associate Principal	Increased success in class and master of objectives. Also, increased success on EOC exams.			
			Funding Sources: 199 State Career and Technical Education - 0.00		
Comprehensive Support Strategy 2) Allow opportunities for all students to attend after school tutorials by running buses on a later schedule 2-3 times a week.	Classroom teachers; Assistant Principals	Increased success in class and mastery of the objectives.			
			Funding Sources: 199 State Career and Technical Education (SCE) - 0.00		
Comprehensive Support Strategy 3) Create credit recovery sessions as needed for students who have obtained a passing grade in class but who have lost credit in the class due to excessive absences. This may include before & after school sessions and 4 opportunities for Saturday School throughout the year.	Truancy Prevention Officer, Credit recovery teachers, & Assistant Principals	Credit regained in classes and fewer truancy issues.			
			Funding Sources: 199 State Compensatory Education (SCE) - 0.00		
Comprehensive Support Strategy 4) Allow for the opportunity for remediation for students who were not successful on the EOC exams in English I, English II, Algebra I, Biology, or US History. Facilitation of this intervention will be conducted by core certified teachers.	Core teacher assigned to remediation course; Associate Principal	Increased success on the EOC exam.			
			Funding Sources: 199 State Compensatory Education (SCE) - 0.00		
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 15: Ensure college readiness opportunities are offered to students who have not previously shown the ability to pass the college TSI exam.

Evaluation Data Source(s) 15:

Summative Evaluation 15:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Offer college readiness class to students in English/Language Arts and Math who have not shown proficiency or who could utilize additional support in their efforts to transition to the junior college system. A partnership with NCTC will assist in providing this support on campus as a part of the regular curriculum offerings.	Academic Advisors & Administration	Students who had not previously passed the TSI are successful on a subsequent attempt.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 16: Increase number of students named to the National Merit Scholarship program.

Evaluation Data Source(s) 16:

Summative Evaluation 16:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Offer study materials and provide a course in order for students to be better prepared for the PSAT in October.	Administration & College Readiness Committee	More students named as National Merit Qualifiers			
2) Continue to offer the PSAT 10 to students in order increase the number of students who are prepared to take the PSAT in the 11h grade.	Administration and College Readiness Committee	Student performance improving on the PSAT in the 11th grade.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 17: Increase the academic performance and graduation rates of ELL students.

Evaluation Data Source(s) 17:

Summative Evaluation 17:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Meet the needs of the ELL students in mastery of the English language by targeted instruction.	ELL teacher, LPAC committee, campus administration	ELL students pass courses and master the TEKS set forth by State of Texas			
Funding Sources: 199 State Compensatory Education (SCE) - 50000.00					
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 18: Implement and utilize the Communities In School Program and Sponsor to increase success in our At Risk students.

Evaluation Data Source(s) 18:

Summative Evaluation 18:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Identify and refer at risk students to the CIS sponsor in order to improve the attendance rate and academic achievement of these students.	CIS sponsor, Administration, referring teachers	Increased academic achievement and attendance in our at risk students.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 19: Increase the number of students participating in UIL Academic events.

Evaluation Data Source(s) 19:

Summative Evaluation 19:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Recruit and retain students and sponsors for UIL Academic meets.	Administration, UIL Academic Coordinator and Sponsors	Increase in the number of students participating in UIL academics.			
2) Have our UIL Academic team participate in two competitions and the district meet.	Administration, UIL Academic Coordinator and Sponsors	Attend 2 qualifying meets and the district UIL meet.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: To provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning

Performance Objective 20: Provide our students multiple opportunities to take college entrance exams.

Evaluation Data Source(s) 20:

Summative Evaluation 20:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Market for and administer the SAT& ACT on campus for our students.	Administration and Testing Coordinator	Successfully administer both the SAT and ACT on campus.			
 = Accomplished  = No Progress  = Discontinue					

Goal 3: Recruit and retain staff who advances the art and science of teaching

Performance Objective 1: Provide professional development to all teaching staff members so that they may stay current with educational developments and trends.

Evaluation Data Source(s) 1:

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide new technology training throughout the year for all staff members	Associate Principal	Increased use of technology by teachers			
 = Accomplished  = No Progress  = Discontinue					

Goal 3: Recruit and retain staff who advances the art and science of teaching

Performance Objective 2: Provide additional professional development through Region XI for teachers who will be teaching a class that will be assessed through the STAAR exam system so that they may address changing standards on the EOC exams.

Evaluation Data Source(s) 2:

Summative Evaluation 2:
















Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
Comprehensive Support Strategy 1) Help identify trainings that will enhance the learning of the core teachers so that they can better instruct their students	Campus Administration & Core Teachers	Increase in students success on EOC exams			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>					

Goal 3: Recruit and retain staff who advances the art and science of teaching

Performance Objective 3: Recruit and retain highly qualified teachers for all instructional areas.

Evaluation Data Source(s) 3:

Summative Evaluation 3:
















Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Implement activities that enhance the camaraderie and recognition between staff members.	Administration	Enhanced teacher morale			
2) Allow time for staff members to collaborate with one another either departmentally or by specific subject matter.	Administration, Department Chairs	Enhanced teacher morale			
3) Strictly adhere to new teacher mentoring program. Use the most experienced teachers to help lead the teachers new to our staff so that they engender a feeling of loyalty and belonging.	Administration & Mentor Teachers	Increased retention of staff			
4) Partner with Region XI service center to provide individualized coaching for teacher in the 0-3 year experience range.	Administration, Assistant Principal of Curriculum and Instruction, Region XI Mentors	Retention of teachers with 0-3 years teaching experience			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: Provide quality and safe facilities

Performance Objective 1: The campus administration will coordinate the monitoring of school activities to proactively plan and act to ensure a safe and positive campus

Evaluation Data Source(s) 1:

Summative Evaluation 1:
















Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Involve school resource officer to monitor daily activities to identify potential concerns involving drug and substance abuse. Drug dogs will be utilized to search parking lots and facilities for illegal substances. Monitor parking lots and hallways throughout the school day	Assistant Principals & SRO	Decrease in number of illegal substances found on campus			
2) Continue to analyze crisis plan for high school campus	Assistant Principals & SRO	Up-to-date crisis plan and successful implementation when needed			
3) Maintain a safe and orderly parking lot	Assistant Principals & SRO	Decrease in number of parking lot accidents and incidents			
4) Increase security measures by installing more cameras and more updated equipment at our entry/exit points and our high volume areas on our campus.	Administration and Technology Specialist	Increased security presence and overall safety of students and staff on our campus.			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: Provide quality and safe facilities

Performance Objective 2: LDHS will be intentional to raise awareness and seek assistance for students and staff who struggle with social and emotional well being.

Evaluation Data Source(s) 2:

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) STUCO will participate in an anti-bullying campaign to enhance the awareness of the teen social and emotional abuse and the information as to how to seek help.	STUCO Sponsor, At Risk Counselor, Associate Principal	Raised awareness of the dangers associated with dating violence			
2) Train Staff to address safety and to identify and report symptoms	Administration, Academic Advisors, School Counselors	Enhanced student safety and increase in number of staff members who grow in awareness and act upon their responsibilities			
3) Provide Counseling for affected students, parents, and awareness education	School counselors	Increased awareness of the dangers associated with dating violence			
4) Train students and staff in Signs of Suicide and the SSARS (Say Something Anonymous Reporting System) app.	Counseling Team and Administration	Successfully train and implement best practices centered around SOS and SSARS.			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: Provide quality and safe facilities

Performance Objective 3: Maintain Disciplinary Alternative Education Placement for students who act in a manner in which the consequence is a mandatory/discretionary placement.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Students who break the code of conduct will be placed in DAEP for an assigned number of days as a part of the discipline management plan. Number of days will be dependent upon whether it is a repeat offence or a mandatory placement.	DAEP Principal, Campus Administration	Students attend DAEP and upon return to the campus they have no further discipline issues.			
Funding Sources: 199 State Compensatory Education (SCE) - 0.00					
 = Accomplished  = No Progress  = Discontinue					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Adhere to district approved scope & sequence and continually reconcile with the Year at a Glance to ensure all TEKS are taught
2	2	1	Common assessments will be administered at the end of every chapter/unit of study in core classes. All exams will then be subjected to a data analysis to determine which if any concepts should be retaught.
2	3	1	Targeted professional development will train/inform teachers on best practices. Teacher will in turn incorporate best practices into their daily teaching
2	4	1	Teachers will utilize information gleaned from PLCs and benchmark data to create warm-ups and organize reteaching opportunities.
2	5	1	Implement RTI procedures that focus on the concepts students are struggling most on as evidenced by common unit assessments.
2	5	2	Provide STAAR EOC remediation opportunities for students who do not meet satisfactory standards on one or more of the 2019 EOCs.
2	6	1	Allow/arrange professional development opportunities for EOC tested subject area teachers so that they can incorporate the intricacies of the EOC exams into their daily curriculum.
2	8	1	Students may utilize Falcon Library and their teacher's tutorials in an effort to master concepts missed or to complete missing assignments.
2	14	1	Continue the use of Falcon Library on Monday & Thursday evening in the Fall semester and on Monday, Tuesday, & Thursday evenings during the Spring semester.
2	14	2	Allow opportunities for all students to attend after school tutorials by running buses on a later schedule 2-3 times a week.
2	14	3	Create credit recovery sessions as needed for students who have obtained a passing grade in class but who have lost credit in the class due to excessive absences. This may include before & after school sessions and 4 opportunities for Saturday School throughout the year.
2	14	4	Allow for the opportunity for remediation for students who were not successful on the EOC exams in English I, English II, Algebra I, Biology, or US History. Facilitation of this intervention will be conducted by core certified teachers.
3	2	1	Help identify trainings that will enhance the learning of the core teachers so that they can better instruct their students

Lake Dallas Independent School District

Lake Dallas Middle School

2019-2020 Goals/Performance Objectives/Strategies



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Goals

Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff;

Performance Objective 1: Increase community awareness about LDISD.

Evaluation Data Source(s) 1: Attendance and Participation Logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Partnership with 4H regarding the Agrilife class for students.	2.4	Administrators	Students are more aware of real life opportunities Increase participation in Principals of AgriLife class in 8th grade and in High School			
Funding Sources: 199 General Funds - 0.00						
2) Teen Leadership class will adopt Hundley Drive between Shady Shores Rd and Falcon Drive.	2.4	Administrators	Well maintained road. Students will take ownership of community roads.			
Targeted Support Strategy ESF Levers Lever 3: Positive School Culture 3) Partnership with Communities in School	2.6					
4) Partner with Texas A&M for AgriLife Extension office to provide research opportunities for LDMS students	2.4, 2.5					
= Accomplished = No Progress = Discontinue						

Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff;

Performance Objective 2: Increase parent awareness and communication.

Evaluation Data Source(s) 2: Attendance and Participation Logs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use of campus marquee to effectively communicate campus events.	3.2					
2) Use of campus website and social media to effectively communicate campus events and successes.	3.2					
3) Use Remind system to reach parents who sign up by text message	3.2					
4) Use Skyward Message Center to email parents information	3.2					
= Accomplished = No Progress = Discontinue						

Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff;

Performance Objective 3: Increase parent/community involvement in district/campus day to day operations.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff;

Performance Objective 4: Increase adult education opportunities.

Evaluation Data Source(s) 4: Attendance sign in and participation

Summative Evaluation 4:

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.




Performance Objective 1: Continue to implement a managed curriculum that is research based and incorporates all state-mandated TEKS

Evaluation Data Source(s) 1: unit assessments; performance indicators; Eduphoria; universal screeners; PLC agendas; teacher lesson plans; master schedule; STAAR data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Provide a daily common PLC period for grade-level departments in order to facilitate planning and promote professional learning.</p>	2.5	Assistant Principal of C & I	Year at a Glance is constantly being reconciled to ensure all TEKS are being covered, instructional content aligned to TEKS, and lessons incorporates best practices			
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Continue to provide a campus administrator over curriculum and instruction to train staff, stay abreast of current education trends and research, and assist in the implementation of the LDISD curriculum</p>		Principal	relevant professional development provided to staff, staff has knowledge of best practices and classroom practices reflect that knowledge			
<p>Funding Sources: 199 General Funds - 0.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Maintain a master schedule that allows 90-minutes for math and ELA instruction	2.4, 2.5, 2.6	Principal	Teachers have time to provide hands-on investigations and incorporate extension or intervention during the class period.			
4) Continue to offer multiple opportunities for students to get interventions throughout the school day through tutorials, Advisory, and Falcon Library.		Administrators	Students will have increased student achievement.			
Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum 5) Accelerated instruction provided for students who did not meet minimum passing standard on a STAAR assessment as required by the Student Success Initiative manual		Assistant Principal of C & I	Increased student growth and performance			
Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Implement Lucy Calkins Units of Study in ELA classrooms		Administrators	Increase in student reading and writing performance			
Funding Sources: 199 General Funds - 0.00						
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Implement workshop model in mathematics classrooms	2.4, 2.5, 2.6	Administrators	Increase in student mathematics performance			
TEA Priorities Build a foundation of reading and math 8) Implement Argument-Driven Inquiry instructional practices into Science classrooms	2.4, 2.5, 2.6	Administrators	Increased student performance in Science			
Funding Sources: 199 General Funds - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.







Performance Objective 2: Increase the academic performance of each individual sub-population as defined by TEA

Evaluation Data Source(s) 2: unit assessments; performance indicators; Eduphoria; universal screeners; on-demand writing assessments; STAAR data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 1) Continue to build on inclusion practices (Special Education and ESL) which increase staff to student ratio in the general education setting while continuing to provide instructional support in a variety of strategies.</p>	2.4, 2.5, 2.6	Administrators	Increased student growth; IEP goals being met; ESL students being exited from program			
	Funding Sources: 199 General Funds - 0.00					
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 2) Provide an additional ESL Specialist to support the ESL students in a learning lab environment to promote small group instruction and intervention</p>	2.4, 2.5, 2.6	ESL Specialist	increased student growth; ESL students exiting form program			
	Funding Sources: 211 - Title I, Part A - 0.00					
<p>TEA Priorities Build a foundation of reading and math 3) Disaggregate a variety of instructional data by grade level with intentional focus on special factors - ethnicity, socioeconomic status, gender, special education, LEP status- for the purpose of setting targets for improvement and improving instruction</p>	2.4, 2.5, 2.6	Assistant Principal of C & I	targeted intervention to students to increase student performance			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Continue to offer advanced courses in math, language arts, science, and social studies in order to meet the needs of students performing above grade level</p>	2.4, 2.5, 2.6	Administrators	Increased number of students reaching "mastered" and increase of students in AP or dual credit courses at the high school	0%	0%	0%
<p>TEA Priorities Connect high school to career and college</p> <p>5) Implement 4H ArgiLife electives to expose students to various career pathways</p>	2.5, 2.6	4H Teacher	Increased student enrollment in CTE courses district-wide	0%	0%	0%
Funding Sources: 199 General Funds - 0.00						
<p>TEA Priorities Build a foundation of reading and math</p> <p>6) Continue to offer a newcomer class for students who are new to the United States and English is not their first language</p>	2.4, 2.5, 2.6	ESL Coordinator	Increased language acquisition and increased participation in other classes	0%	0%	0%
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction</p> <p>7) Refine and continue to implement a universal screener and progress monitoring system in reading, writing, and mathematics</p>	2.4, 2.5, 2.6	Assistant Principal of C & I	Increase student growth and closing achievement gaps; students who need to be referred to RtI or Special Education will be done so in a timely manner	0%	0%	0%
Funding Sources: 199 General Funds - 9000.00						
<p>TEA Priorities Build a foundation of reading and math</p> <p>8) Identify at-risk students using state at-risk criteria and develop appropriate plans to provide support through RtI</p>	2.4, 2.5, 2.6	Adminstrators	Students receive appropriate interventions and have academic growth in areas of concern.	0%	0%	0%
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>9) Continue to utilize Response to Intervention (RtI) to assist teachers in providing interventions and instructional support, as well as follow up with referrals to Special Education and Section 504</p>	2.4, 2.5, 2.6	RTI Specialist	growth in student confidence and across academic areas	0%	0%	0%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
10) Continue to offer GOAL soccer club to engage at-risk students in school	2.5, 2.6	GOAL sponsor	Students feel connected to the campus			
Funding Sources: 199 General Funds - 0.00						
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 3: Aid in student transitions.

Evaluation Data Source(s) 3: Falcon Camp Attendance; counselor lesson agendas; schedule selection meeting feedback

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Falcon Camp for incoming 6th graders to help them transition from elementary to middle school. Camp will be organized and lead by STUCO members so as to be by students for students.	2.4, 2.5, 2.6	Administrators	Incoming 6th grade students and parents feel familiar and understand campus culture and expectations			
Funding Sources: 199 General Funds - 0.00						
2) Continue to provide a teacher-student mentor program for students who need an adult to guide them as they mature, make decisions and share goals, successes and hardships	2.5, 2.6	Counselors	Students feel connected to campus and an adult mentor.			
3) Create an advisory block into the master schedule to offer a homeroom class for students to build relationships with teachers, set and monitor goals, and utilize time to study in order to meet the academic demands of middle school.	2.4, 2.5, 2.6	Administrators	Students have reduced number of zeros, feel like they understand time management, increased organization, and increased student overall academic performance.			
TEA Priorities Connect high school to career and college	2.5, 2.6	Counselors	Students have a good understanding of high school endorsements and pathways so they are better prepared to make decisions for their future.			
4) Continue counselor lessons for students about high school endorsements and the Go Center access for students to learn about future career interests.	Funding Sources: 199 General Funds - 0.00					
= Accomplished = No Progress = Discontinue						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 4: Integrate Best Practices that support student achievement and drive great instruction

Evaluation Data Source(s) 4: unit assessments; performance indicators; Eduphoria; universal screeners; on-demand writing assessments; STAAR data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Targeted professional development will train/inform teachers on best practices. Teacher will in turn incorporate best practices into their daily teaching	2.5, 2.6	Assistant Principal of C & I	Best practices will be evident during walkthroughs and evaluations. Student engagement will increase.			
	Funding Sources: 199 General Funds - 0.00					
TEA Priorities Recruit, support, retain teachers and principals 2) Implement a mentor program for teachers with 0-2 years of experience		Assistant Principal of C & I	More confidence in the classroom by beginning teachers, increased staff retention.			
TEA Priorities Recruit, support, retain teachers and principals 3) Establish and maintain an Engage 2 Learn Cohort of teachers. This cohort will focus on coaching through best practices and implementing the LDISD Learning Framework.	2.4, 2.5, 2.6	Assistant Principal of C & I	Best practices evident during walkthroughs and evaluations			
	Funding Sources: 199 General Funds - 0.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 5: Continue to meet the social-emotional needs of students

Evaluation Data Source(s) 5: counselor data; behavioral screeners; Say Something data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Continue to provide counseling lessons	2.5, 2.6	Counselors	Students understand social-emotional health			
2) Continue partnership with Sandy Hook Promise to offer "Say Anything" reporting program	2.5, 2.6	Administrators	Students feel safe sharing concerns about students and students are receiving the emotional support they need.			
3) Implement a behavioral screener to identify students who need emotional support throughout the year	2.5, 2.6	Counselors	Students will be identified and receive the emotional support needed.			
4) Provide professional development for teachers about student's emotional health	2.5, 2.6	Counselors	Teachers have knowledge and tools to respond to student's emotional needs during class time. Students will spend more time in the classroom learning and less time in a counselor's office missing instruction.			
Funding Sources: 199 General Funds - 0.00						
= Accomplished = No Progress = Discontinue						

Goal 3: Recruit and retain staff that advances the art and science of teaching.

Performance Objective 1: Recruit and retain highly qualified teachers for all instructional areas.

Evaluation Data Source(s) 1: Highly Qualified Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Continue to maintain a staff that is 100% highly qualified, including paraprofessionals, by focusing on relevant staff development and promoting a strong sense of family</p>		Administrators	100% highly qualified staff			
Funding Sources: 199 General Funds - 0.00						
<p>TEA Priorities Recruit, support, retain teachers and principals 2) Focus on teacher retention (less than 10% turnover) by providing mentor support for new teachers, strong staff development, and promoting a strong sense of family.</p>		Administrators	Staff retention			
<p>TEA Priorities Recruit, support, retain teachers and principals 3) Assign a campus mentor for first year teachers and offer resources for all teachers with less than 3 years teaching experience through district and campus mentor program.</p>		Assistant Principal of C & I	new teacher retention			
<p>TEA Priorities Recruit, support, retain teachers and principals 4) Provide opportunities for staff incentives, positive recognition and rewards, staff gatherings, etc.</p>		Administrators	Positive campus culture			
Funding Sources: 199 General Funds - 0.00						
= Accomplished = No Progress = Discontinue						







Goal 3: Recruit and retain staff that advances the art and science of teaching.

Performance Objective 2: Promote continuing education to keep staff current on best practices in education.

Evaluation Data Source(s) 2: Eduphoria workshop reports; sign-in sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p>		Assistant Principal of C & I	Increased student engagement and growth			
<p>1) Provide campus-based staff development in the following areas: technology integration, classroom management, special education, reader's/writer's workshop, math workshop, classroom interventions/RtI</p> <p>Funding Sources: 199 General Funds - 0.00</p>						
<p>TEA Priorities Recruit, support, retain teachers and principals</p>		Administrators	Increased professional development attendance and satisfaction from teachers			
<p>2) Provide opportunities for staff development at varied times--after school, at PLCs, online, summer, etc--to discuss and develop new innovative ideas in education</p>						
<p>TEA Priorities Recruit, support, retain teachers and principals</p>	2.4, 2.5, 2.6	Assistant Principal of C & I	Teachers have a better understanding of student's prior knowledge and the academic expectations of higher grade levels.			
<p>3) Provide opportunities for grade level department and vertical content planning/alignment</p>						
<p>TEA Priorities Recruit, support, retain teachers and principals</p>		Administrative Team	Create teacher experts that can model, coach, and assist other teachers on implementation of best practices.			
<p>4) Provide opportunities for staff to present to each other in areas of expertise</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals 5) Provide new technology training throughout the year for all staff members		Assistant Principal of C & I	Increased use of technology by teachers			
 = Accomplished  = No Progress  = Discontinue						

Goal 3: Recruit and retain staff that advances the art and science of teaching.

Performance Objective 3: Provide ongoing programs to promote educator growth.

Evaluation Data Source(s) 3: e2L Studio, Evaluation Survey, Teacher Retention Rate

Summative Evaluation 3:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Utilize the Engage2Learn coaching model to provide opportunities for teachers to work with a coach to improve instructional practices	2.4, 2.5, 2.6	Assistant Principal of C & I	Teachers are reflective on best practices and increased student growth			
	Funding Sources: 199 General Funds - 0.00					
= Accomplished = No Progress = Discontinue						

Goal 4: Provide quality and safe facilities.

Performance Objective 1: Provide safe facilities.

Evaluation Data Source(s) 1: Increased student safety

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct safety drills drills with staff and students	2.6	Administrators	Clear understanding of what to do during the safety drills Safety drills conducted in a safe, orderly and timely fashion			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 4: Provide quality and safe facilities.

Performance Objective 2: Provide safe environment.

Evaluation Data Source(s) 2: Increased student safety

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct classroom meetings with students about the effects and consequences of bullying as well as the definition of bullying	2.6	Counselors Administrators	Diminished numbers of students bullying			
2) Establish a positive behavior/character support system	2.6	Administrators Counselors	Students will be more respectful towards each other. Students will have clear expectations.			
3) Develop and present programs to all students respecting the diversity and cultures of all students	2.6	Counselors	Diminished office referrals for bullying Students have feel more safe and accepted			
= Accomplished = No Progress = Discontinue						

Lake Dallas Independent School District

Corinth Elementary School

2019-2020 Goals/Performance Objectives/Strategies

Mission Statement

"To prepare every child to achieve their lifelong academic and social potential."

Vision

"To champion a dynamic model of future focused-education."

Value Statement

Students come first

Everyone deserves respect

Student success is the shared responsibility of students, families, communities, and Lake Dallas ISD

Continuous improvement is essential for the success of Lake Dallas ISD

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Goals

Revised/Approved: July 24, 2015






Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff

Performance Objective 1: Partner with local businesses and groups to provide support for campus programs.

Evaluation Data Source(s) 1: Campus calendar, fliers, logs

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue partnering with local businesses and groups

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>1) Increase partnership with city entities to build and promote both campus and city events--fire safety, guest speakers, parades, holiday events, etc.</p>	2.6, 3.2	Administrators Library Media Specialist	Campus and city events will be promoted within the school.			
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>2) Partner with multiple outside agencies and district representatives to provide services for students and parents--4-H Denton County, Lion's Club, community churches, North Texas Food Bank, Rotary Club, District Homeless Liaison and surrounding network of Homeless Liaisons, etc.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administrators Counselor	Students and parents will be provided with services to meet their needs.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 3) Partner with an outside agency to provide school supplies and other services to students at the Back to School Health Fair in August.	2.6, 2.6	Administrators	Students will receive school supplies and other health services.			
4) Continue to grow campus PTA and WATCH D.O.G.S. to support ties to the community.		Administrators	Membership in PTA and WATCH D.O.G.S. will increase.			
TEA Priorities Build a foundation of reading and math Connect high school to career and college 5) Partner with the community to provide a Career Day and after school activities for all students to be exposed to future opportunities.	2.4, 2.5, 3.2	Administrators and Counselor	Students will recognize the opportunities for future development in the areas of their interests.			
TEA Priorities Build a foundation of reading and math Connect high school to career and college 6) Partner with local church providing mentors for low performing students.	2.4, 2.5, 2.6, 3.2					
Problem Statements: Student Achievement 1 - School Culture and Climate 1						
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 7) A 1:1 mentor will increase student understanding of school expectations and student accountability.	2.4, 2.6, 3.2					
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: While STAAR scores in 4th grade decreased, 3rd & 5th grade remain comparable to district and state averages, scores in both 3rd and 5th grade have increased from the previous year. Root Cause 1: There has been an increase in students in need of academic and behavior interventions through RtI and an increase in the number of students identified with a learning disability in special education.

School Culture and Climate

Problem Statement 1: Discipline data shows that there is a need for teaching students tools for self-regulation and self-discipline. **Root Cause 1:** Students lack opportunities to develop leadership skills.

Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff










Performance Objective 2: Communicate effectively with parents about campus events, classroom activities, and student performance.

Evaluation Data Source(s) 2: Website, Twitter, marquee, student daily folders

Summative Evaluation 2: Exceeded Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Continue to communicate with parents

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use of campus website, Twitter, Remind, school newsletter, Peachjar, and the marquee to effectively communicate campus events and successes.		Administrators Office Manager	Campus events and successes will be communicated through multiple means reaching more stakeholders.			
TEA Priorities Build a foundation of reading and math 2) Increased focus on classroom teacher communication with parents through phone calls, e-mail, parent conferences, Peachjar, newsletters, classroom websites, Monday folders, daily folders, etc.	2.4, 2.6, 3.1, 3.2	Administrators Teachers	Parent participation and attendance will increase at campus events.			
TEA Priorities Build a foundation of reading and math 3) Communicate students' strengths and needs clearly and effectively through various modes: student-led parent conferences, student data notebooks, phone calls, etc.	2.4, 2.5, 2.6, 3.1, 3.2	Administrators Teachers Support staff	Participation in parent conferences will increase.			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 1: 80% of students will be at or above grade level in reading and math.

Evaluation Data Source(s) 1: Assessment data, Eduphoria records, lesson plans, STAAR Reading, Fountas & Pinnell levels

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Continue to deliver as best we can while adhering to CDC/TEA COVID guidelines

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) Administer core subject assessments periodically throughout the school year.	2.4, 2.6, 3.2	Administrators Instructional Coach	Student achievement will increase.			
TEA Priorities Build a foundation of reading and math 2) Maintain a daily master schedule which supports opportunities for individualized instruction for students--Falcon Time, before/after school tutorials, Open Library/Computer Labs, etc.	2.4, 2.5, 2.6	Administrators	Student achievement will increase.			
Funding Sources: 199 State Compensatory Education (SCE) - 0.00						
TEA Priorities Build a foundation of reading and math 3) Provide Reading instructional support to ALL students through a variety of literacy approaches/strategies--Reader's/Writer's workshop, student data notebooks, Guided Reading, orthographic word walls, Foundations, Early Literacy Teacher, Title One instructor, technology resources, Fundamental 5 strategies, etc. Implement Fountas and Pinnell Reading program at all grade levels.	2.4, 2.5, 2.6	Teachers Support Staff	Students' reading levels will increase.			
Funding Sources: 211 - Title I, Part A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 4) Provide Math instructional support to ALL students through a variety of approaches/strategies--use of hands-on/manipulatives, Fundamental 5 strategies, student data notebooks, CGI, Title One instructor, technology resources, etc. Utilize the Math Learning Framework gr. 3-5.	2.4, 2.5, 2.6, 3.2	Teachers Support Staff	Students' math levels will increase.			
	Funding Sources: 211 - Title I, Part A - 0.00					
TEA Priorities Build a foundation of reading and math 5) Implement Lucy Calkins Writing Program campus-wide.	2.4, 2.5, 2.6	Instructional Coach Teachers	Student writing skills will increase.			
= Accomplished = No Progress = Discontinue						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 2: Provide a TEKS based curriculum (TEKS Resource System) that covers all TEKS required by the state at the breadth and depth to ensure student growth and readiness.






Evaluation Data Source(s) 2: Unit Assessments and Performance Indicators, Fountas & Pinnell

Summative Evaluation 2: Exceeded Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Continue using TEKS based curriculum and systems

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide a daily common conference period for each grade level to facilitate grade level planning and promote professional learning communities (PLCs).		Administrators Instructional Coach	Student achievement and teacher knowledge of best practices will increase.			
Funding Sources: 224 - IDEA B, SPED - 0.00						
2) Provide classroom teachers with support staff to assist in the implementation of certain aspects of curriculum--Fine Arts, PE, Technology, Science Lab.		Administrators	Students will learn grade appropriate Fine Arts, PE, Technology, and Science TEKS.			
3) Require grade level teams to coordinate homework, grades, tests, projects, parent communication, technology, etc.		Administrators Instructional Coach	Increased communication between grade level teachers will lead to higher student achievement and parental support.			
4) Continue to provide a campus Instructional Coach to train staff and assist in the implementation of the LDISD curriculum.		Administrators Instructional Coach	Staff's knowledge of best practices will increase, thus increases student achievement.			
5) Provide multiple opportunities throughout the school day, as well as after school, for students to learn and enjoy the importance of being physically fit and making healthy food choices--PE in master schedule, recess, guest speakers, after school clubs, etc.		PE Teacher Classroom Teachers	Student achievement will increase.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
6) Provide a campus Technology Integration Specialist to train staff and assist with the integration of technology across the curriculum to enhance instruction.		Administrators Technology Integration Specialist	Staff will integrate technology across the curriculum.			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 3: Increase the performance of each individual sub-population as defined by TEA with intentional focus and attention on "closing the gap".







Evaluation Data Source(s) 3: STAR Reading, Fountas & Pinnell, Unit Assessment and Performance Indicators, STAAR

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: Continue to increase student performance

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math 1) Continue a strong inclusion program which increases staff to student ratio in the general education setting while continuing to provide instructional support in a variety of settings.</p>	2.4, 2.5, 2.6, 3.2	Administrators Special education staff	There will be an increase in student achievement.			
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) Continue to provide GT services to identified students by a GT specialist through a pullout program.</p>	2.4, 2.5, 2.6	Administrators Classroom teachers Support staff	There will be an increase in student achievement.			
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college 3) Disaggregate a variety of instructional data by grade level with intentional focus on special factors - ethnicity, socioeconomic status, gender, special education, LEP status - for the purpose of setting targets for improvement and improving instruction.</p>	2.4, 2.5, 2.6	Administrators Instructional Coach Teachers Support Staff	There will be an increase in student achievement.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math Connect high school to career and college 4) Continue to provide second language acquisition instruction by ESL certified teachers at each grade level, as well as an ESL certified specialist.	2.4, 2.5, 2.6, 3.2	Administrators Support staff	There will be an increase in student achievement and an increase in second language acquisition by LEP students.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 4: Continue to identify and meet the needs of low performing students.

Evaluation Data Source(s) 4: STAR Reading, Fountas & Pinnell, Unit Assessment data, Performance Indicators

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 4: Continue to identify and meet the needs of low performing students

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) Identify at-risk students using state at-risk criteria and develop appropriate plans to provide support through RtI.	2.6, 3.2	Administrators Classroom teachers	There will be an increase in student achievement.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Continue to utilize Response to Intervention (RtI) to assist teachers in providing interventions and instructional support, as well as follow up with referrals to Section 504, Special Education, and Dyslexia.	2.4, 2.5, 2.6	RtI committee RtI Specialist	There will be an increase in student achievement.			
TEA Priorities Connect high school to career and college 3) Continue to meet the non-academic needs of students as appropriate-- Counseling Programs, community donations, home visits, etc.	2.6	Administrators	Student needs will be met as they arise.			
= Accomplished = No Progress = Discontinue						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 5: Develop students into leaders with 21st century skills.







Evaluation Data Source(s) 5: Increased student leadership and decreased discipline referrals

Summative Evaluation 5: Exceeded Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 5: Continue LIM and developing leadership skills

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Staff will be provided Leader in Me year 2 staff development and materials.</p>	2.5, 2.6	Administrators	Staff will implement the Leader in Me Year 2 curriculum during the school year.			
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) Master schedule will reflect a Leadership Block where the Leader in Me principles will be taught to students.</p>	2.5	Administrators Counselor Teachers	Students will recognize the Seven Habits.			
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college 3) Teachers will utilize The Leader in Me online platform for lessons on leadership and The 7 Habits of Happy Kids. Students will utilize The Leader in Me student activity guides.</p>	2.5	Administrators Teachers	Teachers and students will recognize the 7 Habits and Leader in Me principles.			
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college 4) Provide students with opportunities to develop leadership skills through peer buddies, classroom helpers, office helpers, P.E. helpers, reading buddies, and the Start With Hello program.</p>	2.5, 2.6	Administrators Counselor	Students will assume leadership roles and will acquire leadership training and skills throughout the school year.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math Connect high school to career and college 5) Full day PreK available.	2.4, 2.5, 2.6	Principal, PreK teacher, counselor	PreK students will enter Kindergarten developmentally in areas of academic, social and emotional.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 6: Increase students' social and emotional awareness through lessons provided using Leader In Me and Overcoming Obstacles, both CASEL recognized programs.

Evaluation Data Source(s) 6: Student engagement, fewer discipline referrals.

Summative Evaluation 6: Exceeded Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 6: Continue increasing social and emotional wellness

Goal 3: Recruit and retain staff that advances the art and science of teaching

Performance Objective 1: CE will maintain and retain a highly effective staff.

Evaluation Data Source(s) 1: HR records

Summative Evaluation 1: Exceeded Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Maintain, retain and provide opportunities for PD

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Continue to maintain a staff that is 100% highly qualified, including paraprofessionals, by focusing on staff development.</p>	2.4, 2.5, 2.6	Administrators	Staff development will meet all staff needs.			
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Focus on teacher retention (less than 10% turnover) by providing mentor support for new teachers, strong staff development, and promoting a strong sense of team.</p>	2.4	Administrators Hospitality	New teachers will receive support through various means (mentors and staff development) and retention will remain below 10%.			
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Assign a campus mentor for first year teachers and offer resources for all teachers with less than 3 years teaching experience through district mentor program.</p>	2.4, 2.5	Administrators	Teachers within the first three years of teaching will remain teaching on the campus.			
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Goal 3: Recruit and retain staff that advances the art and science of teaching









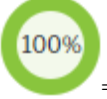


Performance Objective 2: Promote continuing education to keep staff current on best practices in education.

Evaluation Data Source(s) 2: Eduphoria Workshop reports, sign-in sheets

Summative Evaluation 2: Exceeded Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Continue to provide PD opportunities

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide campus-based staff development in the following areas: technology integration, classroom management, special education, guided reading, reader's/writer's workshop, word walls, math instruction, etc.		Administrators Instructional Coach Technology Integration Specialist	Staff will implement research-based instructional practices in the areas of technology, classroom management, special education, literacy, and mathematics.			
2) Provide opportunities for staff development at varied times--after school, at PLCs, on-line, etc--to discuss and develop new innovative ideas in education.		Administrators	Staff will attend professional development opportunities and share best practices with colleagues.			
3) Provide opportunities for grade level and cross team planning.		Administrators Instructional Coach	Student learning and academic competency will increase.			
4) Provide opportunities for staff to present to each other in areas of expertise.		Administrators Instructional Coach	Staff will implement research-based instructional practices in classrooms.			
 = Accomplished  = No Progress  = Discontinue						






Goal 3: Recruit and retain staff that advances the art and science of teaching

Performance Objective 3: Provide ongoing programs to promote educator growth

Evaluation Data Source(s) 3: e2L Studio

Summative Evaluation 3: Exceeded Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use the Engage2Learn coaching model to provide opportunities for teachers to work with a coach to improve instructional practices.		Instructional Coach	Teachers will implement best practices and student learning will increase.			
Funding Sources: 255 - Title II, Part A TPTR - 14000.00						
 = Accomplished  = No Progress  = Discontinue						










Goal 4: Provide quality and safe facilities

Performance Objective 1: Use the Standard Response Protocol to prepare staff and students for emergencies.

Evaluation Data Source(s) 1: Records of conducted drills

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Pandemic Trained Successfully; researching possible future emergencies

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Discuss appropriate procedures for all types of emergencies with staff prior to the first day of school.		Administrators	Staff will recognize the Standard Response Protocol and know the procedures for each type of emergency.			
2) Discuss safety and emergency procedures with students prior to each drill.		Administrators Teachers	Students will recognize the Standard Response Protocol			
3) Place a red backpack with class roster and emergency supplies in each classroom.		Administrators Teachers Nurse	Emergency supplies will be available in all classrooms in the event of an emergency.			
 = Accomplished  = No Progress  = Discontinue						







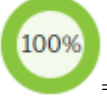


Goal 4: Provide quality and safe facilities

Performance Objective 2: Develop and present programs to students through counseling services.

Evaluation Data Source(s) 2: Counselor's records

Summative Evaluation 2: Exceeded Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Counselor will visit with all students about tolerance and differences of people. Counselor and Teachers will teach Start with Hello from Sandy Hook Promise.	2.4, 2.5, 2.6	Counselor Teachers	There will be a decrease in reported incidents of intolerance.			
2) Provide opportunities throughout the year to increase student knowledge about making healthy choices.	2.4, 2.5	Counselor Nurse	There will be an increase in miles ran by students as documented in Marathon Kids and an increase in awareness of making healthy choices through lessons in P.E., the counselor's lessons, and lessons from the nurse.			
3) Provide opportunities for small groups, lunch groups, friendship groups, etc. as needed.		Counselor	Students will learn appropriate social interactions, mindfulness, and coping skills.			
 = Accomplished  = No Progress  = Discontinue						




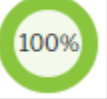





Goal 4: Provide quality and safe facilities

Performance Objective 3: Inform students of the effects and consequences of bullying, as well as strategies to identify bullying.

Evaluation Data Source(s) 3: Discipline records, Counselor's calendar

Summative Evaluation 3: Exceeded Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Facilitate classroom discussions (and small group discussions, as needed) addressing bullying using the Start With Hello program.		Administrators Counselor	Students and staff will increase their bullying awareness knowledge and bullying reports will decrease.			
2) Comment box placed outside of library for anonymous reporting of bullying.		Administrators Counselor	Students will recognize how to anonymously report incidents of bullying.			
3) Continuation of campus-wide efforts to increase bullying awareness-- posters in hallways, quotes during morning announcements, anti-bullying rally, school-wide pledge, guest speaker, peer buddies, Leader in Me, Cyber Bullying lessons, etc.		Administrators Counselor	Students and staff will model kindness and compassion toward others.			
 = Accomplished  = No Progress  = Discontinue						

Goal 4: Provide quality and safe facilities

Performance Objective 4: Ensure a clean and orderly environment for learning.

Evaluation Data Source(s) 4: Walk-throughs, reports, accident reports, SchoolDude reports

Summative Evaluation 4: Exceeded Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 4: Continue post-pandemic cleaning procedures

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Continue campus-wide PBIS (Positive Behavior Intervention & Supports) implementation.		Administrators Counselor All staff	There will be a decrease in discipline referral reports.			
2) Continue utilizing online system for all maintenance requests.		Administrators	Campus will be safe and clean.			
3) Continue to utilize substitute system and work towards increasing teacher attendance.		Administrators	There will be an increase in staff coverage by substitutes and an increase in staff attendance.			
4) Maintain safety procedures: hang tags for afternoon pick-up, limited access to building, and requirement for all visitors to sign-in and out using computer management system in front office, as well as to wear a name tag while in the building.		Administrators Front office staff	Safety procedures will maintain student safety.			
5) Continue to require all volunteers to have completed the criminal history background check prior to volunteering on campus.		Administrators Campus secretary	Increased safety for students			
= Accomplished = No Progress = Discontinue						














Goal 4: Provide quality and safe facilities

Performance Objective 5: Promote a positive school climate for students, staff, and parents.

Evaluation Data Source(s) 5: Student, family, and staff surveys

Summative Evaluation 5: Exceeded Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide opportunities for staff incentives, positive recognition and rewards, staff gatherings, etc.		Administrators Hospitality committee	There will be an increase in campus climate as indicated by staff surveys.			
2) Provide opportunities for student success and enjoyment--campus-wide activities and assemblies, college days, holiday sing-a-long, opportunities to be part of a group, such as UIL, choir, and after school clubs, etc.		Administrators Club leaders	There will be an increase in campus climate as indicated by student surveys.			
3) Increased focus on making parents feel part of and welcome on campus--greetings by front office staff, allowing and encouraging parents to visit and volunteer.		Administrators Front office staff	There will be an increase in positive climate as indicated by family surveys.			
4) Promote the campus vision and implement the campus improvement plan.		Administrators Staff	Staff will recognize the campus vision and campus improvement plan will become a document that is reviewed regularly by staff.			
5) Committees of CE will collaborate in decision-making throughout the school year.		Administrators Staff	There will be an increase in positive ratings of school culture and climate as indicated on staff surveys.			
 = Accomplished  = No Progress  = Discontinue						

Lake Dallas Independent School District

Lake Dallas Elementary School

2019-2020 Goals/Performance Objectives/Strategies



Mission Statement

Engage all students to reach their academic and social potential

Vision

A dynamic model of future focused education

Value Statement

Students come first

Everyone deserves respect

Student success is the shared responsibility of students, families, communities, and Lake Dallas ISD

Continuous improvement is essential for the success of Lake Dallas ISD

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Goals




Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff

Performance Objective 1: Partner with local businesses and groups to provide support for campus programs.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Connect high school to career and college</p> <p>1) Increase partnerships with the Cities of Lake Dallas, Shady Shores, Corinth and Hickory Creek to build and promote both campus and city events--fire safety, guest speakers, Lake Cities library, parades, holiday events, Career Days, Rather Prize, The Leader In ME, Marathon Kids, etc.</p>	2.5	Administrators Library Media Specialist	Campus calendar Program materials			
<p>TEA Priorities Connect high school to career and college</p> <p>2) Partner with multiple outside agencies to provide services through Communities in Schools--Lion's Club, job placement services, North Texas Food Bank, UNT/TWU mentors and tutors, UNT Folklorico Group, etc.</p>	2.6	CIS program manager	CIS case load and reports			
<p>3) Partner with an outside agency to provide school supplies and other services to students at the Back to School Health Fair in August.</p>	2.6	Administrators CIS program manager	Roster of students in attendance			
<p>4) Continue to grow campus PTA and support ties to the community.</p>	2.5	Administrators	PTA/Campus calendar			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff

Performance Objective 2: Communicate effectively with parents about campus events, classroom activities, and student performance.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Met Performance Objective










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use of campus website, PEACHJAR, and social media to effectively communicate campus events and successes.		Library Media Specialist	Website			
2) Increased focus on classroom teacher communication with parents through Peachjar, email, parent conferences, newsletters, classroom websites, etc.		Administrators Teachers	Communication logs			
3) Implement student-led parent conferences in all grade levels through the use of student data notebooks.	2.4, 2.5	Administrators Teachers Support staff	Parent conference logs			
4) Provide opportunities for student success and enjoyment--campus wide activities and assemblies, Family Fun Nights, "glow party" 3rd-5th for use of strategies, Unity Day, college days, holiday sing-a-long, opportunities to be part of a group such as UIL, choir, clubs, Career Day, Rather Prize, Marathon Kids, Action Groups, etc.	2.5	Administrators Club leaders	Campus surveys			
5) Increased focus on making parents and community members feel part of and welcome on campus--greetings by front office staff, allowing and encouraging parents to visit and volunteer, encouraged participation in the campus parent education center.	3.1, 3.2	Administrators Front office staff Parent education staff	Parent education participation Parent surveys			
= Accomplished = No Progress = Discontinue						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 1: Assess, design and revise curriculum

Evaluation Data Source(s) 1: Increase in student achievement. Teachers modify instruction based on data

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Administer core subject TEKS Resource System assessments and practice STAAR assessments periodically throughout the school year.	2.4, 2.5, 2.6	Administrators Instructional Coach	Data from assessments Eduphoria records			
<p>Additional Targeted Support Strategy ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>2) Maintain a daily master schedule which supports opportunities for individualized instruction for students--Falcon Time, before/after school tutorials, Morning Mentors, Open Library/Computer Labs, etc.</p>	2.4, 2.5, 2.6	Administrators	Tutorial logs Falcon Time lesson plans			
Funding Sources: 199 State Compensatory Education (SCE) - 62640.00						
<p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>3) Continue to offer Accelerated Instruction for those students not meeting state standards/promotion standards.</p>	2.4, 2.5, 2.6	Administrators Teachers	Data from future assessments STAAR retest scores (5th grade)			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 4) Provide Reading instructional support to ALL students, including at-risk students, through a variety of literacy approaches/strategies--Reader's/Writer's workshop, student data notebooks, Guided Reading, word walls, Early Literacy Teacher, Dyslexia Program, Title One Reading instructor, RTI small groups using computer based interventions, etc.	2.4, 2.5, 2.6	Administrators Instructional Coach Teachers Support Staff	Lesson plans Student data notebooks Support staff records			
	Funding Sources: 211 - Title I, Part A - 24583.00, 199 State Compensatory Education (SCE) - 82010.00					
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 5) Provide Math instructional support to ALL students through a variety of approaches/strategies--CGI, use of hands-on/manipulatives, student data notebooks, district Fact Fluency curriculum, RTI small groups using computer based interventions, etc.	2.4, 2.5, 2.6	Administrators Instructional Coach Teachers Support Staff	Lesson plans Student data notebooks Support staff records			
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Implement Lucy Caulkins Writing Program campus wide	2.4, 2.5, 2.6	Instructional Coach				
= Accomplished = No Progress = Discontinue						










Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 2: Provide a TEKS based curriculum (TEKS Resource System) that covers all TEKS required by the state at the breadth and depth to ensure student growth and readiness.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>1) Provide a daily common conference period for each grade level to facilitate grade level planning and promote professional learning communities (PLCs).</p>	2.5	Administrators Instructional Coach	PLC meeting agendas Falcon Time lesson plans Team planning notes			
2) Provide classroom teachers with support staff and resources to assist in the implementation of certain aspects of curriculum--Fine Arts, PE, Technology, Science Lab.	2.4, 2.5, 2.6	Administrators	Lesson Plans			
3) Require grade level teams to coordinate homework, grades, tests, projects, parent communication, technology, etc.	2.4, 2.5, 2.6	Administrators Instructional Coach	Grade books Websites			
4) Continue to provide a campus Instructional Coach to train staff and assist in the implementation of the LDISD curriculum.	2.4, 2.5, 2.6	Administrators Instructional Coach	Lesson Plans PLC agendas			
5) Provide multiple opportunities throughout the school day, as well as afterschool, for students to learn and enjoy the importance of being physically fit and making healthy food choices--PE in master schedule 2x per week, Marathon Kids, recess, guest speakers, afterschool clubs, etc	2.5	Administrators PE Teacher Classroom Teachers	Fitnessgram Food 4 Kids program Lesson plans			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
6) Create a master schedule which enables teachers in grades 3-5 to team teach/departmentalize in trios-- ELA, Math, and Sc/SS	2.4, 2.5, 2.6	Administrators Instructional Coach	Master Schedule Lesson plans			
7) Provide 2 sections of a full-day Pre-K Program	2.4, 2.5, 2.6	Principal Pre-K Staff	Class roster			
Funding Sources: 199- State Pre-K - 74099.00						
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 3: Increase the performance of each individual sub-population as defined by TEA with intentional focus and attention on "closing the gap".

Evaluation Data Source(s) 3:

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Additional Targeted Support Strategy ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Continue to build on inclusive practices (sped and Bilingual) which increase staff to student ratio in the general education setting while continuing to provide instructional support in a variety of settings.		Administrators Special education staff ESL staff	IEPs met TELPAS growth			
	Funding Sources: 224 - IDEA B, SPED - 51040.00					
Additional Targeted Support Strategy 2) Disaggregate 2017-2018 STAAR data (grades 3-5) and variety of instructional data (grades PK-5) by grade level with intentional focus on special factors--ethnicity, socioeconomic status, sex, special education, LEP status--for the purpose of setting targets for improvement and improving instruction.		Administrators Instructional coach Teachers Support staff	Improvements on assessment scores STAAR results AEIS report AYP report			
	Funding Sources: 199 - State Gifted and Talented Education - 64140.00					
3) Continue to provide GT services to identified students--all classroom teachers certified, grouping students when possible, pull-out support during Falcon Time.		Administrators Classroom teachers Support staff	GT lesson plans GT staff surveys/certificates			
	Funding Sources: 199 - State Gifted and Talented Education - 64140.00					
4) Emphasis on increasing percentage of students receiving "Masters" score in each area assessed grades 3-5 STAAR with new phase-in standards in place.		Administrators Instructional coach Teachers	STAAR scores			
	= Accomplished = No Progress = Discontinue					

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 4: Identify low performing students and/or students who are at-risk of dropping out of school

Evaluation Data Source(s) 4:

Summative Evaluation 4: Met Performance Objective




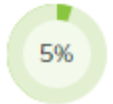


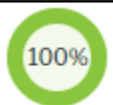



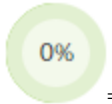

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Additional Targeted Support Strategy 1) Identify at-risk students using state at-risk criteria and develop appropriate plans to provide support.		Principal Office Manager	At-Risk Roster CIS roster Student performance/classroom data			
	Funding Sources: 263 - Title III, LEP - 22855.00					
2) Continue to utilize Response to Intervention Team to assist teachers in providing interventions and instructional support, as well as follow up with RTI referrals to 504, Special Education, and Dyslexia.		RTI Campus Specialist	SIT documentation Referrals to appropriate programs			
	Funding Sources: 199 State Compensatory Education (SCE) - 62140.00					
3) Continue to meet the non-academic needs of students as appropriate--Food For Kids backpacks, Communities in Schools, Counseling programs, Clothes Closet, Back to School Fair, home visits, etc.		Administrators RTI Committee Counselor	CIS case load Counselor calendar Food for Kids records			
	Funding Sources: 211 - Title I, Part A - 30000.00					
TEA Priorities Build a foundation of reading and math 4) Utilize PLC time to update student data cards monthly in order to increase identification of low-performing students.	2.4, 2.6	Instructional Coach Grade level teachers				
	Funding Sources: 211 - Title I, Part A - 30000.00					
TEA Priorities Build a foundation of reading and math 5) Implement Full Day Pre-K for 2019-2020 school year	2.4, 2.5, 2.6	Administrators				
	Funding Sources: 211 - Title I, Part A - 30000.00					
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Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 5: Implement The Leader in Me Program campus-wide

Evaluation Data Source(s) 5:

Summative Evaluation 5: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Complete all required staff development for year 2		Administrator	Training Logs			
2) Host Leadership event on campus		Administrators	Event program/agenda			
3) Develop Campus Lighthouse Team to monitor year 2 goals and objectives		Lighthouse Team	Committee Membership Fulfillment of grant requirements			
 = Accomplished  = No Progress  = Discontinue						

Goal 3: Recruit and retain staff that advances the art and science of teaching

Performance Objective 1: LDE will maintain and retain a highly effective staff.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective




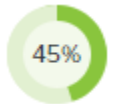
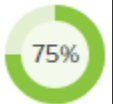

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals 1) Continue to maintain a staff that is 100% highly qualified, including paraprofessionals, by focusing on staff development and promoting a strong sense of family.	2.4, 2.5, 2.6	Administrators Hospitality committee	Staff surveys			
TEA Priorities Recruit, support, retain teachers and principals 2) Focus on teacher retention (less than 10% turnover) by providing mentor support for new teachers, strong staff development, and promoting a strong sense of family.	2.4, 2.5, 2.6	Administrators	Staff surveys Staff turnover rate			
TEA Priorities Recruit, support, retain teachers and principals 3) Assign a campus mentor for first year teachers and offer resources for all teachers with less than 3 years teaching experience through district mentor program.	2.4, 2.5, 2.6	Administrators	New teacher retention			
TEA Priorities Build a foundation of reading and math 4) Continue to provide bilingual instruction, as well as ESL support, at each grade level.	2.4, 2.5, 2.6	Administrators ESL Specialists	Improvements on assessment scores STAAR results AEIC report AYP report			
Funding Sources: 199 State Compensatory Education (SCE) - 107980.00, 199- State Bilingual Education - 93686.00						
TEA Priorities Recruit, support, retain teachers and principals 5) Provide opportunities for staff incentives, positive recognition and rewards, staff gatherings, etc.		Administrators Hospitality committee	Campus calendar			
= Accomplished = No Progress = Discontinue						








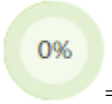

Goal 3: Recruit and retain staff that advances the art and science of teaching

Performance Objective 2: Promote continuing education to keep staff current on best practices in education.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Provide campus-based staff development in the following areas: Lucy Caulkins, CGI, SIOP training, technology integration, classroom management, special education, guided reading, reader's/writer's workshop, word walls, math instruction, The Leader in Me, etc.</p>	2.4, 2.5, 2.6	Administrators Instructional coach	Staff development feedback Training reflected in Eduphoria			
<p>Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) Provide opportunities for staff development at varied times--after school, at PLCs, on-line, etc--to discuss and develop new innovative ideas in education.</p>	2.4, 2.5, 2.6	Administrators Instructional coach	Staff development feedback Training reflected in Eduphoria			



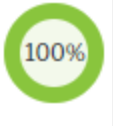



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 3) Provide opportunities for grade level and cross team planning.	2.4, 2.5, 2.6	Administrators Instructional coach	Grade level planning notes Staff development feedback			
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 4) Provide opportunities for staff to present to each other in areas of expertise.	2.4	Administrators Instructional coach	Staff development feedback			
 = Accomplished  = No Progress  = Discontinue						

Goal 3: Recruit and retain staff that advances the art and science of teaching

Performance Objective 3: Provide ongoing programs to promote educator growth

Evaluation Data Source(s) 3:

Summative Evaluation 3: Met Performance Objective







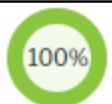
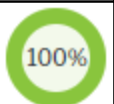


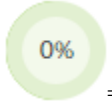

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Use the Engage2Learn coaching model to provide opportunities for teachers to work with a coach to improve instructional practices	2.4, 2.5, 2.6	Instructional Coach Tech Integration Specialist				
	Funding Sources: 255 - Title II, Part A TPTR - 14000.00					
 = Accomplished  = No Progress  = Discontinue						

Goal 4: Provide quality and safe facilities

Performance Objective 1: Conduct Fire, Tornado, and Lockdown drills as required.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Discuss appropriate procedures for all types of drills with staff prior to the first day of school.		Administrators	Campus notes from first staff meeting			
2) Discuss safety and drill procedures with students prior to each drill.		Administrators Teachers	Safety Drill log			
3) Place a red backpack with class roster and emergency supplies in each classroom.		Administrators Teachers Nurse	Red back pack visible in each room			
 = Accomplished  = No Progress  = Discontinue						

Goal 4: Provide quality and safe facilities

Performance Objective 2: Develop and present programs to students through counseling and Communities in Schools services.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Counselor will visit with all students about tolerance and differences of people.		Counselor	Log of classroom visits			
2) Provide opportunities throughout the year to increase student knowledge about the dangers of drug and alcohol use.		Counselor Nurse CIS program manager	Red Ribbon Week plans Log of classroom visits Safe and Drug Free survey			
3) Provide opportunities for small groups, lunch groups, friendship groups, allies, etc. as needed.		Counselor CIS program manager	PALS roster CIS case load Counselor schedule			
4) Partnership with Sandy Hook Promise		Administrators Counselor				
= Accomplished = No Progress = Discontinue						

Goal 4: Provide quality and safe facilities

Performance Objective 3: Inform students of the effects and consequences of bullying, as well as strategies to identify bullying.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Facilitate classroom discussions (and small group discussions as needed) addressing bullying.		Assistant Principal Counselor	Log of classroom visits Counselor small group log/schedule			
2) Comment box placed outside of counseling office for anonymous reporting of bullying.		Assistant Principal Counselor	Notes in box			
3) Continuation of campus-wide efforts to increase bullying awareness--Leader in Me, Principal's Leadership Council, posters in hallways, encouragement/quotes during morning announcements, KC club, Cyber Bullying Discussions, etc.		Administrators Counselor CIS program manager	Student surveys Student participation in programs			
4) Implement campus Threat Assessment Team		Multi-Disciplinary Team	Reduction in bullying behaviors Interventions in place			
= Accomplished = No Progress = Discontinue						

Goal 4: Provide quality and safe facilities

Performance Objective 4: Ensure a clean and orderly environment for learning.

Evaluation Data Source(s) 4:

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Continue online system for all maintenance requests.		Administrators	Eduphoria work order system			
2) Limit student work in hallways to bulletin boards and keep all posted information current.		Administrators Library Media Specialist Teachers	Website Bulletin Boards			
3) Utilize substitute system and work towards increasing teacher attendance.		Administrators	System reports			
4) Continue to grow the Watchdog program on campus.		Administrators Counselor	Watchdog sign-in paperwork			
= Accomplished = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	2	4	Provide opportunities for staff to present to each other in areas of expertise.

Lake Dallas Independent School District

Shady Shores Elementary School

2019-2020 Goals/Performance Objectives/Strategies



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Goals










Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff

Performance Objective 1: Partner with local community and groups to provide support for campus programs.

Evaluation Data Source(s) 1: Campus calendar, fliers, volunteer logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Increase partnership with city entities to build and promote both campus and city events--fire safety, guest speakers, library, parades, holiday events, etc.		Administrators, Library Media Specialist	Campus and city events will be promoted within the school.			
2) Partner with multiple outside agencies to provide services through Lion's Club, community churches, Spirit of Christmas, etc.		Administrators, Counselor	Students and families will be provided with services to meet their needs.			
3) Partner with an outside agency to provide school supplies and other services to students at the Back to School Health Fair in August.		Administrators	Students will receive school supplies and other health services.			
4) Continue to grow campus PTA and WATCH D.O.G.S. to support ties to the community.	3.2	Administrators	PTA membership and participation in WATCH D.O.G.S. will increase			
5) Host family nights through literacy, math, science, and/or other family activities.	3.2	Administrators, Instructional Coach, Librarian	An increase in family involvement in campus events			




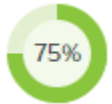








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
6) Increase family involvement in The Leader in Me program through monthly family newsletters and family nights centered around The Seven Habits of Happy Kids.	2.5, 3.2	Administrators, Lighthouse coordinators, Lighthouse team members	An increase in families' knowledge of The Seven Habits of Happy Kids and an increase in family involvement in The Leader in Me program			
7) Host Leadership Event with community.	3.2	Administrators, Lighthouse Team	Increase in family and community involvement in The Leader in Me program			
 = Accomplished  = No Progress  = Discontinue						

Goal 1: Collaborate with and involve our diverse community and educational partners to support LDISD students and staff

Performance Objective 2: Communicate effectively with parents about campus events, classroom activities, and student performance.

Evaluation Data Source(s) 2: Website, Twitter, marquee, student agendas or daily folders

Summative Evaluation 2:









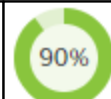






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use of campus website, Twitter, Remind, school newsletter, Peachjar, and the marquee to effectively communicate campus events and successes.		Principal, Office Manager	Campus events and successes will be communicated through multiple means to reach more stakeholders.			
2) Increased focus on classroom teacher communication with parents through phone calls, email, parent conferences, Peachjar, newsletters, classroom websites, Monday folders, daily folders, and agendas.	3.2	Administrators, Teachers	Attendance and participation by families will increase at campus events.			
3) Implement student-led parent conferences in all grades through the use of student leadership notebooks.	2.5, 3.2	Administrators, Teachers, Support staff	An increase in family involvement and attendance at student-led conferences			
 = Accomplished  = No Progress  = Discontinue						







Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 1: 80% of students will be at or above grade level in reading and math.

Evaluation Data Source(s) 1: Star reading, Star math, Fountas and Pinnell, Unit Assessments and Performance Indicators

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Administer core subject assessments periodically throughout the school year.		Administrators, Instructional Coach	An increase in student achievement			
2) Maintain a daily master schedule which supports opportunities for individualized instruction for students--Falcon Time and before/after school tutorials.	2.4, 2.5, 2.6	Administrators	An increase in student achievement			
Funding Sources: 199 State Compensatory Education (SCE) - 0.00						
TEA Priorities Build a foundation of reading and math 3) Provide Reading instructional support to ALL students through a variety of literacy approaches/strategies--Reader's/Writer's workshop, student leadership notebooks, Guided Reading, word walls, Early Literacy Teacher, Title One instructor, technology resources, etc.	2.4, 2.5, 2.6	Administrators, Instructional Coach, Teachers, Support Staff	An increase in students' achievement in literacy			
Problem Statements: Student Academic Achievement 1, 3						
Funding Sources: 199 State Compensatory Education (SCE) - 0.00, 211 - Title I, Part A - 0.00						
TEA Priorities Build a foundation of reading and math 4) Provide Math instructional support to ALL students through a variety of approaches/strategies--use of hands-on/manipulatives, student leadership notebooks, district Fact Fluency curriculum, Title One instructor, technology resources, etc.	2.4, 2.5, 2.6	Administrators, Instructional Coach, Teachers, Support Staff	An increase in students' achievement in mathematics			
Problem Statements: Student Academic Achievement 2						
5) Implement Lucy Caulkins Writing Program campus-wide.	2.4, 2.5, 2.6	Administrators, Instructional Coach	An increase in students' achievement in writing			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 6) Implement Fountas and Pinnell Reading Program campus-wide.	2.4, 2.5, 2.6	Administrators, Instructional Coach	An increase in students' achievement in reading			
	Problem Statements: Student Academic Achievement 1, 3					
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Performance Objective 1 Problem Statements:



















Student Academic Achievement
<p>Problem Statement 1: Fountas and Pinnell EOY literacy screening showed 61% of first grade students and 62% of kindergarten students were At or Above level. These percentages are not the standard SSE strives to achieve. Continued focus and rigor will be toward daily guided reading groups and pull out reading groups ie: Title I Reading, ESL, and Early Literacy Intervention. Root Cause 1: Students are beginning school with limited academic skills.</p>
<p>Problem Statement 2: Third and fourth grade students scored lower than the state average on STAAR math (2019). Root Cause 2: The rigor within the math curriculum and the students' lack of fundamentals</p>
<p>Problem Statement 3: Fourth grade students scored lower than the state average on STAAR reading (2019). Root Cause 3: Students are lacking foundational writing skills.</p>

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 2: Provide a TEKS based curriculum (TEKS Resource System) that covers all TEKS required by the state at the breadth and depth to ensure student growth and readiness.

Evaluation Data Source(s) 2: Unit Assessments and Performance Indicators, Fountas and Pinnell, Star reading, Star math

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide a daily common conference period for each grade level to facilitate grade level planning and promote professional learning communities (PLCs).		Administrators, Instructional Coach	Student achievement and teacher knowledge of best practices will increase.			
2) Provide classroom teachers with support staff to assist in the implementation of certain aspects of curriculum--Fine Arts, PE, Technology, Science Lab.	2.5	Administrators	Students will learn grade appropriate Fine Arts, PE, Technology, and Science TEKS.			
3) Require K-2 grade level teams and grades 3-5 paired teams to coordinate homework, grades, tests, projects, parent communication, technology, etc.		Administrators, Instructional Coach	Increased communication between grade level teachers will lead to higher student achievement and parental support.			
4) Continue to provide a campus Instructional Coach to train staff and assist in the implementation of the LDISD curriculum.		Administrators, Instructional Coach	Staff's knowledge of best practices will increase, thus increasing student achievement			
5) Provide a Technology Integration Specialist to train staff and assist in technology integration in the classroom.	2.5	Administrators, Technology Integration Specialist	Staff will integrate technology across the curriculum.			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 3: Increase the performance of each individual sub-population as defined by TEA with intentional focus and attention on "closing the gap."

Evaluation Data Source(s) 3: Star reading, Star math, Fountas and Pinnell, Unit Assessments and Performance Indicators

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Continue a strong inclusion program which increases staff to student ratio in the general education setting while continuing to provide instructional support in a variety of settings.	2.4, 2.5, 2.6	Administrators, Special education staff	An increase in student achievement			
2) Disaggregate a variety of instructional data by grade level with intentional focus on special factors--ethnicity, socioeconomic status, gender, special education, LEP status--for the purpose of setting targets for improvement and improving instruction.	2.6	Administrators, Instructional coach, Teachers, Support staff	An increase in student achievement			
<p>TEA Priorities Build a foundation of reading and math</p> 3) Continue to provide second language acquisition instruction by ESL certified teachers at each grade level, as well as an ESL specialist.	2.4, 2.5, 2.6	Administrators, Support staff	An increase in student achievement			
Funding Sources: 199 State Compensatory Education (SCE) - 0.00, 199 General Funds - 0.00						
4) Continue to provide GT services to identified students by a GT specialist through a pull-out program. In addition, all classroom teachers will be GT certified.	2.4, 2.5	Administrators, Classroom teachers, Support staff	An increase in student achievement			
Funding Sources: 199 - State Gifted and Talented Education - 0.00						
= Accomplished = No Progress = Discontinue						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 4: Continue to identify and meet the needs of low performing students.

Evaluation Data Source(s) 4: Star reading, Star math, Fountas and Pinnell, Unit Assessments and Performance Indicators

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) Identify low performing students and develop appropriate plans to provide support through RtI.	2.4, 2.5, 2.6	Administrators, RtI Specialist Classroom teachers	An increase in student achievement			
2) Continue to utilize RtI Team to assist teachers in providing interventions and instructional support, as well as follow up with referrals to 504, Special Education, and Dyslexia.	2.4, 2.5, 2.6	Administrators, RtI committee, Counselor	An increase in student achievement			
3) Provide a RtI (Response to Intervention) Specialist to provide interventions and instructional support to struggling students.	2.4, 2.5, 2.6	Administrators	An increase in student achievement			
TEA Priorities Build a foundation of reading and math 4) Take Flight classes will be offered to students identified as having dyslexia.	2.4, 2.5, 2.6	Administrators, Dyslexia Teacher	An increase in student achievement			
Funding Sources: 199 State Compensatory Education (SCE) - 0.00						
TEA Priorities Build a foundation of reading and math 5) Provide access to learning lab to all low performing students.	2.4, 2.5, 2.6	Administrators	An increase in student achievement			
TEA Priorities Build a foundation of reading and math 6) Implement full day pre-kindergarten for 2019-2020 school year.	2.4, 2.5, 2.6	Administrators	Increase in student achievement			
= Accomplished = No Progress = Discontinue						

Goal 2: Provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

Performance Objective 5: Develop students into leaders with 21st Century skills.

Evaluation Data Source(s) 5: Increased student leadership and decreased discipline referrals.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Students are provided opportunities to develop leadership skills through reading buddies, school wide leadership jobs, classroom leadership jobs, and the Start with Hello program.		Administrators	Students will display leadership skills through the various opportunities on and off campus.			
2) Teachers will utilize The Leader in Me online platform for lessons on leadership and The Seven Habits of Happy Kids. Students will utilize The Leader in Me student activity guides.		Administrators, Teachers	The students will know The Seven Habits of Happy Kids and apply the habits to their lives at school and outside of school.			
3) Provide multiple opportunities throughout the school day, as well as after school, for students to learn and enjoy the importance of being physically fit and making healthy food choices - PE in master schedule, recess, guest speakers, after school clubs, etc.		Administrators, Staff	Students will be active and make healthy food choices.			
TEA Priorities Connect high school to career and college		Administrators, Counselor	Fifth grade students will have a better understanding of their interests and the endorsement strands.			
4) Provide Career Inventory to fifth grade students. Career day will be enhanced by connecting it to the endorsement strands.						
5) Continue to incorporate The Leader in Me program daily through the inclusion of the leadership block in the master schedule.	2.5	Administrators, Lighthouse Team	Students will apply The Seven Habits of Happy Kids to their lives and develop leadership skills.			
6) Develop a student lighthouse team.		Administrators, Lighthouse Team	Increase in student involvement in decision making			
= Accomplished = No Progress = Discontinue						

Goal 3: Recruit and retain staff that advances the art and science of teaching

Performance Objective 1: SSE will maintain and retain a highly effective staff.

Evaluation Data Source(s) 1: HR records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals 1) Continue to maintain a staff that is 100% highly qualified, including paraprofessionals, by focusing on staff development.		Administrators	Staff development will meet all staff needs.			
TEA Priorities Recruit, support, retain teachers and principals 2) Focus on teacher retention (less than 10% turnover) by providing mentor support for new teachers, strong staff development, and promoting a strong sense of team.		Administrators	New teachers will receive support through various means (mentors and staff development) and retention will remain below 10%.			
TEA Priorities Recruit, support, retain teachers and principals 3) Assign a campus mentor for first year teachers and offer resources for all teachers with less than 3 years teaching experience through district mentor program.		Administrators	Teachers within the first three years of teaching will remain teaching on the campus.			
= Accomplished = No Progress = Discontinue						

Goal 3: Recruit and retain staff that advances the art and science of teaching

Performance Objective 2: Promote continuing education to keep staff current on best practices in education.

Evaluation Data Source(s) 2: Eduphoria Workshop reports, sign in sheets

Summative Evaluation 2:


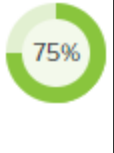




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Provide campus-based staff development in the following areas: classroom management, special education, guided reading, math instruction, Lucy Calkins writing program, word walls, Reader's/Writer's workshop, technology integration, The Leader in Me program etc.</p>		Administrators, Instructional coach	Staff will implement research based instructional practices in the areas of technology, classroom management, special education, literacy, and mathematics.			
<p>TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for staff development at varied times--after school, at PLCs, on-line, etc--to discuss and develop new innovative ideas in education.</p>		Administrators, Instructional coach	Staff will attend professional development opportunities and share best practices with colleagues.			
<p>3) Provide opportunities for grade level planning.</p>		Administrators, Instructional coach	Ensure curriculum alignment across grade levels			
<p>TEA Priorities Recruit, support, retain teachers and principals 4) Provide opportunities for staff to present to each other in areas of expertise.</p>		Administrators, Instructional coach	Staff will implement research-based instructional practices in classrooms.			
= Accomplished = No Progress = Discontinue						

Goal 3: Recruit and retain staff that advances the art and science of teaching

Performance Objective 3: Provide ongoing programs to promote educator growth

Evaluation Data Source(s) 3: e2L Studio

Summative Evaluation 3:







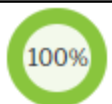
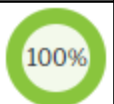


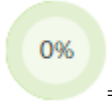

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Use the Engage2Learn coaching model to provide opportunities for teachers to work with a coach to improve instructional practices</p>		Administrators, Instructional Coach, Technology Integration Specialist	Teachers will implement best practices and student learning will increase.			
Funding Sources: 255 - Title II, Part A TPTR - 14000.00						
 = Accomplished  = No Progress  = Discontinue						

Goal 4: Provide quality and safe facilities

Performance Objective 1: Use the Standard Response Protocol to prepare staff and students for emergencies.

Evaluation Data Source(s) 1: Records of conducted drills

Summative Evaluation 1:



















Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Discuss appropriate procedures for all types of emergencies with staff prior to the first day of school.		Administrators	Staff will recognize the Standard Response Protocol and know the procedures for each type of emergency.			
2) Discuss safety and emergency procedures with students prior to each drill.		Administrators, Teachers	Students will recognize the Standard Response Protocol			
3) Place a maroon backpack with current class roster and emergency supplies in each classroom.		Administrators, Teachers, Nurse	Emergency supplies will be available in classrooms in the event of an emergency.			
 = Accomplished  = No Progress  = Discontinue						

Goal 4: Provide quality and safe facilities

Performance Objective 2: Develop and present programs to students through counseling.

Evaluation Data Source(s) 2: Counselor's records

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Counselor will visit with all students about tolerance and differences of people.		Counselor	Decrease in reported incidents of intolerance			
2) Provide opportunities to increase student knowledge about making healthy choices.		Counselor, Nurse, P.E. Teacher	Increase in miles ran by students as documented in Marathon Kids, increase in awareness of making healthy choices through lessons in P.E. , counselor's lessons, and nurse's lessons			
3) Provide opportunities for small groups as needed.		Counselor	Increase in students' social skills			
4) Counselor will coordinate PALS and mentoring programs.		Counselor	Provide positive adult role models for students			
5) Partnership with Sandy Hook Promise.		Administrators, Counselor				
 = Accomplished  = No Progress  = Discontinue						

Goal 4: Provide quality and safe facilities

Performance Objective 3: Inform students of the effects and consequences of bullying, as well as strategies to identify bullying.

Evaluation Data Source(s) 3: Discipline records, counselor calendar

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Facilitate classroom discussions (and small group discussions as needed) addressing bullying using the Start with Hello program.		Administrators, Counselor	Increase in bullying awareness and a decrease in bullying reports			
2) Bullying box placed in main hallway for anonymous reporting of bullying.		Administrators, Counselor	Students awareness of how to report bullying and use of bullying box			
3) Continuation of campus-wide efforts to increase bullying awareness-- posters in hallways, anti-bullying rally, school wide pledge, and guest speaker.		Administrators, Counselor	Decrease in bullying reports			
4) Implement campus Threat Assessment Team		Multi-Disciplinary Team	Reduction in bullying behaviors, interventions in place			
= Accomplished = No Progress = Discontinue						

Goal 4: Provide quality and safe facilities

Performance Objective 4: Ensure a clean and orderly environment for learning.

Evaluation Data Source(s) 4: Walk-throughs, Positive Proof system reports, accident reports, School Dude reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Continue utilizing system in which work orders are submitted.		Administrators	Provide a clean and safe environment			
2) Increase teacher/staff attendance.		Administrators	Increase in coverage by substitutes and increase in staff attendance			
3) Increase interest and participation of the Watchdog program.		Administrators Counselor,	Increase in volunteers on campus			
4) Maintain safety procedures: registered hang tags for afternoon pick up, limited access to building, and requirement of all visitors to sign in and out using the Positive Proof visitor management system and wear name tags.		Administrators	Procedures in place for the safety of our students			
5) Continue to require all volunteers have completed the criminal history background check prior to volunteering.		Administrators, Secretary	Increase in the safety of our students			
= Accomplished = No Progress = Discontinue						

Goal 4: Provide quality and safe facilities

Performance Objective 5: Promote a positive school climate for students, staff, and parents.

Evaluation Data Source(s) 5: Student, family, and staff surveys

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide opportunities for staff incentives, positive recognition and rewards, staff gatherings, etc.		Administrators, Culture Team	Increase in positive climate as documented in the staff survey			
2) Provide opportunities for student success and enjoyment--campus wide activities and assemblies, college days, holiday sing-a-long, opportunities to be part of a group such as UIL, choir, and after school clubs.		Administrators, Club leaders	Increase in positive climate as documented in student surveys			
3) Increased focus on making parents feel part of and welcome on campus--greetings by front office staff, allowing and encouraging parents to visit and volunteer, encouraged participation in the campus volunteer depot.		Administrators	Increase in positive climate as documented in family surveys			
4) Promote the campus vision and implement the campus improvement plan.		Administrators, Staff	Staff will recognize the campus vision and campus improvement plan will become a document that is reviewed regularly by staff.			
5) Committees of SSE staff will collaborate in decision-making throughout the school year.		Administrators, Team Coaches	Increase in positive ratings of school culture and climate on staff surveys			
= Accomplished = No Progress = Discontinue						

REPORT OF STUDENT ENROLLMENT AND PERFORMANCE
AT POSTSECONDARY INSTITUTIONS

**Texas High School Graduates from FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
LAKE DALLAS ISD								
	061912001 LAKE DALLAS H S							
	Four-Year Public University	66	7	6	12	15	26	0
	Two-Year Public Colleges	104	37	16	11	14	19	7
	Independent Colleges & Universities	9						
	Not Trackable	10						
	Not Found	100						
	Total High School Graduates	289						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

REPORT OF VIOLENT OR CRIMINAL INCIDENTS

LDISD 2019-20 Report on Violent or Criminal Incidents

Disciplinary Action Reason Codes 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47, and 48 are the Codes used by TEA in identifying a “Persistently Dangerous School” under No Child Left Behind.

Incident Code	LDHS	LDMS	CE	LDE	SSE
11 Used, Exhibited, Or Possessed A Firearm TEC §§37.007(a)(1)(A) and 37.007(e) and/or brought a firearm to school – TEC §37.007(e)	0	0	0	0	0
12 Used, Exhibited, Or Possessed An Illegal Knife TEC §37.007(a) (1) (B) (Illegal knife blade longer than 5.5 inches)	0	0	0	0	0
13 Used, Exhibited, Or Possessed A Club – TEC §37.007(a)(1)(C)	0	0	0	0	0
14 Used, Exhibited, Or Possessed A Prohibited Weapon Under Penal Code §46.05 – TEC §37.007(a)(1)(D)	0	0	0	0	0
16 Arson – TEC §37.007(a)(2)(B)	0	0	0	0	0
17 Murder, Capital Murder, Criminal Attempt To Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)	0	0	0	0	0
18 Indecency With A Child – TEC §37.007(a)(2)(D)	0	0	0	0	0
19 Aggravated Kidnapping – TEC §37.007(a)(2)(E)	0	0	0	0	0
29 Aggravated Assault Under Penal Code §22.02 Against a school district employee or volunteer – TEC §37.007(d)	0	0	0	0	0
30 Aggravated Assault Under Penal Code §22.02 Against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)	0	0	0	0	0
31 Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021 Against a school district employee or volunteer – TEC §37.007(d)	0	0	0	0	0
32 Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021 Against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)	0	0	0	0	0
36 Felony Controlled Substance Violation – TEC §37.007(a)(3)	0	0	0	0	0
37 Felony Alcohol Violation – TEC §37.007(a)(3)	0	0	0	0	0
46 Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.006(C)-(D) (HB 9680)	0	0	0	0	0
47 Manslaughter – TEC §37.007(a)(2)(G)	0	0	0	0	0
48 Criminally Negligent Homicide – TEC §37.007(a)(2)(H)	0	0	0	0	0

**For information concerning school violence prevention policies that the district is using to protect students, please refer to the District’s Student Code of Conduct and School Board Policies (both are available on the District’s webpage, at all campuses and the District’s Central Administrative Offices)*

**Information about and evaluations from the Safe and Drug-Free Schools and Communities Act can be found on the District’s webpage under the School Health Advisory Committee (SHAC) link.*

Violence Prevention & Intervention

The district partnered with Sandy Hook Promise to implement three programs (Start with Hello, Signs of Suicide and Say Something) beginning in the fall of 2018. Start with Hello is designed to help students develop empathy for others and to include students who may otherwise feel isolated. This program is especially prominent in our elementary schools. Signs of Suicide equips secondary students with three steps to help a friend or classmate with whom they are concerned. The program also includes a depression screener. Counselors follow up with students who are identified as “Likely Depressed” by the screener. The district is committed to using this program, including the screener, with all secondary students each year. We also use the Say Something Anonymous Reporting System (SSARS), which allows students or staff to report situations they fear may lead to danger. The system has logged about 200 tips in the last 14 months, including several life safety tips, which may have prevented suicide or acts of violence. The combination of Start with Hello, Signs of Suicide and SSARS create a powerful suite that has improved the safety of our students and staff.

Safe & Drug-Free Schools

Each campus is required to submit to the School Safety Director an annual list of activities conducted in support of Safe & Drug-Free Schools.

Comprehensive Annual Financial Report

**For fiscal year ending
August 31, 2020**



**Lake Dallas ISD
104 Swisher Road
Lake Dallas, Texas 75065**

**COMPREHENSIVE
ANNUAL FINANCIAL REPORT**

OF THE

**LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
LAKE DALLAS, TEXAS**

**FOR THE FISCAL YEAR ENDED
AUGUST 31, 2020**

PREPARED BY:

**WESLEY C. EVERSOLE, RTSBA
DEPUTY SUPERINTENDENT/CFO**

**ANNE HAEHN
DIRECTOR OF ACCOUNTING**

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 COMPREHENSIVE ANNUAL FINANCIAL REPORT
 FOR THE YEAR ENDED AUGUST 31, 2020

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CERTIFICATE OF BOARD

Lake Dallas Independent School District
Name of School District

Denton
County

061-912
Co. - Dist. Number

We, the undersigned, certify that the attached annual financial reports of the above-named school district were reviewed and (check one) _____ approved _____ disapproved for the year ended August 31, 2020, at a meeting of the Board of Trustees of such school district on the 11th day of January, 2021.

Signature of Board Secretary

Signature of Board President



**INTRODUCTORY SECTION
(UNAUDITED)**



LAKE DALLAS INDEPENDENT SCHOOL DISTRICT

104 Swisher Road • Box 548
LAKE DALLAS, TEXAS 75065
940-497-4039
Fax 940-497-3737
www.ldisd.net

January 11, 2021

Board of Trustees
Lake Dallas Independent School District
P.O. Box 548
Lake Dallas, Texas 75065

To the Board of Trustees and the Citizens of the Lake Dallas Independent School District:

The Comprehensive Annual Financial Report of the Lake Dallas Independent School District (District) for the fiscal year ended August 31, 2020, is submitted. Responsibility for both the accuracy of the data and the completeness of the report rests with the District. To the best of our knowledge and belief, the enclosed data is accurate in all material respects and is reported in a manner designed to present fairly the financial position and results of the various funds and account groups of the District. All disclosures necessary to enable the reader to understand the District's economic activities have been included.

Generally accepted accounting principles require that management provide a narrative introduction, overview, and analysis to accompany the basic financial statements in the form of Management's Discussion and Analysis (MD&A). This letter of transmittal is designed to complement MD&A and should be read in conjunction with it. The District's MD&A can be found immediately following the independent auditor's report.

The Lake Dallas Independent School District Board of Trustees (Board), a seven-member group, is the government level, which has responsibilities for overall activities related to public elementary and secondary school education within the jurisdiction of the District. The District received funding from local, state, and federal funding sources. The District is not included in any other governmental "reporting entity" as defined in Section 2100, Codification of Governmental Accounting and Financial Reporting Standards, since Board members are elected by the public and have decision making authority, the power to designate management, the responsibility to influence operations and primary accountability for fiscal matters significantly.

Profile of the District

Lake Dallas ISD includes all the District's funds and any component units for which the District is financially accountable.

Lake Dallas ISD is adjacent to Lewisville Lake in North Texas. The school district covers 9.8 square miles in Denton County, with the lake's beauty as a backdrop. Lake Dallas, Shady Shores, Corinth, and Hickory Creek are the four towns within Lake Dallas ISD boundaries. With a focus on family and community, Lake Dallas ISD is excited about the achievement of the three elementary schools, one middle school and one high school. Our mission is to provide quality education to reach students' full academic and social potential.

Located approximately 30 miles from downtown Dallas on the growing I-35 corridor, the District has recorded an increased population over several decades. The District's character has changed from a part-time recreational and retirement community to a year-round residential area. New home construction has been significant but has slowed in the past years.

The Lake Dallas ISD is approximately twenty miles from the Dallas/Ft. Worth metroplex and from DFW International Airport. The Dallas-Ft. Worth area is an important center of trade, finance, and other major services. The quality of life and diversified economic base make this area a choice home, industrial, and manufacturing places to locate. This economic footing should allow for sustained growth in the future.

Lake Dallas ISD educates almost 4,000 students on five campuses. The District offers programs and educational opportunities suited to the needs of a broad spectrum of students. Student attendance is commendable. In LDISD, 96% of all students are present in school each day. Lake Dallas ISD schools, programs, staff, and students earn State and regional recognition regularly.

A challenging curriculum, dedicated staff, and supportive community ensure exceptional educational opportunities for all students. Lake Dallas schools continually strive for academic excellence in all areas. Lake Dallas ISD is dedicated to giving every student the best possible education through an intensive core curriculum based on the Texas Education Agency's guidelines.

Lake Dallas ISD is committed to being one of the nation's best school systems, continually improving and refining instructional programs and operational processes in the interest of effectiveness, productivity, and efficiency. Our standards for students and staff members are high, and we continuously strive to raise them higher.

Major Initiatives

District Curriculum is vertically aligned throughout all grade levels and based on the Texas Essential Knowledge and Skill (TEKS). The District has a vibrant, growing student population, an excellent array of programs, a strong curriculum, access to various intellectual resources, and a progressive, innovative atmosphere. An educated School Board and a professional, dedicated, and inventive staff, as well as an involved community, make Lake Dallas ISD a leader in education.

Lake Dallas ISD voters approved a \$105 million bond package to update several campuses across the District. Projects that were selected were based on the direction of a long-range planning committee led by community members. In September 2020, Lake Dallas ISD's Unlimited Tax School Building Bonds, Series 2020-A were offered to investors in the national capital markets. The District sold \$70M at an "All-In" true interest rate of 2.94%, which was 0.82% below expectations.

Construction has begun on the projects list below:

- Corinth Elementary School - Safety and security updates as well as physical and visual updates to its campus building
- Lake Dallas Middle School - Significant physical education and athletic improvements to replace decades-old space on its campus.
- Lake Dallas High School - Updates to modernize the campus, including new education space, new campus administration space, a multipurpose indoor extracurricular facility, and improvements to safety and security of the facility.

All Projects should be completed by fall 2021.

Financial Information

The Comprehensive Annual Financial Report for the year ended August 31, 2020, is prepared following generally accepted accounting principles (GAAP). This report also conforms with the financial reporting standards established by the Governmental Accounting Standards Board (GASB) using guidelines recommended by the Government Finance Officers Association of the United States and Canada (GFOA). This report includes all funds of the District.

Funds are organized into three distinct types dictated by the nature of the activities involved:

Governmental Fund Types:

- General Fund
- Debt Service Fund
- Capital Projects Fund
- Special Revenue Funds

Proprietary Fund Types:

- Internal Service Funds
- Enterprise Fund

Fiduciary Fund Type:

- Agency Funds

Financial Policies and Planning

The annual budget serves as the foundation of the District's financial planning and control. These budgetary controls' objectives are set to ensure compliance with legal provisions and provide a roadmap to achieve state and local goals.

Under the Texas Education Code provisions, the District is required to develop a plan to improve student performance. Lake Dallas ISD utilizes a collaborative planning process that includes community and staff input to expand its education plan. District and campus plans are reviewed annually to be mutually supportive of the state goals and objectives under Education Code, Chapter 4.

The planning team is known as the District Educational Improvement Council (DEIC). The DEIC is responsible for developing the District Improvement Plan (DIP). The Board of Trustees oversee the District-level planning and decision-making committee's meeting procedures and annually approves their plan recommendations.

Budgetary Controls

Budgetary controls' objective is to ensure compliance with legal provisions in the annual appropriated budget approved by the Board of Trustees. Every school district in Texas is required by law to prepare and file a budget with the Texas Education Agency. Activities of the general fund, food service fund, and debt service fund are included in the District's budget.

Budgetary control (the level at which expenditures cannot legally exceed appropriations) is maintained at each fund's functional category level. These categories are defined by the Texas Education Agency and identify the purpose of the transactions. A listing of these categories as well as related financial information, is included herein. The District also maintains an encumbrance accounting system as one technique of accomplishing budgetary control. Encumbered amounts lapse at year-end.

As demonstrated by the statements and schedules included in this report's financial section, the District continues meeting its responsibility for sound financial management.

Internal Controls

The extent of internal controls that a school district should establish is a judgment made by management. Management's decision regarding the importance of internal control necessary is affected by circumstances such as the organization's size and the number of personnel available. Consideration must be given to the relationship between costs and benefits. Also, the nature of internal control is such that even appropriate internal control methods and systems will not guarantee a district's objectives will be achieved, nor will they ensure its success.

Internal controls procedures are established to provide reasonable assurance regarding the achievement of objectives in the following categories:

- Reliability of financial reporting
- Effectiveness and efficiency of operations
- Compliance with applicable laws and regulations

Relevant Financial Policy

The School Board has been instrumental in maintaining and increasing the reserves of the District. The Board recognizes that maintaining an appropriate fund balance is a critical factor in the District's financial planning and budgeting processes. Although fund balance levels could be affected by legislative actions and the amount of available state and federal resources, the Board has been proactive in building the District's reserves to fund unanticipated expenditures or the offset future short term revenue reductions. The Board has maintained an appropriate fund balance to avoid short-term borrowing and demonstrate financial stability, therefore preserving or enhancing its bond rating.

State Funding

The State of Texas's current system provides funding for public education via a financing formula that weights students' attendance levels, property value per student, and the District's tax effort.

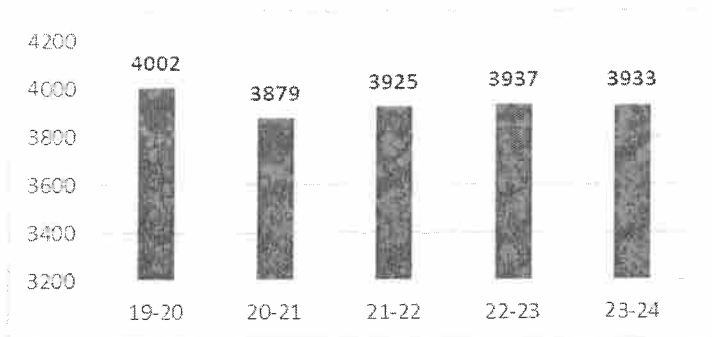
Debt Administration

The District has deployed various debt management practices to lower its borrowing costs. These include refunding existing bonds at a lower rate and prepaying bonds before the scheduled maturity. Such actions have provided the District's taxpayers with over \$26 million of direct savings since 2012. These practices have helped the District maintain its credit rating of 'A.A.-'. The ratings reflect that LDISD has very strong household income levels, a diverse and growing tax base, and a solid financial position with management consistently maintaining stable revenues supported by conservative budgeting. The 'AAA' enhanced rating assigned to the District's series 2020 bonds reflects the Texas Permanent School Fund's credit enhancement.

Enrollment

Enrollment has fallen as the District and families grapple with pandemic closures and health concerns. The school district plans its budget based on estimated student enrollment and state aid earned based on student attendance.

Projected Enrollment



District Facilities

School facilities are in good condition. The District maintains its facilities with internal staff. Lake Dallas Middle School and Corinth Elementary were built in the 1980s, with significant additions and substantial renovations occurring in the 2000s. Lake Dallas High School was built in 1998 with additional classroom and athletic spaces added in 2007. Shady Shores Elementary School was built in 2004. With the passing of a bond election in 2020, renovations and additions will occur at Lake Dallas High School, Lake Dallas Middle School, Lake Dallas Elementary School, and Corinth Elementary School.

Campus	Year Built	Addition
Lake Dallas High School	1998	2007
Lake Dallas Middle School	1980	2003
Corinth Elementary School	1985	2001
Lake Dallas Elementary School	2009	
Shady Shores Elementary School	2004	

The community is one of unconditional support for the District. Lake Dallas ISD has a history of 6 bond elections since 1995. All six bond elections have passed with overwhelming support. The District also held a Tax Rate election in 2008 and won with an 84% passage rate. Residents continue to support the school and demand quality education for their students.

Independent Audit

State law requires an annual audit performed by an independent certified public accountant. Lake Dallas ISD's School Board has selected the accounting firm of Hankins, Eastup, Deaton, Tonn and Seay to perform this audit. An audit report is generated and is presented to the School Board each January. The final audit meets all state and federal reporting requirements.

Education

Lake Dallas ISD is a public school system whose District mission is to create an educational environment to prepare every child to achieve their lifelong academic and social potential. Recognizing that the quality of life, both today and in the future, depends upon the quality of education provided by the public schools, the Lake Dallas Independent School District is dedicated to education and committed to meeting every individual's needs. The District's vision is to champion a dynamic model of future-focused education.

LDHS is also proud to be one of the first high schools in North Texas to form a partnership with North Central Texas College, enabling LDHS students to receive college hours and to earn an associate degree while in high school.

The State of Texas Assessment of Academic Readiness (STAAR) results show that Lake Dallas ISD students perform above regional and State averages in all state assessments. Also, Lake Dallas High School students perform above state and region averages in College Readiness Indicators.

Economic Condition and Outlook

Over the last several years, Lake Dallas ISD's local economy has experienced an upturn. The diversity of businesses located in the area and the range of housing available combined with the transpiration grid of the metroplex and proximity to Dallas-Fort Worth and Alliance airports provide a degree of protection from the economic cycle affecting many other school districts. The District's relationship with the local communities assures the cities' development projects are also desirable for the community at large. With the expansion of I.H. 35, the Lake Cities has seen economic growth and expansion of its commercial tax base.

Financial Awards Programs

This District has submitted its comprehensive annual financial report (CAFR) to the Association of School Business Officials (ASBO) to participate in their awards program. The ASBO Certificate of Excellence in Financial Reporting recognizes school districts that have met the highest standards of excellence in school financial reporting.

The purpose of the program is to:

- A. Encourage school systems to adopt and use generally accepted accounting principles.
- B. Encourage school systems to adopt sound budgetary and financial reporting procedures.
- C. Recognize excellence in school financial reporting.
- D. Contribute to their enhancement of the credibility of school systems' financial management by recognizing and publicizing excellence in school financial reporting.

The District has also submitted their CAFR to the Government Finance Officers Association (GFOA) for their review. The GFOA Certificate of Achievement for Excellence in Financial Reporting is awarded to easily readable and efficiently organized Comprehensive Annual Financial Reports. Such reports must satisfy both generally accepted accounting principles and applicable legal requirements. We believe that our current Comprehensive Annual Financial Report meets the GFOA's and ASBO's program requirements.

The District has received both of these prestigious awards for twenty consecutive years. We believe that our current report conforms to the Certificate of Excellence Program requirements.

Board of Trustees

The Board of Trustees holds its regular monthly meeting on the third Monday of each month in the Boardroom located in Lake Dallas ISD Central Services Building, 104 Swisher Road. Proper public notice for all Board meetings is posted on the District website. The Lake Dallas Board of Trustees welcomes public participation in its meetings and encourages citizens to express their views on matters affecting our community's students.

Outstanding Staff

Highly competent, dedicated staff members work together at every level to promote high academic standards and to provide every student with educational opportunities to meet individual needs and interests. Teachers emphasize a strong curriculum, effective instructional techniques, and consistent student discipline.

Lake Dallas staff members recognize the importance of personal attention. Both tutoring and enrichment programs are provided to enhance student development.

Many of Lake Dallas personnel pursue professional growth through university coursework and educational workshops, and staff development sessions. Many have advanced degrees. Staff commitment to personal growth ensures continuing academic excellence for Lake Dallas ISD.

Supportive Community

Community support and involvement are evident in Lake Dallas ISD. Strong PTA groups provide support for the schools and a strong link between home and school. Parent volunteers serve hundreds of hours in various capacities - from helping with extracurricular activities to assisting students and teachers in the classrooms. The community has continually shown the value it places on quality education through the financial and personal support it has given the District.

Comprehensive Safety Program

The District takes every reasonable precaution regarding the safety of students, employees, visitors, and all others with whom it conducts business. The District has developed, implemented, and promoted a comprehensive safety program. The program includes guidelines and procedures for responding to emergencies. See policy CK (Local).

Policies are in place related to:

- Use, possession, or exhibition of a firearm, an illegal knife, a club, or a prohibited weapon, as those terms are defined in the Penal Code,
- Conduct that contains the elements of the offense of aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit murder or capital murder, indecency with a child, or aggravated kidnapping, as those offenses are defined in the Penal Code;
- Drug- or alcohol-related offenses described in Education Code 37.006
- Criminal mischief
- Persistent misbehavior

Each school has effective emergency procedures that can be implemented on short notice and that will ensure optimum safety for students and school personnel. Lake Dallas ISD has two resource officers to assist with safety issues. The Superintendent has the authority to dismiss school for a part of a day or for longer periods of time, if necessary, in case of unusual or emergency situations. Campus principals have designed and implemented a system to familiarize employees and students with evacuation procedures and shall ensure that evacuation diagrams are appropriately posted. Principals also conduct fire, tornado, or other emergency drills designed to assure the orderly movement of students and personnel to the safest areas available.

Acknowledgments

The preparation of this report could not have been accomplished without the services of the entire staff of the business office. In addition, the Board of Trustees should be commended for its continued support and leadership.

Gayle Stinson Ed.D - Superintendent of Schools

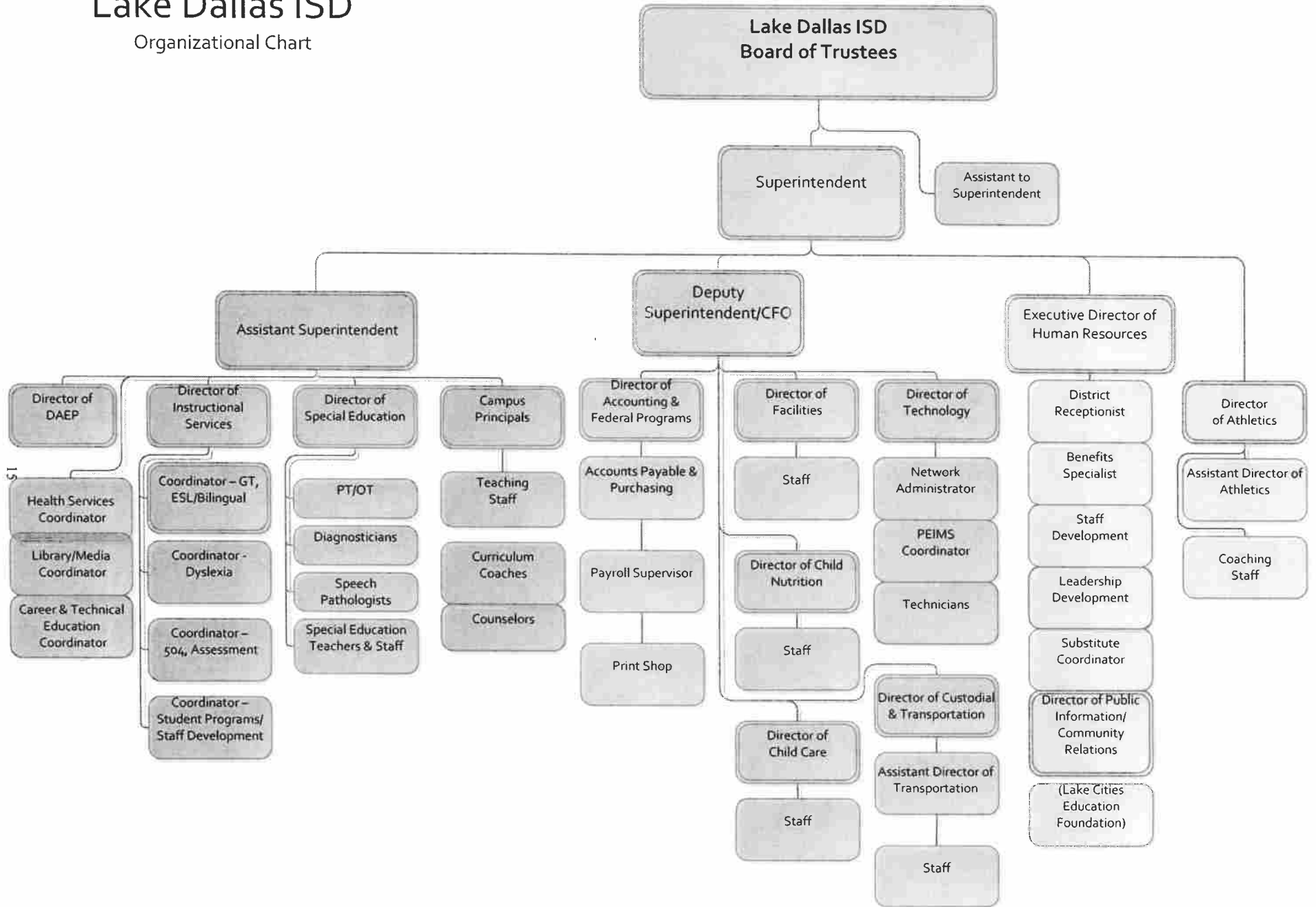
Wes Eversole, RTSBA - Deputy Superintendent/
Chief Financial Officer

Anne Haehn - Director of Accounting



Lake Dallas ISD

Organizational Chart



LAKE DALLAS INDEPENDENT SCHOOL DISTRICT

Consultants and Advisors

Audit Firm

Hankins, Eastup, Deaton, Tonn & Seay
Certified Public Accountants
902 North Locust
Denton, Texas 76202-0977

Bond Attorneys

Fulbright & Jaworski L.L.P.
2200 Ross Avenue, Suite 2800
Dallas, Texas 75201-2784

Fiscal Agents

The Bank of New York Trust Company
of Florida
10161 Centurion Parkway
2nd Floor
Jacksonville, FL 32256

General Counsel

Walsh, Gallegos, Trevino, Russo & Kyle, P.C.
P.O. Box 168046
Irving, Texas 75016

Tax Attorney

Sawko and Burroughs
1100 Dallas Drive, Ste. 100
Denton, Texas 76201

Financial Advisors

BOK Financial Securities, Inc.
333 West Campbell Road, Suite 350
Richardson, Texas 75080

Official Depository

Independent Financial
2004 Stemmons Freeway
Lake Dallas, Texas 75065

Tax Collector

Denton County Tax Collector Assessor
P.O. Box 1249
Denton, Texas 76201

Tax Appraisal

Denton Central Appraisal District
3911 Morse St.
Denton, TX 76208

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT

PRINCIPAL OFFICIALS

Elected Officials:

Board of Trustees:

Lance Stacy	President
Chad Thiessen	Vice President
Glen Gowans	Secretary
Scott Baird	Member
Mark Tucker	Member
Courtney Tankersley	Member
Steve Payne	Member

Appointed Officials:

Gayle Stinson, Ed.D	Superintendent
Wesley Eversole, RTSBA	Deputy Superintendent/CFO
Marci Malcom, PhD.	Assistant Superintendent of Curriculum and Instruction
Karla Landrum	Executive Director of Human Resources
Mark Ruggles, PhD.	Director of Special Education
Wendy Konz	Director of Maintenance & Transportation
David Talbert	Director of Facilities
Anne Haehn	Director of Accounting
Stephanie Reese	Director of Food Service
Matt Clark	Director of Curriculum and Instruction
Mike Dabney	Director of Technology
Scott Head	Athletic Director
Kristi Strickland, PhD.	High School Principal
Randall Caldwell	Middle School Principal
Jennifer Bryant	Shady Shores Elementary School Principal
Jennifer Perry, PhD.	Lake Dallas Elementary School Principal
Vangee Deussen	Corinth Elementary School Principal



ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

The Certificate of Excellence in Financial Reporting
is presented to

Lake Dallas Independent School District

**for its Comprehensive Annual Financial Report (CAFR)
for the Fiscal Year Ended August 31, 2019.**

The CAFR meets the criteria established for
ASBO International's Certificate of Excellence.



A handwritten signature in black ink that reads 'Claire Hertz'. The signature is written in a cursive style and is positioned above a horizontal line.

Claire Hertz, SFO
President

A handwritten signature in black ink that reads 'David J. Lewis'. The signature is written in a cursive style and is positioned above a horizontal line.

David J. Lewis
Executive Director



Government Finance Officers Association

Certificate of
Achievement
for Excellence
in Financial
Reporting

Presented to

**Lake Dallas Independent School District
Texas**

For its Comprehensive Annual
Financial Report
For the Fiscal Year Ended

September 30, 2019

Christopher P. Morill

Executive Director/CEO



FINANCIAL SECTION



Members:
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC
ACCOUNTANTS
TEXAS SOCIETY OF CERTIFIED
PUBLIC ACCOUNTANTS

**HANKINS, EASTUP, DEATON,
TONN & SEAY**
A PROFESSIONAL CORPORATION
CERTIFIED PUBLIC ACCOUNTANTS

902 NORTH LOCUST
P.O. BOX 977
DENTON, TX 76202-0977
TEL. (940) 387-8563
FAX (940) 383-4746

Independent Auditors' Report

To the Board of Trustees
Lake Dallas Independent School District
Lake Dallas, Texas

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Lake Dallas Independent School District (the District), as of and for the year ended August 31, 2020, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America. This includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standard* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Lake Dallas Independent School District as of August 31, 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the *management's discussion and analysis* on pages 25 through 31, budgetary comparison information on page 81 and the *pension and OPEB schedules* on pages 82 through 88 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Lake Dallas Independent School District's basic financial statements. The introductory section, other supplementary information (as described in the accompanying table of contents), statistical section and the required TEA schedules listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. The Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the Uniform Guidance, and is also not a required part of the basic financial statements. The other supplementary information (as described in the accompanying table of contents), required TEA schedules, and the Schedule of Expenditures of Federal Awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the other supplementary information (as described in the accompanying table of contents), and the Schedule of Expenditures of Federal Awards are fairly stated in all material respects in relation to the basic financial statements as a whole. The introductory and statistical sections have not been subjected to the auditing procedures applied in the audit of the basic financial statements and accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 7, 2021 on our consideration of Lake Dallas Independent School District's internal control over financial reporting and on our test of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Lake Dallas Independent School District's internal control over financial reporting and compliance.

Hankins, Eastup, Deaton, Tonn & Seay

Hankins, Eastup, Deaton, Tonn & Seay, PC
Denton, Texas

January 7, 2021

**LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED AUGUST 31, 2020
(UNAUDITED)**

As management of Lake Dallas Independent School District, we offer readers of the District's financial statement this narrative overview and analysis of the financial activities of the District for the year ended August 31, 2020. The District has implemented Government Accounting Standards Board Statement 34 "Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments". Please read this narrative in conjunction with the independent auditors' report on page 23, and the District's Basic Financial Statements that begin on page 35.

FINANCIAL HIGHLIGHTS

- The liabilities and deferred inflows of resources of Lake Dallas Independent School District exceeded its assets and deferred outflows of resources at the close of the most recent fiscal period by \$17,614,485 (negative net position). Of this amount, \$(26,424,204) (negative unrestricted net position) may be used to meet the District's ongoing obligations to citizens and creditors in accordance with the District's fiscal policies.
- The District's total net position increased by \$1,078,586 during the fiscal year from the results of current year operations.
- As of the close of the current fiscal period, the District's governmental funds reported combined ending fund balances of \$78,118,142. 15.5% of this total amount, \$12,121,614, is unassigned and available for use within the District's policies.
- At the end of the current fiscal period, unassigned fund balance for the general fund was \$12,121,614 or 30.8% of the total general fund expenditures, an increase of \$803,113 from the prior year. Final general fund revenues were very close (0.37%) to final revenue estimates.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of a series of financial statements. The government-wide financial statements include the Statement of Net Position and the Statement of Activities (on pages 35 through 37). These provide information about the activities of the District as a whole and present a longer-term view of the District's property and debt obligations and other financial matters. They reflect the flow of total economic resources in a manner similar to the financial reports of a business enterprise.

Fund financial statements (starting on page 38) report the District's operations in more detail than the government-wide statements by providing information about the District's most significant funds. For governmental activities, these statements tell how services were financed in the short term as well as what resources remain for future spending. They reflect the flow of current financial resources, and supply the basis for tax levies and the appropriations budget. For proprietary activities, fund financial statements tell how goods or services of the District were sold to departments within the District or to external customers and how the sales revenues covered the expenses of the goods or services. The remaining statements, fiduciary statements, provide financial information about activities for which the District acts solely as a trustee or agent for the benefit of those outside of the District.

The notes to the financial statements (starting on page 49) provide narrative explanations or additional data needed for full disclosure in the government-wide statements or the fund financial statements.

The combining statements for nonmajor funds contain even more information about the District's individual funds. These are not required by TEA. The sections labeled TEA Required Schedules and Federal Awards Section contain data used by monitoring or regulatory agencies for assurance that the District is using funds supplied in compliance with the terms of grants.

Reporting the District as a Whole

The Statement of Net Position and the Statement of Activities

The analysis of the District's overall financial condition and operations begins on page 35. Its primary purpose is to show whether the District is better off or worse off as a result of the year's activities. The Statement of Net Position includes all the District's assets, deferred outflows of resources, liabilities and deferred inflows of resources at the end of the year while the Statement of Activities includes all revenues and expenses generated by the District's operations during the year. These apply the accrual basis of accounting (the basis used by private sector companies).

All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid. The District's revenues are divided into those provided by outside parties who share the costs of some programs, such as tuition received from students from outside the district and grants provided by the U.S. Department of Education to assist children with disabilities or from disadvantaged backgrounds (program revenues), and revenues provided by the taxpayers or by TEA in equalization funding processes (general revenues). All the District's assets are reported whether they serve the current year or future years. Liabilities are considered regardless of whether they must be paid in the current or future years.

These two statements report the District's net position and changes in them. The District's net position (the difference between assets, deferred outflows of resources, liabilities and deferred inflows of resources) provide one measure of the District's financial health, or financial position. Over time, increases or decreases in the District's net position are one indicator of whether its financial health is improving or deteriorating. To fully assess the overall health of the District, however, you should consider nonfinancial factors as well, such as changes in the District's average daily attendance or its property tax base and the condition of the District's facilities.

In the Statement of Net Position and the Statement of Activities, we divide the District into two kinds of activities:

- Governmental activities—Most of the District's basic services are reported here, including the instruction, counseling, co-curricular activities, food services, transportation, maintenance, community services, and general administration. Property taxes, tuition, fees, and state and federal grants finance most of these activities.
- Business-type activities—The District charges a fee to “customers” to help it cover all or most of the cost of services it provides in the child care program.

Reporting the District's Most Significant Funds

Fund Financial Statements

The fund financial statements begin on page 38 and provide detailed information about the most significant funds—not the District as a whole. Laws and contracts require the District to establish some funds, such as grants received under the U.S. Department of Education. The District's administration establishes many other funds to help it control and manage money for particular purposes (like campus activities). The District's two kinds of funds—governmental and proprietary—use different accounting approaches.

· Governmental funds—Most of the District's basic services are reported in governmental funds. These use modified accrual accounting (a method that measures the receipt and disbursement of cash and all other financial assets that can be readily converted to cash) and report balances that are available for future spending. The governmental fund statements provide a detailed short-term view of the District's general operations and the basic services it provides. We describe the differences between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds in reconciliation schedules following each of the fund financial statements.

· Proprietary funds—The District reports the activities for which it charges users (whether outside customers or other units of the District) in proprietary funds using the same accounting methods employed in the Statement of Net Position and the Statement of Activities. In fact, the District's enterprise fund (one category of proprietary funds) are the business-type activities reported in the government-wide statements but containing more detail and additional information, such as cash flows. The internal service funds (the other category of proprietary funds) report activities that provide supplies and services for the District's other programs and activities—such as the District's print shop and computer operations.

The District as Trustee

Reporting the District's Fiduciary Responsibilities

The District is the trustee, or fiduciary, for money raised by student activities. The District's fiduciary activity is reported in a separate Statement of Fiduciary Assets and Liabilities on page 47. We exclude these resources from the District's other financial statements because the District cannot use these assets to finance its operations. The District is only responsible for ensuring that the assets reported in this fund are used for their intended purposes.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

The following analysis of comparative balances and changes therein is presented for the current and prior year's operations and a discussion of significant changes in the accounts. The analysis focuses on the net position (Table I) and changes in net position (Table II) of the District's governmental activities.

Net position of the District's governmental activities increased from (\$18,695,090) to (\$17,616,504). Unrestricted net position – the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements – was (\$26,426,223) at August 31, 2020.

In 2020, net position of our business-type activities remained at \$2,019 during the year. This activity is relatively insignificant to the overall operations of the District, but it represents significant services to the District through the Child Care program.

Table I
NET POSITION

	Governmental Activities		Business-type Activities		Total	
	2019	2020	2019	2020	2019	2020
Current and other assets	\$ 27,424,645	\$ 86,769,320	\$ 2,668	\$ 2,668	\$ 27,427,313	\$ 86,771,988
Capital assets	99,386,158	112,810,503	-	-	99,386,158	112,810,503
Total assets	126,810,803	199,579,823	2,668	2,668	126,813,471	199,582,491
Deferred outflows of resources	15,186,399	13,358,176	-	-	15,186,399	13,358,176
Total assets and deferred outflows of resources	141,997,202	212,937,999	2,668	2,668	141,999,870	212,940,667
Long-term liabilities	149,020,959	213,780,353	-	-	149,020,959	213,780,353
Other liabilities	5,192,749	8,128,921	649	649	5,193,398	8,129,570
Total liabilities	154,213,708	221,909,274	649	649	154,214,357	221,909,923
Deferred inflows of resources	6,478,584	8,645,229	-	-	6,478,584	8,645,229
Total liabilities and deferred inflows of resources	160,692,292	230,554,503	649	649	160,692,941	230,555,152
Net Position:						
Net investments in capital assets	4,729,315	6,731,610	-	-	4,729,315	6,731,610
Restricted	1,839,221	2,078,109	-	-	1,839,221	2,078,109
Unrestricted	(25,263,626)	(26,426,223)	2,019	2,019	(25,261,607)	(26,424,204)
Total net position	\$ (18,695,090)	\$ (17,616,504)	\$ 2,019	\$ 2,019	\$ (18,693,071)	\$ (17,614,485)

Table II
CHANGES IN NET POSITION

	Governmental Activities		Business-type Activities		Total	
	2019	2020	2019	2020	2019	2020
Revenues:						
Program Revenues:						
Charges for services	\$ 834,690	\$ 680,419	\$ 387,544	\$ 311,086	\$ 1,222,234	\$ 991,505
Operating grants and contributions	5,316,853	5,641,076	-	-	5,316,853	5,641,076
General Revenues:						
Maintenance and operations taxes	22,439,330	22,787,658	-	-	22,439,330	22,787,658
Debt service taxes	9,577,335	10,656,269	-	-	9,577,335	10,656,269
State aid	12,850,386	14,070,295	-	-	12,850,386	14,070,295
Investment earnings	678,764	1,216,971	-	-	678,764	1,216,971
Miscellaneous	118,352	238,138	-	-	118,352	238,138
Grants not restricted	433,858	423,744	-	-	433,858	423,744
Total Revenue	52,249,568	55,714,570	387,544	311,086	52,637,112	56,025,656
Expenses:						
Instruction, curriculum and media services	27,225,428	29,290,883	-	-	27,225,428	29,290,883
Instructional and school leadership	3,056,442	3,246,272	-	-	3,056,442	3,246,272
Student support services	3,230,257	3,582,917	-	-	3,230,257	3,582,917
Child nutrition	1,957,297	1,833,588	-	-	1,957,297	1,833,588
Extracurricular activities	1,705,455	1,050,970	-	-	1,705,455	1,050,970
General administration	1,629,207	1,691,746	-	-	1,629,207	1,691,746
Plant maintenance, security and data processing	7,027,296	6,389,338	-	-	7,027,296	6,389,338
Community services	6,793	21,310	390,371	387,722	397,164	409,032
Debt services	4,787,947	7,214,780	-	-	4,787,947	7,214,780
Payments related to shared services arrangements	39,800	22,400	-	-	39,800	22,400
Intergovernmental charges	198,865	215,144	-	-	198,865	215,144
Total Expenses	50,864,787	54,559,348	390,371	387,722	51,255,158	54,947,070
Increase (Decrease) in Net Position before transfers	1,384,781	1,155,222	(2,827)	(76,636)	1,381,954	1,078,586
Nonoperating Revenues (Expenses)						
Transfers in (out)	(2,827)	(76,636)	2,827	76,636	-	-
Increase (Decrease) in Net Position	1,381,954	1,078,586	-	-	1,381,954	1,078,586
Net position at beginning of year	(20,077,044)	(18,695,090)	2,019	2,019	(20,075,025)	(18,693,071)
Net position at end of year	\$ (18,695,090)	\$ (17,616,504)	\$ 2,019	\$ 2,019	\$ (18,693,071)	\$ (17,614,485)

The cost of all governmental activities for the current fiscal year was \$54,559,348. However, as shown in the Statement of Activities on pages 36 and 37, the amount that our taxpayers ultimately financed for these activities through District taxes was only \$33,443,927 because some of the costs were paid by those who directly benefited from the programs \$680,419 or by other governments and organizations that subsidized certain programs with grants and contributions \$5,641,076 or by State equalization funding \$14,070,295.

THE DISTRICT'S FUNDS

As the District completed the year, its governmental funds (as presented in the balance sheet on page 38) reported a combined fund balance of \$78,118,142, which is \$56,495,560 higher than last year's total of \$21,622,582. Included in this year's total change in fund balance is an increase of \$803,113 in the District's General Fund. The primary reason for the General Fund's increase was the increase in State funding. The Debt Service Fund increased by \$295,912 due to increased property tax revenue. The Capital Projects Fund increased by \$55,368,958 due to a bond issuance during the year for construction projects.

The District's General Fund balance of \$12,166,727 reported on page 38 differs from the General Fund's budgetary fund balance of \$11,558,346 reported in the budgetary comparison schedule on page 81. This is principally due to cost savings in all functions. Revenues collected from the Federal Impact Aid and Medicaid Reimbursement programs were also more than anticipated.

THE DISTRICT'S BUDGET

Over the course of the year, the Board of Trustees revised the District's budget several times. These budget amendments fall into three categories. The first category includes amendments and supplemental appropriations that were approved shortly after the beginning of the year and reflect the actual beginning balances (versus the amounts we estimated in August 2019). The second category includes changes that the Board made during the year to reflect new information regarding revenue sources and expenditure needs. The third category involves amendments moving funds from programs that did not need all the resources originally appropriated to them to programs with resource needs.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

At August 31, 2020, the District had \$112,810,503 (net of accumulated depreciation) invested in a broad range of capital assets, including facilities and equipment for instruction, transportation, athletics, administration, and maintenance. This amount represents a net increase of \$13,424,345, or 13.51 percent, above last year, due to construction projects.

This fiscal period's major additions consisted of furniture, equipment and building improvements paid for out of the Capital Projects Fund.

More detailed information about the District's capital assets is presented in Note 4 to the financial statements.

Debt Administration

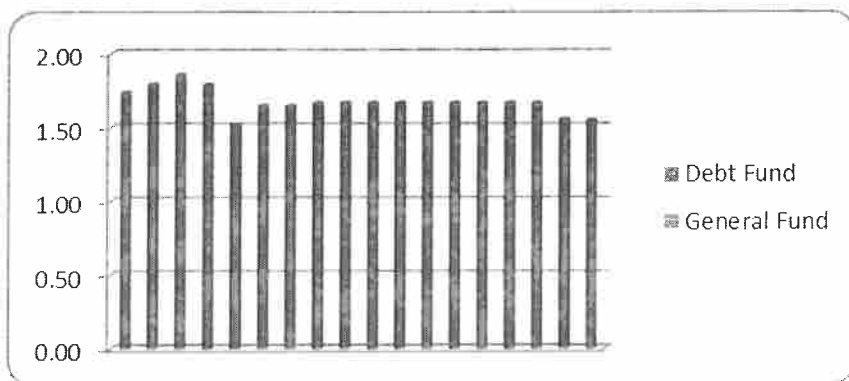
At year-end, the District had \$186,663,832 in long-term debt (including bonds, notes payable, accreted interest on bonds and discount/premium on debt issuance) versus \$120,317,873 last year—an increase of 55.14 percent.

More detailed information about the District's long-term debt is presented in Note 5 to the financial statements.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

Federal, State, and local guidelines and regulations guide the budget development process. The Texas Education Agency (TEA) requires the General, Food Service and Debt Service funds to be budgeted and adopted annually by the District's Board of Trustees. The tax rate has two components: the tax for maintenance and operations and the tax to service long-term debt. The Maintenance and operations budget is based on a \$1.5503/100 valuation tax rate. This tax rate is a decrease of \$0.018 from the preceding year. This new tax rate is down from a high point in 2005-2006 of \$1.86. The chart below reflects the tax rate history of the District.

Tax Rate History



Texas funds schools based on attendance, whether students are learning in classrooms or virtually from home during the pandemic. Because many districts have seen enrollments drop, state leaders agreed to fund districts for the first 18 weeks of this academic year based on their prior year attendance numbers instead of actual student counts. But as January approaches, the reprieve is nearing its end, and the District is hopeful that the State extends funding based on prior year enrollment.

Budgetary issues addressed include a budget based upon student enrollment and striving to reach Federal, State, local goals, maintain current programs, and budget funds to adhere to all state and federal mandates.

The General Fund accounts for most of the day-to-day operations of the District. Debt Service Fund expenditures account for voter-authorized debt payments. The Child Nutrition Fund supports the student food service program and is funded by user fees and reimbursements from the National School Breakfast and Lunch program.

The school district anticipates receiving 58.3% of its general fund revenue from taxes and other local sources. The District is expecting a decrease in state funding of approximately \$900,000. The Texas Legislature passed a school finance and property tax reform bill (HB3) that increased public education funding and financed property tax compression State funds account for 39.8% of the total budgeted general fund operating revenue. Federal funds account for the remaining 1.9% of operating revenue. The overall General Fund revenue decrease is expected to be 1.1% due to lower student enrollment.

The Debt Service Fund is used to account for the accumulation of resources and the payment of bonds approved by the voters. The \$11M debt service budget will be used to service liabilities incurred during the 2020-21 school year.

The Child Nutrition budget is \$1.9 million and financed from student/staff charges and federal funding. National School Breakfast and Lunch Program funding will increase over the preceding year as more students become eligible for the program.

For years, the District has reduced budgets to provide for increasing personnel and supply costs when possible. Even with those cuts, the District has worked to maintain a competitive position to recruit and retain quality staff.

Inflationary costs for goods and services, new program costs that result from requirements of the State and Federal accountability system, and other new requirements have all been incorporated into the proposed budget.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the District's business office, at Lake Dallas Independent School District, 104 Swisher, Lake Dallas, Texas 75065, (940) 497-4039.

BASIC FINANCIAL STATEMENTS



LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
STATEMENT OF NET POSITION
AUGUST 31, 2020

EXHIBIT A-1

Data Control Codes	1	2 Primary Government	3
	Governmental Activities	Business Type Activities	Total
ASSETS			
1110 Cash and Cash Equivalents	\$ 65,310,654	\$ 2,785	\$ 65,313,439
1120 Current Investments	20,000,000	-	20,000,000
1220 Property Taxes - Delinquent	729,130	-	729,130
1230 Allowance for Uncollectible Taxes	(72,913)	-	(72,913)
1240 Due from Other Governments	646,564	-	646,564
1250 Accrued Interest	85,808	-	85,808
1300 Inventories	24,964	-	24,964
1410 Prepayments	45,113	-	45,113
Capital Assets:			
1510 Land	4,290,840	-	4,290,840
1520 Buildings, Net	85,510,833	-	85,510,833
1530 Furniture and Equipment, Net	4,062,825	-	4,062,825
1580 Construction in Progress	18,946,005	-	18,946,005
1000 Total Assets	<u>199,579,823</u>	<u>2,785</u>	<u>199,582,608</u>
DEFERRED OUTFLOWS OF RESOURCES			
1701 Deferred Charge for Refunding	3,226,642	-	3,226,642
1705 Deferred Outflow Related to TRS Pension	6,858,902	-	6,858,902
1706 Deferred Outflow Related to TRS OPEB	3,272,632	-	3,272,632
1700 Total Deferred Outflows of Resources	<u>13,358,176</u>	<u>-</u>	<u>13,358,176</u>
LIABILITIES			
2110 Accounts Payable	4,133,160	639	4,133,799
2140 Accrued Interest Payable	245,140	-	245,140
2150 Payroll Deductions and Withholdings	223,185	-	223,185
2160 Accrued Wages Payable	2,425,280	-	2,425,280
2180 Due to Other Governments	1,023,152	-	1,023,152
2200 Accrued Expenses	69,548	127	69,675
2300 Unearned Revenue	9,456	-	9,456
Noncurrent Liabilities:			
2501 Due Within One Year	5,881,043	-	5,881,043
2502 Due in More Than One Year	180,782,789	-	180,782,789
2540 Net Pension Liability (District's Share)	12,217,441	-	12,217,441
2545 Net OPEB Liability (District's Share)	14,899,080	-	14,899,080
2000 Total Liabilities	<u>221,909,274</u>	<u>766</u>	<u>221,910,040</u>
DEFERRED INFLOWS OF RESOURCES			
2605 Deferred Inflow Related to TRS Pension	2,064,669	-	2,064,669
2606 Deferred Inflow Related to TRS OPEB	6,580,560	-	6,580,560
2600 Total Deferred Inflows of Resources	<u>8,645,229</u>	<u>-</u>	<u>8,645,229</u>
NET POSITION			
3200 Net Investment in Capital Assets	6,731,610	-	6,731,610
Restricted:			
3820 Restricted for Federal and State Programs	422,779	-	422,779
3850 Restricted for Debt Service	1,655,330	-	1,655,330
3900 Unrestricted	(26,426,223)	2,019	(26,424,204)
3000 Total Net Position	<u>\$ (17,616,504)</u>	<u>\$ 2,019</u>	<u>\$ (17,614,485)</u>

The notes to the financial statements are an integral part of this statement.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED AUGUST 31, 2020

Data Control Codes	1 Expenses	Program Revenues	
		3 Charges for Services	4 Operating Grants and Contributions
Primary Government:			
GOVERNMENTAL ACTIVITIES:			
11 Instruction	\$ 27,443,101	\$ 40	\$ 3,056,765
12 Instructional Resources and Media Services	663,803	-	27,394
13 Curriculum and Instructional Staff Development	1,183,979	-	133,168
21 Instructional Leadership	613,427	-	27,962
23 School Leadership	2,632,845	-	122,266
31 Guidance, Counseling, and Evaluation Services	1,741,491	-	403,000
32 Social Work Services	23,649	-	1,411
33 Health Services	385,271	-	17,072
34 Student (Pupil) Transportation	1,432,506	-	138,389
35 Food Services	1,833,588	590,316	1,219,063
36 Extracurricular Activities	1,050,970	88,483	46,428
41 General Administration	1,691,746	-	59,600
51 Facilities Maintenance and Operations	5,239,630	1,580	131,848
52 Security and Monitoring Services	263,154	-	105
53 Data Processing Services	886,554	-	27,270
61 Community Services	21,310	-	-
72 Debt Service - Interest and Fees on Long-Term Debt	7,214,780	-	206,935
93 Payments Related to Shared Services Arrangements	22,400	-	22,400
99 Other Intergovernmental Charges	215,144	-	-
[TG] Total Governmental Activities:	54,559,348	680,419	5,641,076
BUSINESS-TYPE ACTIVITIES:			
01 Unidentified Fund from Trial Balance	387,722	311,086	-
[TB] Total Business-Type Activities:	387,722	311,086	-
[TP] TOTAL PRIMARY GOVERNMENT:	\$ 54,947,070	\$ 991,505	\$ 5,641,076

Data Control Codes	General Revenues:
	Taxes:
MT	Property Taxes, Levied for General Purposes
DT	Property Taxes, Levied for Debt Service
SF	State Aid - Formula Grants
GC	Grants and Contributions not Restricted
IE	Investment Earnings
MI	Miscellaneous Local and Intermediate Revenue
FR	Transfers In (Out)
TR	Total General Revenues & Transfers
CN	Change in Net Position
NB	Net Position - Beginning
NE	Net Position - Ending

The notes to the financial statements are an integral part of this statement.

Net (Expense) Revenue and Changes in Net Position		
6	7	8
Primary Government		
Governmental Activities	Business-type Activities	Total
\$ (24,386,296)	\$ -	\$ (24,386,296)
(636,409)	-	(636,409)
(1,050,811)	-	(1,050,811)
(585,465)	-	(585,465)
(2,510,579)	-	(2,510,579)
(1,338,491)	-	(1,338,491)
(22,238)	-	(22,238)
(368,199)	-	(368,199)
(1,294,117)	-	(1,294,117)
(24,209)	-	(24,209)
(916,059)	-	(916,059)
(1,632,146)	-	(1,632,146)
(5,106,202)	-	(5,106,202)
(263,049)	-	(263,049)
(859,284)	-	(859,284)
(21,310)	-	(21,310)
(7,007,845)	-	(7,007,845)
-	-	-
(215,144)	-	(215,144)
(48,237,853)	-	(48,237,853)
-	(76,636)	(76,636)
-	(76,636)	(76,636)
(48,237,853)	(76,636)	(48,314,489)
22,787,658	-	22,787,658
10,656,269	-	10,656,269
14,070,295	-	14,070,295
423,744	-	423,744
1,216,971	-	1,216,971
238,138	-	238,138
(76,636)	76,636	-
49,316,439	76,636	49,393,075
1,078,586	-	1,078,586
(18,695,090)	2,019	(18,693,071)
\$ (17,616,504)	\$ 2,019	\$ (17,614,485)

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
BALANCE SHEET
GOVERNMENTAL FUNDS
AUGUST 31, 2020

Data Control Codes	10 General Fund	50 Debt Service Fund	60 Capital Projects
ASSETS			
1110 Cash and Cash Equivalents	\$ 16,370,948	\$ 1,642,951	\$ 46,413,275
1120 Investments - Current	-	-	20,000,000
1220 Property Taxes - Delinquent	506,807	222,323	-
1230 Allowance for Uncollectible Taxes	(50,681)	(22,232)	-
1240 Due from Other Governments	-	-	-
1250 Accrued Interest	-	-	85,808
1260 Due from Other Funds	692,552	206,935	472,498
1410 Prepayments	45,113	-	-
1000 Total Assets	<u>\$ 17,564,739</u>	<u>\$ 2,049,977</u>	<u>\$ 66,971,581</u>
LIABILITIES			
2110 Accounts Payable	\$ 651,069	\$ -	\$ 3,418,279
2150 Payroll Deductions and Withholdings Payable	223,185	-	-
2160 Accrued Wages Payable	2,425,280	-	-
2170 Due to Other Funds	686,341	-	-
2180 Due to Other Governments	1,023,152	-	-
2200 Accrued Expenditures	41,207	-	-
2300 Unearned Revenue	-	-	-
2000 Total Liabilities	<u>5,050,234</u>	<u>-</u>	<u>3,418,279</u>
DEFERRED INFLOWS OF RESOURCES			
2601 Unavailable Revenue - Property Taxes	347,778	149,507	-
2600 Total Deferred Inflows of Resources	<u>347,778</u>	<u>149,507</u>	<u>-</u>
FUND BALANCES			
Nonspendable Fund Balance:			
3430 Prepaid Items	45,113	-	-
Restricted Fund Balance:			
3450 Federal or State Funds Grant Restriction	-	-	-
3470 Capital Acquisition and Contractual Obligation	-	-	63,553,302
3480 Retirement of Long-Term Debt	-	1,900,470	-
Committed Fund Balance:			
3545 Campus Activities	-	-	-
3600 Unassigned Fund Balance	12,121,614	-	-
3000 Total Fund Balances	<u>12,166,727</u>	<u>1,900,470</u>	<u>63,553,302</u>
4000 Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 17,564,739</u>	<u>\$ 2,049,977</u>	<u>\$ 66,971,581</u>

The notes to the financial statements are an integral part of this statement.

Other Funds	Total Governmental Funds
\$ 644,241	\$ 65,071,415
-	20,000,000
-	729,130
-	(72,913)
646,564	646,564
-	85,808
-	1,371,985
-	45,113
<u>\$ 1,290,805</u>	<u>\$ 87,877,102</u>
\$ 62,901	\$ 4,132,249
-	223,185
-	2,425,280
692,552	1,378,893
-	1,023,152
28,253	69,460
9,456	9,456
<u>793,162</u>	<u>9,261,675</u>
-	497,285
-	497,285
-	45,113
422,779	422,779
-	63,553,302
-	1,900,470
74,864	74,864
-	12,121,614
<u>497,643</u>	<u>78,118,142</u>
<u>\$ 1,290,805</u>	<u>\$ 87,877,102</u>



LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE
 STATEMENT OF NET POSITION
 AUGUST 31, 2020

EXHIBIT C-2

Total Fund Balances - Governmental Funds	\$	78,118,142
1 The assets and liabilities of the Internal Service Funds are included in governmental activities, but are not reported in the fund financial statements.		270,112
2 Capital assets used in governmental activities are not financial resources and therefore are not reported in the fund financial statements.		162,913,434
3 Accumulated depreciation has not been included in the fund financial statements.		(50,102,931)
4 Included in the items related to debt is the recognition of the District's proportionate share of the net pension liability required by GASB 68 in the amount of \$12,217,441, a Deferred Resource Inflow related to TRS in the amount of \$2,064,669 and a Deferred Resource Outflow related to TRS in the amount of \$6,858,902. This amounted to a decrease in Net Position in the amount of \$7,423,208.		(7,423,208)
5 Bonds payable have not been included in the fund financial statements.		(149,857,191)
6 Accreted interest on capital appreciation bonds has not been included in the fund financial statements.		(13,804,995)
7 Bond discounts and premiums are not recognized in the fund financial statements.		(23,001,646)
8 Property tax revenue reported as unavailable revenue in the fund financial statements was recognized as revenue in the government-wide financial statements.		497,285
9 Deferred charge for refunding has not been included in the fund financial statements.		3,226,642
10 Interest on outstanding debt is accrued in the government-wide financial statements, whereas in the fund financial statements interest expenditures are reported when due.		(245,140)
11 Included in the items related to government-wide long-term debt is the recognition of the District's proportionate share of the net Other Post-Employment Benefit (OPEB) liability required by GASB 75 in the amount of \$14,899,080, a Deferred Resource Inflow related to TRS OPEB in the amount of \$6,580,560, and a Deferred Resource Outflow related to TRS OPEB in the amount of \$3,272,632. This amounted to a net decrease in Net Position in the amount of \$18,207,008.		(18,207,008)
19 Net Position of Governmental Activities	\$	(17,616,504)

The notes to the financial statements are an integral part of this statement.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
FOR THE YEAR ENDED AUGUST 31, 2020

Data Control Codes	10 General Fund	50 Debt Service Fund	60 Capital Projects
REVENUES:			
5700 Total Local and Intermediate Sources	\$ 23,140,108	\$ 10,707,573	\$ 1,092,365
5800 State Program Revenues	16,390,521	206,935	-
5900 Federal Program Revenues	705,708	-	-
5020 Total Revenues	<u>40,236,337</u>	<u>10,914,508</u>	<u>1,092,365</u>
EXPENDITURES:			
Current:			
0011 Instruction	22,865,124	-	-
0012 Instructional Resources and Media Services	589,331	-	-
0013 Curriculum and Instructional Staff Development	964,100	-	-
0021 Instructional Leadership	539,841	-	-
0023 School Leadership	2,330,322	-	-
0031 Guidance, Counseling, and Evaluation Services	1,245,475	-	-
0032 Social Work Services	20,605	-	-
0033 Health Services	342,147	-	-
0034 Student (Pupil) Transportation	1,377,204	-	-
0035 Food Services	48,566	-	-
0036 Extracurricular Activities	1,214,566	-	-
0041 General Administration	1,508,239	-	9,940
0051 Facilities Maintenance and Operations	5,099,588	-	-
0052 Security and Monitoring Services	247,019	-	-
0053 Data Processing Services	754,330	-	40,338
Debt Service:			
0071 Principal on Long-Term Debt	-	3,167,988	-
0072 Interest on Long-Term Debt	-	7,601,141	-
0073 Bond Issuance Cost and Fees	-	3,269	588,186
Capital Outlay:			
0081 Facilities Acquisition and Construction	9,931	-	15,738,355
Intergovernmental:			
0093 Payments to Fiscal Agent/Member Districts of SSA	-	-	-
0099 Other Intergovernmental Charges	200,200	-	-
6030 Total Expenditures	<u>39,356,588</u>	<u>10,772,398</u>	<u>16,376,819</u>
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>879,749</u>	<u>142,110</u>	<u>(15,284,454)</u>
OTHER FINANCING SOURCES (USES):			
7911 Capital Related Debt Issued	-	-	63,900,000
7915 Transfers In	-	-	65,226
7916 Premium or Discount on Issuance of Bonds	-	153,802	6,688,186
8911 Transfers Out (Use)	(76,636)	-	-
7080 Total Other Financing Sources (Uses)	<u>(76,636)</u>	<u>153,802</u>	<u>70,653,412</u>
1200 Net Change in Fund Balances	803,113	295,912	55,368,958
0100 Fund Balance - September 1 (Beginning)	<u>11,363,614</u>	<u>1,604,558</u>	<u>8,184,344</u>
3000 Fund Balance - August 31 (Ending)	<u>\$ 12,166,727</u>	<u>\$ 1,900,470</u>	<u>\$ 63,553,302</u>

The notes to the financial statements are an integral part of this statement.

Other Funds	Total Governmental Funds
\$ 626,509	\$ 35,566,555
637,735	17,235,191
2,604,108	3,309,816
3,868,352	56,111,562
1,505,934	24,371,058
-	589,331
86,796	1,050,896
367	540,208
425	2,330,747
338,370	1,583,845
-	20,605
-	342,147
-	1,377,204
1,775,074	1,823,640
46,183	1,260,749
-	1,518,179
-	5,099,588
-	247,019
-	794,668
-	3,167,988
-	7,601,141
-	591,455
-	15,748,286
22,400	22,400
-	200,200
3,775,549	70,281,354
92,803	(14,169,792)
-	63,900,000
-	65,226
-	6,841,988
(65,226)	(141,862)
(65,226)	70,665,352
27,577	56,495,560
470,066	21,622,582
\$ 497,643	\$ 78,118,142

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED AUGUST 31, 2020

EXHIBIT C-4

Total Net Change in Fund Balances - Governmental Funds	\$	56,495,559
Current year capital outlays are expenditures in the fund financial statements, but they are shown as increases in capital assets in the government-wide financial statements. The effect of reclassifying the 2020 capital outlays is to increase net position.		16,614,562
Depreciation is not recognized as an expense in governmental funds since it does not require the use of current financial resources. The net effect of the current year's depreciation is to decrease net position in the government-wide financial statements.		(3,190,217)
Current year long-term debt principal payments on bonds payable, loans and payments of accreted interest on capital appreciation bonds are expenditures in the fund financial statements, but are shown as reductions in long-term debt in the government-wide financial statements.		5,010,022
Current year interest accretion on capital appreciation bonds is not reflected in the fund financial statements, but is shown as an increase in long term liabilities in the government-wide financial statements.		(1,547,825)
Bond premiums and discounts are not amortized in the governmental funds but are capitalized in the statement of net position.		933,833
The implementation of GASB 68 required that certain expenditures be de-expended and recorded as deferred resource outflows. These contributions made after the measurement date of 8/31/2019 caused the ending net position to increase in the amount of \$53,637. Contributions made before the measurement but during the 2019 FY were also de-expended and recorded as a reduction in the net pension liability for the District. These contributions were replaced with the District's pension expense for the year of \$1,980,281, which caused a net decrease in net position. The impact of all of these is to decrease net position by \$1,926,644.		(1,926,644)
Revenues from property taxes are shown as unavailable in the fund financial statements until they are considered available to finance current expenditures, but such revenues are recognized when assessed, net of an allowance for uncollectible amounts, in the government-wide financial statements.		12,900
The net income (loss) of the Internal Service Funds is reported with governmental activities but not in the fund financial statements.		(574)
Current year amortization of the deferred charge for refundings is not reflected in the fund financial statements, but is shown as a reduction of the deferred loss in the government-wide financial statements.		(150,841)
Interest on outstanding debt is accrued in the government-wide financial statements, whereas in the fund financial statements interest expenditures are reported when due.		(99,383)
The implementation of GASB 75 required that certain expenditures be de-expended and recorded as deferred resource outflows. TRS OPEB contributions made after the measurement date of 8/31/2019 but during the current fiscal year caused the ending net position to increase in the amount of \$41,643. These contributions were replaced with the District's OPEB expense for the year, which was a \$372,461 expense and also caused a decrease in net position. The impact of both of these is to decrease the change in net position by \$330,818.		(330,818)
Current year issuances of bonds are shown as other financing sources in the fund financial statements, but are shown as increases in long-term debt in the government-wide financial statements.		(63,900,000)
The premiums on the current year issuances of bonds are recorded as other financing sources in the fund financial statements, but are shown as an increase in long-term debt in the government-wide financial statements.		(6,841,988)
Change in Net Position of Governmental Activities	\$	1,078,586

The notes to the financial statements are an integral part of this statement.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
STATEMENT OF NET POSITION
PROPRIETARY FUNDS
AUGUST 31, 2020

EXHIBIT D-1

	Business-Type Activities -	Governmental Activities -
	Total Enterprise Funds	Total Internal Service Funds
ASSETS		
Current Assets:		
Cash and Cash Equivalents	\$ 2,785	\$ 239,239
Due from Other Funds	-	6,908
Inventories	-	24,964
Total Assets	2,785	271,111
LIABILITIES		
Current Liabilities:		
Accounts Payable	639	911
Accrued Expenses	127	88
Total Liabilities	766	999
NET POSITION		
Unrestricted Net Position	2,019	270,112
Total Net Position	\$ 2,019	\$ 270,112

The notes to the financial statements are an integral part of this statement.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION
PROPRIETARY FUNDS
FOR THE YEAR ENDED AUGUST 31, 2020

	Business-Type Activities -	Governmental Activities -
	Total Enterprise Funds	Total Internal Service Funds
OPERATING REVENUES:		
Local and Intermediate Sources	\$ 285,769	\$ 169,325
State Program Revenues	25,317	5,370
Total Operating Revenues	<u>311,086</u>	<u>174,695</u>
OPERATING EXPENSES:		
Payroll Costs	373,915	74,836
Professional and Contracted Services	6,558	75,516
Supplies and Materials	6,543	24,917
Other Operating Costs	706	-
Total Operating Expenses	<u>387,722</u>	<u>175,269</u>
Income (Loss) Before Transfers	(76,636)	(574)
Transfer In	<u>76,636</u>	<u>-</u>
Change in Net Position	-	(574)
Total Net Position - September 1 (Beginning)	<u>2,019</u>	<u>270,686</u>
Total Net Position - August 31 (Ending)	<u><u>\$ 2,019</u></u>	<u><u>\$ 270,112</u></u>

The notes to the financial statements are an integral part of this statement.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
STATEMENT OF CASH FLOWS
PROPRIETARY FUNDS
FOR THE YEAR ENDED AUGUST 31, 2020

EXHIBIT D-3

	Business-Type Activities	Governmental Activities -
	Total Enterprise Funds	Total Internal Service Funds
<u>Cash Flows from Operating Activities:</u>		
Cash Received from District	\$ -	\$ 169,325
Cash Received from Employees	285,769	-
Cash Payments for Payroll Costs	(348,598)	(69,466)
Cash Payments for Supplies and Materials	(6,426)	(44,753)
Cash Payments for Other Operating Expenses	(706)	-
Cash Payments for Purchased Services	(6,558)	(75,516)
Net Cash Used for Operating Activities	(76,519)	(20,410)
<u>Cash Flows from Non-Capital Financing Activities:</u>		
Transfer In	76,636	-
Net Increase (Decrease) in Cash and Cash Equivalents	117	(20,410)
Cash and Cash Equivalents at Beginning of Year	2,668	259,649
Cash and Cash Equivalents at End of Year	\$ 2,785	\$ 239,239
<u>Reconciliation of Operating Income (Loss) to Net Cash</u>		
<u>Used for Operating Activities:</u>		
Operating Income (Loss):	\$ (76,636)	\$ (574)
Effect of Increases and Decreases in Current Assets and Liabilities:		
Decrease (increase) in Inventories	-	1,891
Increase (decrease) in Accounts Payable	117	(21,727)
Net Cash Used for Operating Activities	\$ (76,519)	\$ (20,410)

The notes to the financial statements are an integral part of this statement.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES
FIDUCIARY FUNDS
AUGUST 31, 2020

	Agency Funds
<hr/>	
ASSETS	
Cash and Cash Equivalents	\$ 606,391
Total Assets	<u>\$ 606,391</u>
LIABILITIES	
Accounts Payable	\$ 52,806
Due to Student Groups	553,585
Total Liabilities	<u>\$ 606,391</u>

The notes to the financial statements are an integral part of this statement.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2020

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Lake Dallas Independent School District's (the "District") combined financial statements have been prepared in conformity with generally accepted accounting principles (GAAP) as applied to governmental units in conjunction with the Texas Education Agency's Financial Accountability System Resource Guide (FAR). The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the District are described below.

A. REPORTING ENTITY

The Board of Trustees, a seven member group, has fiscal accountability over all activities related to public elementary and secondary education within the jurisdiction of the District. The board of trustees are elected by the public. The trustees as a body corporate have the exclusive power and duty to govern and oversee the management of the public schools of the district. All powers and duties not specifically delegated by statute to the Texas Education Agency (Agency) or to the State Board of Education are reserved for the trustees, and the Agency may not substitute its judgment for the lawful exercise of those powers and duties by the trustees. The District is not included in any other governmental "reporting entity" as defined in Section 2100, Codification of Governmental Accounting and Financial Reporting Standards.

The District's Basic financial statements include the accounts of all District operations. The criteria for including organizations as component units within the District's reporting entity, as set forth in Section 2100 of GASB's Codification of Governmental Accounting and Financial Reporting Standards, include whether:

- the organization is legally separate (can sue and be sued in their own name)
- the District holds the corporate powers of the organization
- the District appoints a voting majority of the organization's board
- the District is able to impose its will on the organization
- the organization has the potential to impose a financial benefit/burden on the District
- there is fiscal dependency by the organization on the District

Based on the aforementioned criteria, the Lake Dallas Independent School District has no component units.

B. BASIS OF PRESENTATION

The government-wide financial statements (the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the District. The effect of interfund activity, within the governmental and business-type activities columns, has been removed from these statements however interfund services provided and used are not eliminated in the process of consolidation. Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from business-type activities, which rely to a significant extent on fees and charges for support.

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program. Program revenues include 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given program and 2) operating or capital grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Taxes and other items not properly included among program revenues are reported instead as general revenues.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2020

Fund Financial Statements:

The District segregates transactions related to certain functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Separate statements are presented for governmental and proprietary activities. These statements present each major fund as a separate column on the fund financial statements; all non-major funds are aggregated and presented in a single column.

Governmental funds are those funds through which most governmental functions typically are financed. The measurement focus of governmental funds is on the sources, uses and balance of current financial resources. The District has presented the following major governmental funds:

1. **General Fund** - This fund is established to account for resources financing the fundamental operations of the District, in partnership with the community, in enabling and motivating students to reach their full potential. All revenues and expenditures not required to be accounted for in other funds are included here. This is a budgeted fund and any fund balances are considered resources available for current operations. Fund balances may be appropriated by the Board of Trustees to implement its responsibilities.
2. **Debt Service Fund** - This fund is established to account for payment of principal and interest on long-term general obligation debt and other long-term debts for which a tax has been dedicated. This is a budgeted fund. Any unused sinking fund balances are transferred to the General Fund after all of the related debt obligations have been met.
3. **Capital Projects Fund** - This fund is established to account for proceeds, from the sale of bonds and other resources to be used for Board authorized acquisition, construction, or renovation, as well as, furnishings and equipping of major capital facilities. Upon completion of a project, any unused bond proceeds are transferred to the Debt Service Fund and are used to retire related bond principal.

Additionally, the District reports the following fund types:

1. **Special Revenue Funds** - These funds are established to account for federally financed or expenditures legally restricted for specified purposes. In many special revenue funds, any unused balances are returned to the grantor at the close of specified project periods. For funds in this fund type, project accounting is employed to maintain integrity for the various sources of funds.
2. **Enterprise Fund** - The District utilizes an enterprise fund to account for the Districts' activities for which outside users are charged a fee roughly equal to the cost of providing the goods or services of those activities. The District uses this fund to account for its child care program, because the child care program is generally self-supporting and does not normally require subsidies from the general fund.
3. **Internal Service Funds** - The District utilizes Internal Service Funds to account for revenues and expenses related to services provided to parties inside the District on a cost reimbursement basis. These funds facilitate distribution of support costs to the users of support services. The District has internal service funds for its print shop and computer operations.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
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4. **Agency Funds** - These custodial funds are used to account for activities of student groups and other organizational activities requiring clearing accounts. Financial resources for the Agency funds are recorded as assets and liabilities; therefore, these funds do not include revenues and expenditures and have no fund equity. If any unused resources are declared surplus by the student groups, they are transferred to the General Fund with a recommendation to the Board for an appropriate utilization through a budgeted program.

C. MEASUREMENT FOCUS/BASIS OF ACCOUNTING

Measurement focus refers to what is being measured; basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

The government-wide statements and fund financial statements for proprietary funds are reported using the economic resources measurement focus and the accrual basis of accounting. The economic resources measurement focus means all assets, deferred outflows of resources, liabilities and deferred inflows of resources (whether current or non-current) are included on the statement of net position and the operating statements present increases (revenues) and decreases (expenses) in net total position. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized at the time the liability is incurred.

Governmental fund financial statements are reported using the current financial resources measurement focus and are accounted for using the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual; i.e., when they become both measurable and available. "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. The District considers property taxes as available if they are collected within 60 days after year-end. A 90 day availability period is used for recognition of all other Governmental Fund revenues. Expenditures are recorded when the related fund liability is incurred. However, debt service expenditures, as well as expenditures related to compensated absences are recorded only when payment is due.

The fiduciary net position of the Teacher Retirement System of Texas (TRS) has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, and information about assets, liabilities and additions to/deductions from TRS's fiduciary net position. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

The fiduciary net position of the Teacher Retirement System of Texas (TRS) TRS-Care Plan has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to other post-employment benefits, OPEB expense, and information about assets, liabilities and additions to/deductions from TRS-Care's fiduciary net position. Benefit payments are recognized when due and payable in accordance with the benefit terms. There are no investments as this is a pay-as-you-go plan and all cash is held in a cash account.

The revenue susceptible to accrual are property taxes, charges for services, interest income and intergovernmental revenues. No income from investments reported in one fund is assigned to another fund. All other Governmental Fund Type revenues are recognized when received.

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Revenues from state and federal grants are recognized as earned when the related program expenditures are incurred. Funds received but unearned are reflected as unearned revenues, and funds expended but not yet received are shown as receivables.

Revenue from investments, including governmental external investment pool, is based upon fair value. Fair value is the amount at which a financial instrument could be exchanged in a current transaction between willing parties, other than in a forced or liquidation sale. Most investments are reported at amortized cost when the investments have remaining maturities of one year or less at time of purchase. External investment pools are permitted to report short-term debt investments at amortized cost, provided that the fair value of those investments is not significantly affected by the impairment of the credit standing of the issuer, or other factors. For that purpose, a pool's short-term investments are those with remaining maturities of up to ninety days.

In accordance with the FAR, the District has adopted and installed an accounting system which exceeds the minimum requirements prescribed by the State Board of Education and approved by the State Auditor. Specifically, the District's accounting system uses codes and the code structure presented in the Accounting Code Section of the FAR.

D. BUDGETARY CONTROL

Formal budgetary accounting is employed for all required Governmental Fund Types, as outlined in TEA's FAR module, and is presented on the modified accrual basis of accounting consistent with generally accepted accounting principles. The budget is prepared and controlled at the function level within each organization to which responsibility for controlling operations is assigned.

The official school budget is prepared for adoption for required Governmental Fund Types prior to August 20 of the preceding fiscal year for the subsequent fiscal year beginning September 1. The budget is formally adopted by the Board of Trustees at a public meeting held at least ten days after public notice has been given. The budget is prepared by fund, function, object, and organization. The budget is controlled at the organizational level by the appropriate department head or campus principal within Board allocations. Therefore, organizations may transfer appropriations as necessary without the approval of the board unless the intent is to cross fund, function or increase the overall budget allocations. Control of appropriations by the Board of Trustees is maintained within Fund Groups at the function code level and revenue object code level.

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for the General Fund, Child Nutrition Fund and the Debt Service Fund. The special revenue funds and the Capital Projects Fund adopt project-length budgets which do not correspond to the District's fiscal year. Each annual budget is presented on the modified accrual basis of accounting which is consistent with generally accepted accounting principles. The budget is amended throughout the year by the Board of Trustees. Such amendments are reflected in the official minutes of the Board.

A reconciliation of fund balances for both appropriated budget and nonappropriated budget special revenue funds is as follows:

August 31, 2020 <u>Fund Balance</u>	
Appropriated Budget Funds - Food Service Special Revenue Fund	\$393,706
Nonappropriated Budget Funds	<u>103,937</u>
All Special Revenue Funds	<u>\$497,643</u>

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
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E. ENCUMBRANCE ACCOUNTING

The District employs encumbrance accounting, whereby encumbrances for goods or purchased services are documented by purchase orders and contracts. An encumbrance represents a commitment of Board appropriation related to unperformed contracts for goods and services. The issuance of a purchase order or the signing of a contract creates an encumbrance but does not represent an expenditure for the period, only a commitment to expend resources. Appropriations lapse at August 31 and encumbrances outstanding at that time are either canceled or appropriately provided for in the subsequent year's budget. There were no outstanding encumbrances at August 31, 2020 that were subsequently provided for in the 2020-21 budget.

F. PREPAYMENTS

Certain payments to vendors reflect cost applicable to future accounting periods and are recorded using the consumption method in both government-wide and fund financial statements. The prepaid items have been identified as a non-spendable fund balance since it is not available for other subsequent expenditures.

G. INVENTORIES

The consumption method is used to account for inventories of printing supplies and computer equipment. Under this method, these items are carried in an inventory account of the respective fund at cost, using the first-in, first-out method of accounting and are subsequently charged to expenditures when consumed.

H. INTERFUND RECEIVABLES AND PAYABLES

Short-term amounts owed between funds are classified as "Due to/from other funds". Interfund loans are classified as "Advances to/from other funds" and are offset by a fund balance reserve account. Any residual balances outstanding between the governmental activities and business-type activities are reported in the government-wide financial statements as "internal balances" and "internal advances".

I. CAPITAL ASSETS

Capital assets, which includes property, plant, equipment, and infrastructure assets, are reported in the applicable governmental or business-type activities columns in the government-wide financial statements and in the fund financial statements for proprietary funds. All capital assets are valued at historical cost or estimated historical cost if actual historical cost is not available. Donated assets are valued at their acquisition value. Repairs and maintenance are recorded as expenses. Renewals and betterments are capitalized. Interest has not been capitalized during the construction period on property, plant and equipment.

Assets capitalized have an original cost of \$5,000 or more and over one-year of useful life. Depreciation has been calculated on each class of depreciable property using the straight-line method. Estimated useful lives are as follows:

Buildings and Improvements	50 Years
Furniture and Equipment	7-10 Years

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
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J. COMPENSATED ABSENCES

It is the District's policy to permit employees to accumulate earned but unused vacation and sick pay benefits. There is no liability for unpaid accumulated sick leave since the District does not have a policy to pay any amounts when employees separate from service with the District. All vacation pay is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

K. CASH EQUIVALENTS

For purposes of the statement of cash flows, investments are considered to be cash equivalents if they are highly liquid with maturities of three months or less.

L. NET POSITION

Net position represents the difference between assets, deferred outflows of resources, liabilities and deferred inflows of resources. Net investment in Capital Assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowing used for the acquisition, construction or improvements of those assets, and adding back unspent proceeds and the deferred charge for refunding. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislations adopted by the District or through external restrictions imposed by creditors, grantors or laws or regulations of other governments. Unrestricted net position are available for general governmental uses. When both restricted and unrestricted net position are available, restricted net position are expended before unrestricted net position is such use is consistent with the restricted purpose.

M. LONG-TERM OBLIGATIONS

In the government-wide financial statements, and proprietary fund types in the fund financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities, business-type activities, or proprietary fund type statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the effective interest method. Bonds payable are reported net of the applicable bond premium or discount. Bond issuance costs are reported as debt service expenditures in the year bonds are issued.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

The net pension and net OPEB liability are reduced through the General Fund.

N. DEFERRED OUTFLOWS/INFLOWS OF RESOURCES

Deferred outflows and inflows of resources are reported in the statement of financial position as described below:

A deferred outflow of resources is a consumption of a government's net assets (a decrease in assets in excess of any related decrease in liabilities or an increase in liabilities in excess of any related increase in assets) by the government that is applicable to a future reporting period. The District has three items that qualify for reporting in this category:

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Deferred outflows of resources for refunding - Reported in the government-wide statement of net position, the deferred charge on bond refundings results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter of the life of the refunded or refunding debt. The amount of deferred outflows reported in the governmental activities for the deferred charge on bond refundings at August 31, 2020 was \$3,226,642.

Deferred outflows of resources for pensions - Reported in the government-wide financial statement of net position, this deferred outflow results from pension plan contributions made after the measurement date of the net pension liability and the results of differences between expected and actual actuarial experiences. The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the next fiscal year. The other pension related deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with pensions through the pension plan which is currently approximately 6.7 years.

The amount of deferred outflows reported in the governmental activities for deferred pension expenses at August 31, 2020 was \$6,858,902.

Deferred outflows of resources for OPEB- Reported in the government-wide financial statement of net position, this deferred outflow results from OPEB plan contributions made after the measurement date of the net OPEB liability and the results of differences between expected and actual investment earnings and changes in proportionate share. The deferred outflows of resources related to OPEB resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the next fiscal year. The other OPEB related deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with OPEB through the OPEB plan which is currently approximately 8.6 years. The amount of deferred outflows reported for deferred OPEB expense at August 31, 2020 was \$3,272,632.

A deferred inflow of resources is an acquisition of a government's net assets (an increase in assets in excess of any related increase in liabilities or a decrease in liabilities in excess of any related decrease in assets) by the government that is applicable to a future reporting period. The District has three items that qualify for reporting in this category:

Deferred inflows of resources for unavailable revenues - Reported only in the governmental funds balance sheet, unavailable revenues from property taxes arise under the modified accrual basis of accounting. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available. The District reported property taxes that are unavailable as deferred inflows of resources in the fund financial statements. The amount of deferred inflows of resources reported in the governmental funds at August 31, 2020 was \$497,285.

Deferred inflows of resources for pensions - Reported in the government-wide financial statement of net position, these deferred inflows result primarily from differences between projected and actual earnings on pension plan investments and other actuarial and other assumption differences. These amounts will be amortized over a closed 5 year period. In fiscal year 2020, the District reported deferred inflows of resources for pensions in the governmental activities in the amount of \$2,064,669.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
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Deferred inflows of resources for OPEB - Reported in the government-wide financial statement of net position, these deferred inflows result primarily from differences between expected and actual experience and from changes in assumptions. These amounts will be amortized over the average expected remaining service life (AERSL) of all members (8.6 years for the 2019 measurement year). In fiscal year 2020, the District reported deferred inflows of resources for OPEB in the governmental activities in the amount of \$6,580,560.

O. RISK MANAGEMENT

The District is exposed to various risks of loss related to torts theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. During fiscal 2020, the District purchased commercial insurance to cover general liabilities. There were no significant reductions in coverage in the past fiscal year, and there were no settlements exceeding insurance coverage for each of the past three fiscal years.

During the year ended August 31, 2020, the District participated in the Texas Association of School Boards Risk Management Fund (the Fund). The Fund was created and is operated under provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. The following are Funds the District participated in during the year ended August 31, 2020.

Workers' Compensation Aggregate Deductible

During the year ended August 31, 2020, the District met its statutory workers' compensation obligations through participation in the TASB Risk Management Fund (the Fund). The Fund's Workers Compensation Program is authorized by Chapter 504, Texas Labor Code. All members participating in the Fund execute Interlocal Agreements that define the responsibilities of the parties. The Fund provides statutory workers' compensation benefits to its members and their injured employees.

The District participates in the Fund's reimbursable aggregate deductible program. As such, the member is responsible for a certain amount of claims liability as outlined on the member's Contribution and Coverage Summary document. After the member's deductible has been met, the Fund is responsible for additional claims liability.

The Fund and its members are protected against higher than expected claims cost through the purchase of stop loss coverage for any claim in excess of the Fund's self-insured retention of \$2.0 million. The Fund uses the services of an independent actuary to determine reserve adequacy and fully funds those reserves. As of August 31, 2019, the fund carries a discounted reserve of \$48,977,531 for future development on reported claims and claims that have been incurred but not yet reported. For the year-ended August 31, 2020, the Fund anticipates no additional liability to members beyond their contractual obligations for payment of contributions and reimbursable aggregate deductibles.

The Fund engages the services of independent auditors to conduct a financial audit after the close of each year on August 31. The audit is accepted by the Fund's Board of Trustees in February of the following year. The Fund's audited financial statements as of August 31, 2019, are available on the TASB Risk Management Fund website and have been filed with the Texas Department of Insurance in Austin.

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Unemployment Compensation Pool

During the year ended August 31, 2020, Lake Dallas ISD provided unemployment compensation coverage to its employees through participation in the TASB Risk Management Fund (the Fund). The Fund was created and is operated under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. The Fund's Unemployment Compensation Program is authorized by Section 22.005 of the Texas Education Code and Chapter 172 of the Texas Local Government Code. All members participating in the Fund execute Interlocal Agreements that define the responsibilities of the parties.

The Fund meets its quarterly obligation to the Texas Workforce Commission. Expenses are accrued monthly until the quarterly payment has been made. Expenses can be reasonably estimated; therefore there is no need for specific or aggregate stop loss coverage for the Unemployment Compensation pool. For the year ended August 31, 2020, the Fund anticipates that Lake Dallas ISD has no additional liability beyond the contractual obligation for payment of contribution.

The Fund engages the services of an independent auditor to conduct a financial audit after the close of each year on August 31. The audit is accepted by the Fund's Board of Trustees in February of the following year. The Fund's audited financial statements as of August 31, 2019, are available on the TASB Risk Management Fund website and have been filed with the Texas Department of Insurance in Austin.

Auto, Liability and Property Programs

During the year ended August 31, 2020, Lake Dallas ISD participated in the following TASB Risk Management Fund (the Fund) programs:

Auto Liability
Auto Physical Damage
Legal Liability
Privacy & Information Security
Property

The Fund was created and is operated under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. All members participating in the Fund execute Interlocal Agreements that define the responsibilities of the parties.

The Fund purchases stop-loss coverage for protection against catastrophic and larger than anticipated claims for its Auto, Liability and Property programs. The terms and limits of the stop-loss program vary by line of coverage. The Fund uses the services of an independent actuary to determine the adequacy of reserves and fully funds those reserves. For the year ended August 31, 2020, the Fund anticipates Lake Dallas ISD has no additional liability beyond the contractual obligations for payment of contributions.

The Fund engages the services of an independent auditor to conduct a financial audit after the close of each year on August 31. The audit is accepted by the Fund's Board of Trustees in February of the following year. The Fund's audited financial statements as of August 31, 2019, are available on the TASB Risk Management Fund website and have been filed with the Texas Department of Insurance in Austin.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
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P. ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

NOTE 2. FUND BALANCE

The District has implemented GASB Statement No. 54, "Fund Balance Reporting and Governmental Fund Type Definitions." This Statement provides more clearly defined fund balance categories to make the nature and extent of the constraints placed on a government's fund balances more transparent.

Fund Balance Classification: The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the District is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

- Nonspendable: This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) are legally or contractually required to be maintained intact. The District has classified prepaid items as being nonspendable as these items are not expected to be converted to cash.
- Restricted: This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. Debt service resources are to be used for future servicing of the District's bonded debt and are restricted through debt covenants. Federal and State grant resources are being restricted because their use is restricted pursuant to the mandates of the Federal or State grants. Capital projects resources are restricted for future capital outlay.
- Committed: This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the District's Board of Trustees. The Board of Trustees establishes (and modifies or rescinds) fund balance commitments by passage of a resolution. These amounts cannot be used for any other purpose unless the Board removes or changes the specified use by taking the same type of action that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The Board of Trustees have committed resources as of August 31, 2020 for campus activities.
- Assigned: This classification includes amounts that are constrained by the District's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board of Trustees or through the Board of Trustees delegating this responsibility to other individuals in the District by Board resolution. Under the Board's adopted policy, the Superintendent has been given the authority to assign amounts for specific purposes. This classification also includes the remaining positive fund balance for all governmental funds except for the General Fund.
- Unassigned: This classification includes all amounts not included in other spendable classifications, including the residual fund balance for the General Fund.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees has provided otherwise in its commitment or assignment actions.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
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The details of the fund balances are included in the Governmental Funds Balance Sheet (pages 38) and are described below:

General Fund

The General Fund has unassigned fund balance of \$12,121,614 at August 31, 2020. Prepayments (prepaid items) of \$45,113 are considered nonspendable fund balance.

Other Major Funds

The Debt Service Fund has restricted funds of \$1,900,470 at August 31, 2020 consisting primarily of property tax collections that are restricted for debt service payments on bonded debt. The Capital Projects Fund has restricted funds of \$63,553,302 at August 31, 2020 consisting primarily of unspent bond funds.

Other Funds

The fund balance of \$74,864 of the Campus Activity Fund (a special revenue fund) is shown as committed due to Board policy committing those funds to campus activities. The fund balance of \$393,706 in the Food Service Fund is shown as restricted for food service operations. The other fund balances of \$29,073 in the other special revenue funds are restricted due to grant agreements.

NOTE 3. DEPOSITS AND INVESTMENTS

The District's funds are required to be deposited and invested under the terms of a depository contract. The depository bank deposits for safekeeping and trust with the District's agent bank approved pledged securities in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of Federal Deposit Insurance Corporation ("FDIC") insurance.

1. Cash Deposits:

At August 31, 2020, the carrying amount of the District's deposits checking accounts and interest-bearing savings accounts was \$2,480,657 which includes \$2,817 petty cash and the combined bank balance was \$2,802,649. The District's cash deposits at August 31, 2020 were entirely covered by FDIC insurance or by pledged collateral held by the District's agent bank in the District's name.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
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2. Investments:

The Public Funds Investment Act (Government Code Chapter 2256) contains specific provisions in the areas of investment practices, management reports and establishment of appropriate policies. Among other things, it requires the District to adopt, implement, and publicize an investment policy. That policy must address the following areas: (1) safety of principal and liquidity, (2) portfolio diversification, (3) allowable investments, (4) acceptable risk levels, (5) expected rates of return, (6) maximum allowable stated maturity of portfolio investments, (7) maximum average dollar-weighted maturity allowed based on the stated maturity date for the portfolio, (8) investment staff quality and capabilities, (9) and bid solicitation preferences for certificates of deposit. Statutes authorize the District to invest in (1) obligations of the U.S. Treasury, certain U.S. agencies, and the State of Texas; (2) certificates of deposit, (3) certain municipal securities, (4) money market savings accounts, (5) repurchase agreements, (6) bankers acceptances, (7) Mutual Funds, (8) Investment pools, (9) guaranteed investment contracts, (10) and common trust funds. The Act also requires the District to have independent auditors perform test procedures related to investment practices as provided by the Act. The district is in substantial compliance with the requirements of the Act and with local policies.

In compliance with the Public Funds Investment Act, the District has adopted a deposit and investment policy. That policy addresses the following risks:

- a. Custodial Credit Risk – Deposits: In the case of deposits, this is the risk that, in the event of a bank failure, the District’s deposits may not be returned to it. As of August 31, 2020, the District’s cash balances totaled \$2,802,649. This entire amount was either collateralized with securities held by the District’s financial institution’s agent in the District’s name or covered by FDIC insurance. Thus, the District’s deposits are not exposed to custodial credit risk at August 31, 2020.
- b. Custodial Credit Risk - Investments: For an investment, this is the risk that, in the event of the failure of the counterparty, the District will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. At August 31, 2020, the District held all of its investments in four public funds investment pools (TexPool, Lone Star, LOGIC and TxTerm). Investments in external investment pools are considered unclassified as to custodial credit risk because they are not evidenced by securities that exist in physical or book entry form.
- c. Credit Risk – This is the risk that an issuer or other counterparty to an investment will be unable to fulfill its obligations. The rating of securities by nationally recognized rating agencies is designed to give an indication of credit risk. Credit risk is monitored and controlled by purchasing quality related instruments that have been evaluated by agencies such as Standard and Poor’s or Moody’s Investment Services.

The District utilizes government investment pools as part of its investment strategy.

Board policy states that investment pools must:

1. Have an average weighted maturity of less than two years;
2. Are invested exclusively in obligations approved by Government Code Chapter 2256, Subchapter A, regarding authorized investments (Public Funds Investment Act);
3. Are continuously rated by at least one nationally recognized investment rating firm of not less than AAA or its equivalent; and

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4. Conform to the requirements in Government Code Section 2256.016(b) and (c) relating to the eligibility of investment pools to receive and invest funds of investing entities.

The credit quality rating for the four investment pools range from AAA (Standard and Poor's) to AAAM (Standard and Poor's)

- d. Interest Rate Risk - This is the risk that changes in interest rates will adversely affect the fair value of an investment. The District manages its exposure to declines in fair values by limiting the weighted average maturity of its investment portfolio to less than one year from the time of purchase. The weighted average maturity for each of the four investment pools is less than 120 days. The District follows its investment policy to limit investments only in government investments pools with average maturities of less than 120 days.
- e. Foreign Currency Risk - This is the risk that exchange rates will adversely affect the fair value of an investment. At August 31, 2020, the District was not exposed to foreign currency risk.
- f. Concentration of Credit Risk - This is the risk of loss attributed to the magnitude of the District's investment in a single issuer (i.e., lack of diversification). Concentration risk is defined as positions of 5 percent or more in the securities of a single issuer. Investment pools are excluded from the 5 percent disclosure requirement.

Public funds investment pools in Texas ("Pools") are established under the authority of the Interlocal Cooperation Act, Chapter 79 of the Texas Government Code, and are subject to the provisions of the Public Funds Investment Act (the "Act"), Chapter 2256 of the Texas Government Code. In addition to other provisions of the Act designed to promote liquidity and safety of principal, the Act requires Pools to: 1) have an advisory board composed of participants in the pool and other persons who do not have a business relationship with the pool and are qualified to advise the pool; 2) maintain a continuous rating of no lower than AAA or AAA-m or an equivalent rating by at least one nationally recognized rating service; and 3) maintain the fair value of its underlying investment portfolio within one half of one percent of the value of its shares.

The District's investments in Pools are reported at an amount determined by the fair value per share of the pool's underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

The District's investments at August 31, 2020, are shown below:

<u>Name</u>	<u>Carrying Amount</u>	<u>Fair Value</u>	<u>Maturity Date</u>
TexPool	\$ 5,930,114	\$ 5,930,114	N/A
TxTerm	75,421,921	75,421,921	N/A
Lone Star	1,959,944	1,959,944	N/A
LOGIC	128,926	128,926	N/A
Total	<u>\$83,440,905</u>	<u>\$83,440,905</u>	

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Fair Value Measurements

The District categorizes its fair value measurements with the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs. Investments that are measured at fair value using the net asset value per share (or its equivalent) as a practical expedient are not classified in the fair value hierarchy below.

In instances where inputs used to measure fair value fall into different levels in the above fair value hierarchy, fair value measurements in their entirety are categorized based on the lowest level input that is significant to the valuation. The District's assessment of the significance of particular inputs to these fair value measurements requires judgment and considers factors specific to each asset or liability.

The District's investment in Texpool, TxTerm, Lone Star, and Logic (statewide 2a7-like external investment pools) are not required to be measured at fair value but are measured at amortized cost.

NOTE 4. CAPITAL ASSETS

Capital asset activity for the year ended August 31, 2020, was as follows:

	<u>Balance</u> <u>September 1</u>	<u>Additions/</u> <u>Completions</u>	<u>Retirement/</u> <u>Adjustments</u>	<u>Balance</u> <u>August 31</u>
Governmental Activities:				
Capital assets, not being depreciated:				
Land	\$ 3,940,602	\$ 350,238	\$ -	\$ 4,290,840
Work in progress	<u>6,057,629</u>	<u>12,888,376</u>	<u>-</u>	<u>18,946,005</u>
Total capital assets, not being depreciated	<u>9,998,231</u>	<u>13,238,614</u>	<u>-</u>	<u>23,236,845</u>
Capital assets, being depreciated:				
Buildings and improvements	126,076,898	2,818,227	-	128,895,125
Furniture and equipment	<u>10,223,743</u>	<u>557,721</u>	<u>-</u>	<u>10,781,464</u>
Total capital assets, being depreciated	<u>136,300,641</u>	<u>3,375,948</u>	<u>-</u>	<u>139,676,589</u>
Less accumulated depreciation for:				
Buildings and improvements	(40,806,389)	(2,577,903)	-	(43,384,292)
Furniture and equipment	<u>(6,106,325)</u>	<u>(612,314)</u>	<u>-</u>	<u>(6,718,639)</u>
Total accumulated depreciation	<u>(46,912,714)</u>	<u>(3,190,217)</u>	<u>-</u>	<u>(50,102,931)</u>
Total capital assets, being depreciated, net	<u>89,387,927</u>	<u>185,731</u>	<u>-</u>	<u>89,573,658</u>
Governmental activities capital assets, net	<u>\$ 99,386,158</u>	<u>\$13,424,345</u>	<u>\$ -</u>	<u>\$112,810,503</u>

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Depreciation expense was charged as direct expense to programs of the District as follows:

Governmental activities:	
Instruction	\$1,901,243
Instructional Resources & Media Services	47,082
Curriculum & Instructional Staff Development	82,589
Instructional Leadership	45,631
School Leadership	174,600
Guidance, Counseling & Evaluation Services	93,036
Social Work Services	1,635
Health Services	26,056
Student (Pupil) Transportation	93,283
Extracurricular Activities	119,773
General Administration	113,960
Plant Maintenance and Operations	395,718
Security & Data Processing Services	80,667
Capital Outlay and Other	<u>14,944</u>
Total depreciation expense-Governmental activities	<u>\$3,190,217</u>

NOTE 5. LONG-TERM DEBT

Long-term debt includes par bonds, capital appreciation (deep discount) serial bonds and a loan. All long-term debt represents transactions in the District's governmental activities. No long-term debt exists in the District's business-type activities.

The District has entered into a continuing disclosure undertaking to provide Annual Reports and Material Event Notices to the State Information Depository of Texas (SID), which is the Municipal Advisory Council. This information is required under SEC Rule 15c2-12 to enable investors to analyze the financial condition and operations of the District.

The following is a summary of the changes in the District's Long-term Debt for the year ended August 31, 2020:

Description	Interest Rate Payable	Amount Original Issue	Amounts Outstanding 9/1/19	Additions	Refunded/ Retired	Amounts Outstanding 8/31/20	Due Within One Year
Bonded Indebtedness:							
1999 Bldg/Refunding	4.40-6.06%	\$ 8,861,571	\$ 2,406,860	\$ -	\$ 679,302	\$ 1,727,558	\$ 638,900
2001 Bldg/Refunding	4.00-5.70%	13,264,871	4,083,869	-	98,995	3,984,874	72,603
2010 Refunding	2.00-4.50%	6,340,000	2,480,000	-	455,000	2,025,000	480,000
2012 Refunding	1.90-4.05%	9,340,000	5,830,000	-	125,000	5,705,000	125,000
2013 Refunding	2.00-4.00%	8,955,000	8,855,000	-	-	8,855,000	-
2014 Refunding	2.00-4.00%	9,295,000	8,540,000	-	800,000	7,740,000	825,000
2015 Refunding	0.47-5.00%	19,063,027	17,446,751	-	69,692	17,377,059	53,821
2016 Refunding	2.00-4.00%	24,877,700	23,352,700	-	305,000	23,047,700	335,000
2019 Building Bonds	4.00-5.00%	16,130,000	16,130,000	-	635,000	15,495,000	675,000
2019-A Building Bonds	3.00-5.00%	63,900,000	-	<u>63,900,000</u>	-	<u>63,900,000</u>	-
Total Bonded Indebtedness			<u>89,125,180</u>	<u>63,900,000</u>	<u>3,167,989</u>	<u>149,857,191</u>	<u>3,205,324</u>
Accreted Interest			14,099,203	1,547,825	1,842,033	13,804,995	1,711,234
Discount/Premium on Issuance of Debt			<u>17,093,490</u>	<u>6,841,988</u>	<u>933,832</u>	<u>23,001,646</u>	<u>964,485</u>
Total Other Obligations			<u>31,192,693</u>	<u>8,389,813</u>	<u>2,775,865</u>	<u>36,806,641</u>	<u>2,675,719</u>
Total Obligations of District			<u>\$120,317,873</u>	<u>\$72,289,813</u>	<u>\$ 5,943,854</u>	<u>\$186,663,832</u>	<u>\$5,881,043</u>

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The 1999, 2001, 2015, and 2016 bond series include outstanding capital appreciation bonds in the principal amount of \$7,772,192. The bonds mature variously through 2033. Interest accrues on these bonds each February 15 and August 15, even though the interest is not paid until maturity. The accrued interest of \$13,804,995 is accounted for as Accrued Interest Payable-Capital Appreciation Bonds.

General Obligation Bonds are direct obligations issued on a pledge of the general taxing power for the payment of the debt obligations of the District. General Obligation Bonds require the District to compute, at the time taxes are levied, the rate of tax required to provide (in each year bonds are outstanding) a fund to pay interest and principal at maturity. The District is in compliance with this requirement.

There are a number of limitations and restrictions contained in the various general obligation bonds indentures. The District is in compliance with all significant limitations and restrictions at August 31, 2020.

Presented below is a summary of general obligation bond requirements to maturity:

Year Ended August 31,	<u>General Obligation</u>		Total <u>Requirements</u>
	<u>Principal</u>	<u>Interest</u>	
2021	\$ 3,205,324	\$ 7,837,857	\$ 11,043,181
2022	3,603,244	7,813,437	11,416,681
2023	3,296,826	7,730,305	11,027,131
2024	3,976,148	7,539,008	11,515,156
2025	3,991,253	7,890,902	11,882,155
2026-2030	21,470,690	37,942,716	59,413,406
2031-2035	32,573,706	26,833,495	59,407,201
2036-2040	30,580,000	11,596,400	42,176,400
2041-2045	24,400,000	6,281,801	30,681,801
2046-2049	<u>22,760,000</u>	<u>1,774,375</u>	<u>24,534,375</u>
	<u>\$149,857,191</u>	<u>\$123,240,296</u>	<u>\$273,097,487</u>

NOTE 6. DEBT ISSUANCE REFUNDING AND DEFEASED BONDS OUTSTANDING

In November 2019, the District issued \$63,900,000 (par value) in unlimited tax school building bonds to provide funds for authorized construction projects. The net proceeds of the issue were \$70,000,000 (\$63,900,000 par amount of the bonds plus \$6,841,988 of premium paid on the bonds less \$588,186 of underwriting fees and other issuance costs). Excess proceeds of \$153,802 were deposited to the District's Debt Service Fund.

In prior years, the District has defeased other bond series in advance refunding transactions. As of August 31, 2020, there were \$3,195,000 (par value) of defeased bonds outstanding.

The District's deferred charges on bond refundings are as follows:

Balance – August 31, 2019	\$3,377,483
Current year amortization	<u>(150,841)</u>
Balance – August 31, 2020	<u>\$3,226,642</u>

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NOTE 7. PROPERTY TAXES

Property taxes are considered available when collected within the current period or expected to be collected soon enough thereafter to be used to pay liabilities of the current period. The District levies its taxes on October 1 on the assessed (appraised) value listed as of the prior January 1 for all real and business personal property located in the District in conformity with Subtitle E, Texas Property Tax Code. Taxes are due upon receipt of the tax bill and are past due and subject to interest if not paid by February 1 of the year following the October 1 levy date. The assessed value of the property tax roll upon which the levy for the 2019-20 fiscal year was based was \$2,194,318,562. Taxes are delinquent if not paid by August 31. Delinquent taxes are subject to both penalty and interest charges plus 15 % delinquent collection fees for attorney costs.

The tax rates assessed for the year ended August 31, 2020, to finance General Fund operations and the payment of principal and interest on general obligation long-term debt were \$1.0683 and \$0.50 per \$100 valuation, respectively, for a total of \$1.5683 per \$ 100 valuation.

Current tax collections for the year ended August 31, 2020 were 98.93% of the year-end adjusted tax levy. Delinquent taxes are prorated between maintenance and debt service based on rates adopted for the year of the levy. Allowances for uncollectible taxes within the General and Debt Service Funds are based on historical experience in collecting taxes. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature. As of August 31, 2020, property taxes receivable, net of estimated uncollectible taxes, totaled \$456,126 and \$200,091 for the General and Debt Service Funds, respectively.

Property taxes are recorded as receivables and unavailable revenues at the time the taxes are assessed. Revenues are recognized as the related ad valorem taxes are collected. Additional amounts estimated to be collectible in time to be a resource for payment of obligations incurred during the fiscal year and therefore susceptible to accrual in accordance with Generally Accepted Accounting Principles have been recognized as revenue.

NOTE 8. DEFINED BENEFIT PENSION PLAN

Plan Description. Lake Dallas Independent School District participates in a cost-sharing multiple-employer defined benefit pension that has a special funding situation. The plan is administered by the Teacher Retirement System of Texas (TRS). TRS's defined benefit pension plan is established and administered in accordance with the Texas Constitution, Article XVI, Section 67 and Texas Government Code, Title 8, Subtitle C. The pension trust fund is a qualified pension trust under Section 401(a) of the Internal Revenue Code. The Texas Legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's Board of Trustees does not have the authority to establish or amend benefit terms.

All employees of public, state-supported educational institutions in Texas who are employed for one-half or more of the standard work load and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by the system.

Pension Plan Fiduciary Net Position. Detailed information about the Teacher Retirement System's fiduciary net position is available in a separately-issued Comprehensive Annual Financial Report that includes financial statements and required supplementary information. That report may be obtained on the Internet at <https://trs.texas.gov/trs%20Documents/cafr2019.pdf>, selecting *About TRS* then *Publications* then *Financial Reports* or by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698.

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Benefits Provided. TRS provides service and disability retirement, as well as death and survivor benefits, to eligible employees (and their beneficiaries) of public and higher education in Texas. The pension formula is calculated using 2.3 percent (multiplier) times the average of the five highest annual creditable salaries times years of credited service to arrive at the annual standard annuity except for members who are grandfathered, the three highest annual salaries are used. The normal service retirement is at age 65 with 5 years of credited service or when the sum of the member's age and years of credited service equals 80 or more years. Early retirement is at age 55 with 5 years of service credit or earlier than 55 with 30 years of service credit. There are additional provisions for early retirement if the sum of the member's age and years of service credit total at least 80, but the member is less than age 60 or 62 depending on date of employment, or if the member was grandfathered in under a previous rule. There are no automatic post-employment benefit changes; including automatic COLAs. Ad hoc post-employment benefit changes, including ad hoc COLAs can be granted by the Texas Legislature as noted in the Plan description above.

Texas Government Code section 821.006 prohibits benefit improvements, if, as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action.

In May, 2019, the 86th Texas Legislature approved the TRS Pension Reform Bill (Senate Bill 12) that provides for gradual contribution increases from the state, participating employers and active employees to make the pension fund actuarially sound. This action causing the pension fund to be actuarially sound, allowed the legislature to approve funding for a 13th check in September 2019. All eligible members retired as of December 31, 2018 received an extra annuity check in either the matching amount of their monthly annuity or \$2,000, whichever was less.

Contributions. Contribution requirements are established or amended pursuant to Article 16, section 67 of the Texas Constitution which requires the Texas legislature to establish a member contribution rate of not less than 6% of the member's annual compensation and a state contribution rate of not less than 6% and not more than 10% of the aggregate annual compensation paid to members of the system during the fiscal year.

Employee contribution rates are set in state statute, Texas Government Code 825.402. The TRS Pension Reform Bill (Senate Bill 12) of the 86th Texas Legislature amended Texas Government Code 825.402 for member contributions and increased employee and employer contribution rates for fiscal years 2020 thru 2025.

	<u>Contribution Rates</u>	
	<u>2019</u>	<u>2020</u>
Member	7.7%	7.7%
Non-Employer Contributing Entity (State)	6.8%	7.5%
Employers	6.8%	7.5%
Lake Dallas ISD FY2020 Employer Contributions		\$ 878,546
Lake Dallas ISD FY2020 Member Contributions		\$ 2,297,154
Lake Dallas ISD FY2020 NECE On-Behalf Contributions		\$ 1,724,596

Contributors to the plan include members, employers and the State of Texas as the only non-employer contributing entity. The State is the employer for senior colleges, medical schools and state agencies including the TRS. In each respective role, the State contributes to the plan in accordance with state statutes and the General Appropriations Act (GAA).

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As the non-employer contributing entity for public education, the State of Texas contributes to the retirement system an amount equal to the current employer contribution rate times the aggregate annual compensation of all participating members of the pension trust fund during that fiscal year reduced by the amounts described below which are paid by the employers. Employers including public schools are required to pay the employer contribution rate in the following instances:

- On the portion of the member's salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the Texas Education Code.
- During a new member's first 90 days of employment.
- When any part or all of an employee's salary is paid by federal funding source or a privately sponsored source, from non-educational and general, or local funds.
- When the employing district is a public school, the employer shall contribute 1.5% of covered payroll to the pension fund beginning in fiscal year 2020. The contribution rate called the Public Education Employer Contribution will replace the Non (OASDI) surcharge that was in effect in fiscal year 2019.

In addition to the employer contributions listed above, there are two additional surcharges an employer is subject to.

- When employing a retiree of the Teacher Retirement System the employer shall pay both the member contribution and the state contribution as an employment after retirement surcharge.
- When a school district does not contribute to the Federal Old-Age, Survivors and Disability Insurance (OASDI) Program for certain employees, they must contribute 1.5% of the state contribution rate for certain instructional or administrative employees; and 100% of the state contribution rate for all other employees. This surcharge was in effect through fiscal year 2019 and was replaced with the Public Education Employer Contribution explained above.

Actuarial Assumptions. The total pension liability in the August 31, 2019 actuarial valuation was determined using the following actuarial assumptions:

Valuation Date	August 31, 2018 rolled forward to August 31, 2019
Actuarial Cost Method	Individual Entry Age Normal
Asset Valuation Method	Market Value
Single Discount Rate	7.25%
Long-term expected Investment Rate of Return	7.25%
Municipal Bond Rate as of August 2019	2.63%
Inflation	2.30%
Salary Increases Including Inflation	3.05% to 9.05%
Benefit Changes During the Year	None
Ad hoc Post Employment Benefit Changes	None

The actuarial methods and assumptions are used in the determination of the total pension liability are the same assumptions used in the actuarial valuation as of August 31, 2018. For a full description of these assumptions please see the actuarial valuation report dated November 9, 2018.

Discount Rate. A single discount rate of 7.25 percent was used to measure the total pension liability. The single discount rate was based on the expected rate of return on plan investments of 7.25 percent. The projection of cash flows used to determine this single discount rate assumed that contributions from active members, employers and the non-employer contributing entity will be made at the rates set by the legislature during the 2019 session. It is assumed that future employer and state contributions will be 8.50 percent of payroll in fiscal year 2020 gradually increasing to 9.55 percent of payroll over the next several years. This includes all employer and state contributions for active and rehired retirees.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
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Based on those assumptions, the pension plan’s fiduciary net position was projected to be available to make all future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term rate of return on pension plan investments is 7.25%.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimates ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Systems target asset allocation as of August 31, 2019 are summarized below:

Asset Class	FY2019 Target Allocation ¹	New Target Allocation ²	Long-Term Expected Geometric Real Rate of Return ³
Global Equity			
U.S.	18%	18%	6.4%
Non-U.S. Developed	13%	13%	6.3%
Emerging Markets	9%	9%	7.3%
Directional Hedge Funds	4%	-	-
Private Equity	13%	14%	8.4%
Stable Value			
U.S. Treasuries	11%	16%	3.1%
Absolute Return	-	-	-
Stable Value Hedge Funds	4%	5%	4.5%
Real Return			
Global Inflation Linked Bonds ⁴	3%	-	-
Real Estate	14%	15%	8.5%
Energy, Natural Resources & Infrastructure	5%	6%	7.3%
Commodities	-	-	-
Risk Parity			
Risk Parity	5%	8%	5.8%/6.5% ⁵
Leverage			
Cash	1%	2%	2.5%
Asset Allocation Leverage	-	-6%	2.7%
Total	<u>100%</u>	<u>100%</u>	<u>7.23%</u>

Discount Rate Sensitivity Analysis. The following schedule shows the impact of the Net Pension Liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (7.25%) in measuring the Net Pension Liability.

	1% Decrease in Discount Rate (6.25%)	Discount Rate (7.25%)	1% Increase in Discount Rate (8.25%)
Lake Dallas ISD’s proportionate share of the net pension liability:	\$18,779,998	\$12,217,441	\$6,900,521

¹ Target allocations are based on the Strategic Asset Allocation as of FY2019

² New allocations are based on the Strategic Asset Allocation to be implemented FY2020

³ 10-Year annualized geometric nominal returns include the real rate of return and inflation of 2.1%

⁴ New Target Allocation groups Government Bonds within the stable value allocation. This includes global sovereign nominal and inflation-linked bonds

⁵ 5.8% (6.5%) return expectation corresponds to Risk Parity with a 10% (12%) target volatility

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Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions. At August 31, 2020, Lake Dallas Independent School District reported a liability of \$12,217,441 for its proportionate share of the TRS's net pension liability. This liability reflects a reduction for State pension support provided to Lake Dallas Independent School District. The amount recognized by Lake Dallas Independent School District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with Lake Dallas Independent School District were as follows:

District's Proportionate share of the collective net pension liability	\$12,217,441
State's proportionate share that is associated with the District	<u>20,460,211</u>
Total	<u>\$32,677,652</u>

The net pension liability was measured as of August 31, 2018 and rolled forward to August 31, 2019 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The employer's proportion of the net pension liability was based on the employer's contributions to the pension plan relative to the contributions of all employers to the plan for the period September 1, 2018 thru August 31, 2019.

At August 31, 2019 the employer's proportion of the collective net pension liability was 0.000235027050%, an increase of 99.0% from its proportionate share of 0.0233469298% at August 31, 2018.

Changes Since the Prior Actuarial Valuation – The following were changes to the actuarial assumptions or other inputs that affected measurement of the total pension liability since the prior measurement period.

- The single discount rate as of August 31, 2018 was a blended rate of 6.907 percent and that has changed to the long-term rate of return of 7.25 percent as of August 31, 2019.
- With the enactment of SB 3 by the 2019 Texas Legislature, an assumption has been made about how this would impact future salaries. It is assumed that eligible active members will each receive a \$2,700 increase in fiscal year 2020. This is in addition to the salary increase expected in the actuarial assumptions.
- The Texas Legislature approved funding for a 13th check. All eligible members retired as of December 31, 2018 will receive an extra annuity check in September 2019 in either the matching amount of their monthly annuity payment or \$2,000, whichever is less.

There were no changes of benefit terms that affected measurement of the total pension liability during the measurement period.

For the year ended August 31, 2020, Lake Dallas Independent School District recognized pension expense of \$1,724,596 and revenue of \$1,724,596 for support provided by the State.

At August 31, 2020, Lake Dallas Independent School District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources (The amounts shown below will be the cumulative layers from the current and prior years combined.):

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	\$ 51,324	\$ 424,209
Changes in actuarial assumptions	3,790,450	1,566,393
Difference between projected and actual investment earnings	122,677	-
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	2,015,905	74,067
Contributions paid to TRS subsequent to the measurement date	878,546	-
Total	\$6,858,902	\$2,064,669

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\$878,546 reported as deferred outflows of resources resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended August 31, 2021. Other amounts reported as deferred outflows and inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended August 31:	Pension Expense Amount
2021	\$ 1,001,799
2022	850,929
2023	904,626
2024	882,717
2025	384,777
Thereafter	(109,162)

NOTE 9. DEFINED OTHER POST-EMPLOYMENT BENEFIT PLANS

Plan Description. The District participates in the Texas Public School Retired Employees Group Insurance Program (TRS- Care). It is a multiple-employer, cost-sharing defined Other Post-Employment Benefit (OPEB) plan that has a special funding situation. The plan is administered through a trust by the Teacher Retirement System of Texas (TRS) Board of Trustees. It is established and administered in accordance with the Texas Insurance Code, Chapter 1575.

OPEB Plan Fiduciary Net Position. Detail information about the TRS-Care’s fiduciary net position is available in the separately-issued TRS Comprehensive Annual Financial Report that includes financial statements and required supplementary information. That report may be obtained on the Internet at <http://www.trs.state.tx.us/about/documents/cafr.pdf#CAFR>; by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698; or by calling (512) 542-6592.

Benefits Provided. TRS-Care provides health insurance coverage to retirees from public schools, charter schools, regional education service centers and other educational districts who are members of the TRS pension plan. Optional dependent coverage is available for an additional fee.

Eligible non-Medicare retirees and their dependents may enroll in TRS-Care Standard, a high-deductible health plan. Eligible Medicare retirees and their dependents may enroll in the TRS-Care Medicare Advantage medical plan and the TRS-Care Medicare Rx prescription drug plan. To qualify for TRS-Care coverage, a retiree must have at least 10 years of service credit in the TRS pension system. The Board of Trustees is granted the authority to establish basic and optional group insurance coverage for participants as well as to amend benefit terms as needed under Chapter 1575.052. There are no automatic post-employment benefit changes; including automatic COLAs.

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The premium rates for retirees are reflected in the following table:

TRS-Care Monthly for Retirees		
	<u>Medicare</u>	<u>Non-Medicare</u>
Retiree*	\$ 135	\$ 200
Retiree and Spouse	529	689
Retiree* and Children	468	408
Retiree and Family	1,020	999

* or surviving spouse

Contributions. Contribution rates for the TRS-Care plan are established in state statute by the Texas Legislature, and there is no continuing obligation to provide benefits beyond each fiscal year. The TRS-Care plan is currently funded on a pay-as-you-go basis and is subject to change based on available funding. Funding for TRS-Care is provided by retiree premium contributions and contributions from the state, active employees, and school districts based upon public school district payroll. The TRS Board of trustees does not have the authority to set or amend contribution rates.

Texas Insurance Code, section 1575.202 establishes the state's contribution rate which is 1.25% of the employee's salary. Section 1575.203 establishes the active employee's rate which is .65% of pay. Section 1575.204 establishes an employer contribution rate of not less than 0.25 percent or not more than 0.75 percent of the salary of each active employee of the public. The actual employer contribution rate is prescribed by the Legislature in the General Appropriations Act. The following table shows contributions to the TRS-Care plan by type of contributor.

	<u>Contribution Rates</u>	
	<u>2019</u>	<u>2020</u>
Active Employee	0.65%	0.65%
Non-Employer Contributing Entity (State)	1.25%	1.25%
Employers	0.75%	0.75%
Federal/private Funding remitted by Employers	1.25%	1.25%
Lake Dallas ISD FY20 Employer Contributions		\$58,185
Lake Dallas ISD FY20 Member Contributions		\$43,044
Lake Dallas ISD FY20 NECE On-behalf Contributions		\$62,714

In addition to the employer contributions listed above, there is an additional surcharge all TRS employers are subject to, regardless of whether or not they participate in the TRS Care OPEB program. When hiring a TRS retiree, employers are required to pay to TRS Care, a monthly surcharge of \$535 per retiree.

TRS-Care received supplemental appropriations from the State of Texas as the Non-Employer Contributing Entity in the amount of \$73.6 million in fiscal year 2019.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED AUGUST 31, 2020

Actuarial Assumptions. The total OPEB liability in the August 31, 2018 was rolled forward to August 31, 2019. The actuarial valuation was determined using the following actuarial assumptions.

Rates of Mortality	General Inflation
Rates of Retirement	Wage Inflation
Rates of Termination	Expected Payroll Growth
Rates of Disability	

Additional Actuarial Methods and Assumptions:

Valuation Date	August 31, 2018 rolled forward to August 31, 2019
Actuarial Cost Method	Individual Entry Age Normal
Inflation	2.30%
Single Discount Rate	2.63%
Aging Factors	Based on specific plan experience
Expenses	Third-party administrative expenses related to the delivery of health care benefits are included in the age-adjusted claim costs
Projected Salary Increases	3.05% to 9.05%, including inflation
Election Rates	Normal Retirement: 65% participation prior to age 65 and 50% participation after age 65
Ad hoc post-employment benefit changes	None

The impact of the Cadillac Tax that is returning in fiscal year 2023, has been calculated as a portion of the trend assumption. Assumptions and methods used to determine the impact of the Cadillac Tax include:

- 2018 thresholds of \$850/\$2,292 were indexed annually by 2.30 percent.
- Premium data submitted was not adjusted for permissible exclusions to the Cadillac Tax.
- There were no special adjustments to the dollar limit other than those permissible for non-Medicare retirees over 55.

Results indicate that the value of the excise tax would be reasonably represented by a 25 basis point addition to the long-term trend rate assumption.

Discount Rate. A single discount rate of 2.63% was used to measure the total OPEB liability. There was a decrease of 1.06 percent in the discount rate since the previous year. Because the plan is essentially a “pay-as-you-go” plan, the single discount rate is equal to the prevailing municipal bond rate. The projection of cash flows used to determine the discount rate assumed that contributions from active members and those of the contributing employers and the non-employer contributing entity are made at the statutorily required rates. Based on those assumptions, the OPEB plan’s fiduciary net position was projected to not be able to make all future benefit payments of current plan members. Therefore, the municipal bond rate was applied to all periods of projected benefit payments to determine the total OPEB liability.

Discount Rate Sensitivity Analysis. The following schedule shows the impact of the Net OPEB Liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (2.63%) in measuring the Net OPEB Liability.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED AUGUST 31, 2020

	1% Decrease in Discount Rate (1.63%)	Current Single Discount Rate (2.63%)	1% Increase in Discount Rate (3.63%)
District's proportionate share of the Net OPEB Liability:	\$17,987,972	\$14,899,080	\$12,482,633

Healthcare Cost Trend Rates Sensitivity Analysis - The following presents the net OPEB liability of the plan using the assumed healthcare cost trend rate, as well as what the OPEB liability would be if it were calculated using a trend rate that is one-percentage lower or one-percentage point higher than the assumed healthcare cost trend rate of 8.5%.

	1% Decrease (7.5%)	Current Healthcare Cost Trend Rate (8.5%)	1% Increase (9.5%)
District's proportionate share of the Net OPEB Liability:	\$12,154,145	\$14,899,080	\$18,576,031

OPEB Liabilities, OPEB Expenses, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs. At August 31, 2020, the District reported a liability of \$14,899,080 for its proportionate share of the TRS's Net OPEB Liability. This liability reflects a reduction for State OPEB support provided to the District.

The amount recognized by the District as its proportionate share of the net OPEB liability, the related State support, and the total portion of the net OPEB liability that was associated with the District were as follows:

District's Proportionate share of the collective Net OPEB Liability	\$14,899,080
State's proportionate share that is associated with the District	<u>19,797,546</u>
Total	<u>\$34,696,626</u>

The Net OPEB Liability was measured as of August 31, 2018 and rolled forward to August 31, 2019 and the Total OPEB Liability used to calculate the Net OPEB Liability was determined by an actuarial valuation as of that date. The employer's proportion of the Net OPEB Liability was based on the employer's contributions to the OPEB plan relative to the contributions of all employers to the plan for the period September 1, 2018 thru August 31, 2019.

At August 31, 2019 the employer's proportion of the collective Net OPEB Liability was 0.000315049590%, an increase of 99.0% compared to the August 31, 2018 proportionate share of 0.0317486056%.

Changes Since the Prior Actuarial Valuation – The following were changes to the actuarial assumptions or other inputs that affected measurement of the Total OPEB liability since the prior measurement period:

- The discount rate changed from 3.69 percent as of August 31, 2018 to 2.63 percent as of August 31, 2019. This change increased the TOL.
- The health care trend rates were reset to better reflect the plan's anticipated experience. This change increased the TOL.
- The participation rate for pre-65 retirees was lowered from 70 percent to 65 percent. The participation rate for post-65 retirees was lowered from 75 percent to 50 percent. 25 percent of the pre-65 retirees are assumed to discontinue their coverage at age 65. There was no lapse assumption in the prior valuation. These changes decreased the TOL.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED AUGUST 31, 2020

- The percentage of retirees who are assumed to have two-person coverage was lowered from 20 percent to 15 percent. In addition, the participation assumption for the surviving spouses of employees that die while activity employed was lowered from 20 percent to 10 percent. These changes decreased the TOL.
- Change of Benefit Terms Since the Prior Measurement Date – There were no changes in benefit terms since the prior measurement date.

For the year ended August 31, 2020, the District recognized OPEB expense of \$359,957 and revenue of \$359,957 for support provided by the State.

At August 31, 2020, the District reported its proportionate share of the TRS’s deferred outflows of resources and deferred inflows of resources related to other post-employment benefits from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	\$ 730,927	\$2,438,077
Changes in actuarial assumptions	827,528	4,007,487
Difference between projected and actual investment earnings	1,607	-
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	1,475,447	134,996
Contributions paid to TRS subsequent to the measurement date	237,123	-
Total	\$3,272,632	\$6,580,560

The net amounts of the employer’s balance of deferred outflows and inflows of resources (not including the deferred contribution paid subsequent to the measurement date) related to OPEB will be recognized in OPEB expense as follows:

Year ended August 31:	OPEB Expense Amount
2021	\$ (629,251)
2022	(629,251)
2023	(629,771)
2024	(630,069)
2025	(629,987)
Thereafter	(396,721)

NOTE 10. MEDICARE PART D

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003 established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. Under Medicare Part D, TRS-Care receives drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the years ended August 31, 2020, 2019 and 2018, the subsidy payments received by TRS-Care on behalf of the District were \$128,287, \$106,119 and \$83,163, respectively. These payments are recorded as equal revenues and expenditures in the governmental funds financial statement of the District.

NOTE 11. HEALTH CARE

During the year ended August 31, 2020, employees of Lake Dallas Independent School District were covered by the TRS-Active Care health insurance plan (the Plan). The District contributed \$245 per month per employee to the Plan and employees, at their option, authorized payroll withholdings to pay any additional contribution and contributions for dependents. All contributions were paid to a self-funded pool. The Plan was authorized by Section 21.922, Texas Education Code and was documented by contractual agreement.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2020

NOTE 12. INTERFUND TRANSFERS AND BALANCES

The following is a summary of the District's transfers for the fiscal year ended August 31, 2020:

<u>Fund</u>	<u>Transfers In</u>	<u>Transfers Out</u>
Major Funds:		
General Fund	\$ -	\$ 76,636
Capital Projects Fund	-	65,226
Non-Major Funds:		
Special Revenue Fund	65,226	-
Enterprise Fund	<u>76,636</u>	<u>-</u>
	<u>\$141,862</u>	<u>\$141,862</u>

\$76,636 was transferred from the General Fund to the Childcare Fund to help with operating costs. \$65,226 was transferred from a Special Revenue Fund to Capital Projects Fund to cover costs for a capital related expense.

Virtually all of the interfund balances below are short-term loans due to the fact that checking account balances for most governmental funds are pooled into one demand account. There are no interfund balances that are not expected to be repaid within one year.

Interfund balances at August 31, 2020, consisted of the following individual fund receivables and payables:

<u>Fund</u>	<u>Advances to Other Funds</u>	<u>Advances from Other Funds</u>
Major Funds:		
General Fund:		
Special Revenue Funds	\$ 692,552	\$ -
Capital Projects Fund	-	472,498
Debt Service Fund	<u>-</u>	<u>206,935</u>
Total General Fund	<u>692,552</u>	<u>679,433</u>
Capital Projects Fund:		
General Fund	<u>472,498</u>	<u>-</u>
Debt Service Fund:		
General Fund	<u>206,935</u>	<u>-</u>
Total Major Funds	<u>1,371,985</u>	<u>679,433</u>
Non-Major Funds:		
Special Revenue Funds:		
General Fund	-	692,552
Internal Service Fund	<u>-</u>	<u>6,908</u>
Total Special Revenue Funds	<u>-</u>	<u>699,460</u>
Internal Service Fund:		
Special Revenue Fund	<u>6,908</u>	<u>-</u>
Total Internal Service Fund	<u>6,908</u>	<u>-</u>
Total Non-Major Funds	<u>6,908</u>	<u>699,460</u>
	<u>\$1,378,893</u>	<u>\$1,378,893</u>

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2020

NOTE 13. RECEIVABLES FROM OTHER GOVERNMENTS

The District participates in a variety of federal and state programs from which it receives grants to partially or fully finance certain activities. In addition, the District receives entitlements from the State through the School Foundation and Per Capita Programs. Amounts due from federal and state governments as of August 31, 2020, are summarized below. All federal grants shown below are passed through the TEA and are reported on the combined financial statements as Due from Other Governments.

Fund	State Entitlements	Federal Grants	Local Governments	Total
Special Revenue	\$ -	\$646,564	\$ -	\$646,564
Total	<u>\$ -</u>	<u>\$646,564</u>	<u>\$ -</u>	<u>\$646,564</u>

NOTE 14. CONTINGENT LIABILITIES

The Tax Reform Act of 1986 imposed regulations on tax-exempt bond issues. Governmental bonds issued after August 31, 1986 are subject to the rebate provisions of the Tax Reform Act of 1986. The rebate applies to earnings from bond issue proceeds investments which exceed bond issue stated interest rates. The exact amount of liability, if any, will not be known until as long as five years from the bond issuance date. At August 31, 2020 there was no estimated rebate liability.

NOTE 15. LITIGATION AND CONTINGENCIES

The District is not a party to any legal actions, accordingly, no provision for losses has been recorded in the accompanying combined financial statements for such contingencies.

The District participates in numerous state and Federal grant programs which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, if any, refunds of any money received may be required and the collectability of any related receivable at August 31, 2020 may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying combined financial statements for such contingencies.

NOTE 16. REVENUES FROM LOCAL AND INTERMEDIATE SOURCES

During the current year, revenues from local and intermediate sources consisted of the following:

	General Fund	Special Revenue Funds	Debt Service Fund	Capital Projects Fund	Total
Property Taxes	\$22,669,792	\$ -	\$10,606,056	\$ -	\$33,275,848
Food Sales	-	566,680	-	-	566,680
Investment Income	213,291	2,887	58,427	942,365	1,216,970
Penalties, interest and other tax related income	112,088	-	43,090	-	155,178
Co-curricular student activities	88,483	-	-	-	88,483
Other	56,454	56,942	-	150,000	263,396
Total	<u>\$23,140,108</u>	<u>\$ 626,509</u>	<u>\$10,707,573</u>	<u>\$1,092,365</u>	<u>\$35,566,555</u>

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED AUGUST 31, 2020

NOTE 17. UNEARNED REVENUE

Unearned revenue at year-end consisted of the following:

	General Fund	Special Revenue Fund	Total
Unearned Grants	\$ -	\$9,456	\$9,456

NOTE 18. GENERAL FUND FEDERAL SOURCE REVENUES

Program or Source	CFDA Number	Amount	Total Grant or Entitlement
General Fund:			
Impact Aid	84.041	\$423,744	\$423,744
Medicaid Administrative Claiming Program-MAC	93.778	2,566	2,566
Medicaid Reimbursement (SHARS)		218,510	218,510
Federal Flood Control	10.904	<u>60,887</u>	<u>60,887</u>
Total for General Fund		<u>\$705,707</u>	<u>\$705,707</u>

NOTE 19. SUBSEQUENT EVENTS

Management evaluates subsequent events through the date of the report, which is the date the financial statements were available to be issued.

NOTE 20. RISKS AND UNCERTAINTIES

The outbreak of COVID-19, a respiratory disease caused by a new strain of coronavirus, has been characterized as a pandemic (the “Pandemic”) by the World Health Organization and is currently affecting many parts of the world, including the United States and the State of Texas. On January 31, 2020, the Secretary of the United States Health and Human Services Department declared a public health emergency for the United States and on March 13, 2020, the President of the United States declared the outbreak of COVID-19 in the United States a national emergency. Subsequently, the President’s Coronavirus Guidelines for America and the United States Centers for Disease Control and Prevention called upon Americans to take actions to slow the spread of COVID-19 in the United States.

On March 13, 2020, the Governor of Texas (the “Governor”) declared a state of disaster for all counties in the State in response to the Pandemic, which disaster declaration he has subsequently extended. Pursuant to Chapter 418 of the Texas Government Code, the Governor has broad authority to respond to disasters, including suspending any regulatory statute prescribing the procedures for conducting State business or any order or rule of a State agency that would in any way prevent, hinder, or delay necessary action in coping with the disaster, and issuing executive orders that have the force and effect of law. The Governor has issued a series of executive orders relating to COVID-19 preparedness and mitigation. Under Executive Order GA-26, public schools, which ceased in-person instruction from the middle of March to the end of May and transitioned totally to remote instruction, resumed operations in the summer under protocols outlined in guidance from the TEA.

TEA has informed Texas school districts that COVID-19 related school closings and/or absenteeism will not impact ADA calculations and school funding so long as a school district commits to support students instructionally while they are at home. The District has developed remote instructional resources for its students and has begun delivering remote instruction in conjunction with in-person instruction. Therefore, the District does not anticipate a reduction in State funding as a result of the school closures at this time.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2020

The District continues to monitor the spread of COVID-19 and is working with local, State and national agencies to address the potential impact of the Pandemic upon the District. While the potential impact of the Pandemic on the District cannot be quantified at this time, the continued outbreak of COVID-19 could have an adverse effect on the District's operations and financial condition.

The Pandemic has negatively affected travel, commerce, and financial markets globally, and is widely expected to continue negatively affecting economic growth and financial markets worldwide. These negative impacts may reduce or negatively affect property values within the District. The District's bonded debt is secured by an unlimited ad valorem tax, and a reduction in property values may require an increase in the ad valorem tax rate required to pay the bonds as well as the District's share of operations and maintenance expenses payable from ad valorem taxes.

**REQUIRED SUPPLEMENTARY INFORMATION
(UNAUDITED)**



LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
BUDGETARY COMPARISON SCHEDULE - GENERAL FUND
FOR THE YEAR ENDED AUGUST 31, 2020

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	Original	Final		
REVENUES:				
5700 Total Local and Intermediate Sources	\$ 22,970,619	\$ 23,282,507	\$ 23,140,108	\$ (142,399)
5800 State Program Revenues	16,832,065	16,319,536	16,390,521	70,985
5900 Federal Program Revenues	586,462	715,884	705,708	(10,176)
5020 Total Revenues	40,389,146	40,317,927	40,236,337	(81,590)
EXPENDITURES:				
Current:				
0011 Instruction	23,131,455	23,001,481	22,865,124	136,357
0012 Instructional Resources and Media Services	594,487	591,626	589,331	2,295
0013 Curriculum and Instructional Staff Development	971,315	965,992	964,100	1,892
0021 Instructional Leadership	575,605	572,765	539,841	32,924
0023 School Leadership	2,342,637	2,330,761	2,330,322	439
0031 Guidance, Counseling, and Evaluation Services	1,300,459	1,293,888	1,245,475	48,413
0032 Social Work Services	20,530	20,610	20,605	5
0033 Health Services	342,184	342,161	342,147	14
0034 Student (Pupil) Transportation	1,853,922	1,680,980	1,377,204	303,776
0035 Food Services	-	49,659	48,566	1,093
0036 Extracurricular Activities	1,169,292	1,230,249	1,214,566	15,683
0041 General Administration	1,430,139	1,508,711	1,508,239	472
0051 Facilities Maintenance and Operations	5,250,598	5,269,241	5,099,588	169,653
0052 Security and Monitoring Services	270,047	270,130	247,019	23,111
0053 Data Processing Services	783,019	779,793	754,330	25,463
Capital Outlay:				
0081 Facilities Acquisition and Construction	35,000	11,548	9,931	1,617
Intergovernmental:				
0095 Payments to Juvenile Justice Alternative Ed. Prg.	5,000	1,000	-	1,000
0099 Other Intergovernmental Charges	187,000	202,600	200,200	2,400
6030 Total Expenditures	40,262,689	40,123,195	39,356,588	766,607
1100 Excess of Revenues Over Expenditures	126,457	194,732	879,749	685,017
OTHER FINANCING SOURCES (USES):				
8911 Transfers Out (Use)	-	-	(76,636)	(76,636)
1200 Net Change in Fund Balances	126,457	194,732	803,113	608,381
0100 Fund Balance - September 1 (Beginning)	11,363,614	11,363,614	11,363,614	-
3000 Fund Balance - August 31 (Ending)	\$ 11,490,071	\$ 11,558,346	\$ 12,166,727	\$ 608,381

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
TEACHER RETIREMENT SYSTEM OF TEXAS
FOR THE YEAR ENDED AUGUST 31, 2020

	FY 2020 Plan Year 2019	FY 2019 Plan Year 2018	FY 2018 Plan Year 2017
District's Proportion of the Net Pension Liability (Asset)	0.000235027%	0.02334693%	0.018264875%
District's Proportionate Share of Net Pension Liability (Asset)	\$ 12,217,441	\$ 12,850,717	\$ 5,840,123
State's Proportionate Share of the Net Pension Liability (Asset) Associated with the District	20,460,211	22,529,858	15,271,643
Total	<u>\$ 32,677,652</u>	<u>\$ 35,380,575</u>	<u>\$ 21,111,766</u>
District's Covered Payroll	\$ 28,111,928	\$ 27,397,418	\$ 26,574,196
District's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	43.46%	46.90%	21.98%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	75.24%	73.74%	82.17%

Note: GASB Codification, Vol. 2, P20.183 requires that the information on this schedule be data from the period corresponding with the periods covered as of the measurement dates of August 31, 2019 for year 2020, August 31, 2018 for year 2019, August 31, 2017 for year 2018, August 31, 2016 for year 2017, August 31, 2015 for year 2016 and August 31, 2014 for year 2015.

This schedule shows only the years for which this information is available. Additional information will be added until 10 years of data are available and reported.

<u>FY 2017</u>	<u>FY 2016</u>	<u>FY 2015</u>
<u>Plan Year 2016</u>	<u>Plan Year 2015</u>	<u>Plan Year 2014</u>
0.018637105%	0.0198897%	0.0100669%
\$ 7,042,685	\$ 7,030,744	\$ 2,689,008
18,223,942	17,229,897	14,622,939
<u>\$ 25,266,627</u>	<u>\$ 24,260,641</u>	<u>\$ 17,311,947</u>
\$ 25,849,885	\$ 24,956,220	\$ 23,960,423
27.24%	28.17%	11.22%
78.00%	78.43%	83.25%

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR PENSIONS
 TEACHER RETIREMENT SYSTEM OF TEXAS
 FOR FISCAL YEAR 2020

	2020	2019	2018
Contractually Required Contribution	\$ 878,546	\$ 824,909	\$ 786,464
Contribution in Relation to the Contractually Required Contribution	(878,546)	(824,909)	(786,464)
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -
District's Covered Payroll	\$ 29,863,870	\$ 28,111,928	\$ 27,397,418
Contributions as a Percentage of Covered Payroll	2.94%	2.93%	2.87%

Note: GASB Codification, Vol. 2, P20.183 requires that the data in this schedule be presented as of the District's respective fiscal years as opposed to the time periods covered by the measurement dates ending August 31 of the preceding year.

This schedule shows only the years for which this information is available. Additional information will be added until 10 years of data are available and reported.

	2017	2016	2015
\$	598,616	\$ 592,480	\$ 588,942
	(598,616)	(592,480)	(588,942)
\$	-	\$ -	\$ -
\$	26,574,196	\$ 25,849,885	\$ 24,956,220
	2.25%	2.29%	2.36%

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY
 TEACHER RETIREMENT SYSTEM OF TEXAS
 FOR THE YEAR ENDED AUGUST 31, 2020

	FY 2020 Plan Year 2019	FY 2019 Plan Year 2018	FY 2018 Plan Year 2017
District's Proportion of the Net Liability (Asset) for Other Postemployment Benefits	0.00031505%	0.031748606%	0.028767545%
District's Proportionate Share of Net OPEB Liability (Asset)	\$ 14,899,080	\$ 15,852,369	\$ 12,469,879
State's Proportionate Share of the Net OPEB Liability (Asset) Associated with the District	19,797,546	23,874,982	21,870,140
Total	<u>\$ 34,696,626</u>	<u>\$ 39,727,351</u>	<u>\$ 34,340,019</u>
District's Covered Payroll	\$ 28,111,928	\$ 27,397,418	\$ 26,574,196
District's Proportionate Share of the Net OPEB Liability (Asset) as a Percentage of its Covered Payroll	53.00%	57.87%	46.92%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	2.66%	1.57%	0.91%

Note: GASB Codification, Vol. 2, P50.238 states that the information on this schedule should be determined as of the measurement date. Therefore the amounts reported for FY 2020 are for the measurement date of August 31, 2019. The amounts for FY 2019 are for the measurement date August 31, 2018. The amounts for FY 2018 are based on the August 31, 2017 measurement date.

This schedule shows only the years for which this information is available. Additional information will be added until 10 years of data are available and reported.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR OTHER POSTEMPLOYMENT BENEFITS (OPEB)
 TEACHER RETIREMENT SYSTEM OF TEXAS
 FOR FISCAL YEAR 2020

	2020	2019	2018
Contractually Required Contribution	\$ 237,123	\$ 223,600	\$ 218,925
Contribution in Relation to the Contractually Required Contribution	(237,123)	(223,600)	(218,925)
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -
District's Covered Payroll	\$ 29,863,870	\$ 28,111,928	\$ 27,397,418
Contributions as a Percentage of Covered Payroll	0.79%	0.80%	0.80%

Note: GASB Codification, Vol. 2, P50.238 requires that the data in this schedule be presented as of the District's respective fiscal years as opposed to the time periods covered by the measurement dates ending August 31 of the preceding year.

Information in this schedule should be provided only for the years where data is available. Eventually 10 years of data should be presented.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED AUGUST 31, 2020

PENSION LIABILITY:

Changes of benefit terms:

There were no changes of benefit terms that affected measurement of the total pension liability during the measurement period.

Changes of assumptions:

The following were changes to the actuarial assumptions or other inputs that affected measurement of the total pension liability since the prior measurement period.

- The single discount rate as of August 31, 2018 was a blended rate of 6.907 percent and that has changed to the long-term rate of return of 7.25 percent as of August 31, 2019.
- With the enactment of SB 3 by the 2019 Texas Legislature, an assumption has been made about how this would impact future salaries. It is assumed that eligible active members will each receive a \$2,700 increase in fiscal year 2020. This is in addition to the salary increase expected in the actuarial assumptions.
- The Texas Legislature approved funding for a 13th check. All eligible members retired as of December 31, 2018 will receive an extra annuity check in September 2019 in either the matching amount of their monthly annuity payment or \$2,000, whichever is less.

OPEB LIABILITY:

Changes of benefit terms:

There were no changes in benefit terms since the prior measurement date.

Changes of assumptions:

The following were changes to the actuarial assumptions or other inputs that affected measurement of the Total OPEB liability since the prior measurement period:

- The discount rate changed from 3.69 percent as of August 31, 2018 to 2.63 percent as of August 31, 2019. This change increased the TOL.
- The health care trend rates were reset to better reflect the plan's anticipated experience. This change increased the TOL.
- The participation rate for pre-65 retirees was lowered from 70 percent to 65 percent. The participation rate for post-65 retirees was lowered from 75 percent to 50 percent. 25 percent of the pre-65 retirees are assumed to discontinue their coverage at age 65. There was no lapse assumption in the prior valuation. These changes decreased the TOL.
- The percentage of retirees who are assumed to have two-person coverage was lowered from 20 percent to 15 percent. In addition, the participation assumption for the surviving spouses of employees that die while activity employed was lowered from 20 percent to 10 percent. These changes decreased the TOL.

OTHER SUPPLEMENTARY INFORMATION
NONMAJOR GOVERNMENTAL FUNDS
SPECIAL REVENUE FUNDS

Special Revenue Funds are used to account for proceeds of specific revenue sources that are legally restricted to expenditure for specified purposes.

Activities accounted for in the Special Revenue Funds are:

- ESEA Title I, A Improving Basic Program
- IDEA-Part B, Formula
- IDEA-Part B, Preschool
- National Breakfast and Lunch Program
- Summer Feeding Program
- Career and Technical - Basic Grant
- ESEA, Title II, A Training and Recruiting
- Title III, A English Lang. Acquisition
- Summer School LEP

State Programs:

- Advanced Placement Incentives
- State Instructional Material
- Math Achievement Academics

Campus Activity Funds

Capital Projects Fund

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 COMBINING BALANCE SHEET
 NONMAJOR GOVERNMENTAL FUNDS
 AUGUST 31, 2020

Data Control Codes	211 ESEA I, A Improving Basic Program	224 IDEA - Part B Formula	225 IDEA - Part B Preschool	240 National Breakfast and Lunch Program	
ASSETS					
1110	Cash and Cash Equivalents	\$ -	\$ -	\$ -	\$ 452,261
1240	Due from Other Governments	63,247	193,552	645	8,730
1000	Total Assets	<u>\$ 63,247</u>	<u>\$ 193,552</u>	<u>\$ 645</u>	<u>\$ 460,991</u>
LIABILITIES					
2110	Accounts Payable	\$ -	\$ 4,724	\$ -	\$ 39,032
2170	Due to Other Funds	63,247	188,828	645	-
2200	Accrued Expenditures	-	-	-	28,253
2300	Unearned Revenue	-	-	-	-
2000	Total Liabilities	<u>63,247</u>	<u>193,552</u>	<u>645</u>	<u>67,285</u>
FUND BALANCES					
Restricted Fund Balance:					
3450	Federal or State Funds Grant Restriction	-	-	-	393,706
Committed Fund Balance:					
3545	Campus Activities	-	-	-	-
3000	Total Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>393,706</u>
4000	Total Liabilities and Fund Balances	<u>\$ 63,247</u>	<u>\$ 193,552</u>	<u>\$ 645</u>	<u>\$ 460,991</u>

244 Career and Technical - Basic Grant	255 ESEA II,A Training and Recruiting	263 Title III, A English Lang. Acquisition	266 ESSER -School Emergency Relief	276 Title I - SIP Academy Grant	288 Summer School LEP	289 ESEA Title IV Part A	397 Advanced Placement Incentives
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,456
12,864	15,997	10,255	249,793	18,000	-	6,550	-
<u>\$ 12,864</u>	<u>\$ 15,997</u>	<u>\$ 10,255</u>	<u>\$ 249,793</u>	<u>\$ 18,000</u>	<u>\$ -</u>	<u>\$ 6,550</u>	<u>\$ 9,456</u>
\$ -	\$ 1,550	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12,864	14,447	10,255	249,793	18,000	-	6,550	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	9,456
<u>12,864</u>	<u>15,997</u>	<u>10,255</u>	<u>249,793</u>	<u>18,000</u>	<u>-</u>	<u>6,550</u>	<u>9,456</u>
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<u>\$ 12,864</u>	<u>\$ 15,997</u>	<u>\$ 10,255</u>	<u>\$ 249,793</u>	<u>\$ 18,000</u>	<u>\$ -</u>	<u>\$ 6,550</u>	<u>\$ 9,456</u>

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 COMBINING BALANCE SHEET
 NONMAJOR GOVERNMENTAL FUNDS
 AUGUST 31, 2020

Data Control Codes	410 State Instructional Materials	429 Math Achievement Academics	461 Campus Activity Funds	Total Nonmajor Governmental Funds	
ASSETS					
1110	Cash and Cash Equivalents	\$ 41,864	\$ -	\$ 140,660	\$ 644,241
1240	Due from Other Governments	1,705	65,226	-	646,564
1000	Total Assets	<u>\$ 43,569</u>	<u>\$ 65,226</u>	<u>\$ 140,660</u>	<u>\$ 1,290,805</u>
LIABILITIES					
2110	Accounts Payable	\$ 14,496	\$ -	\$ 3,099	\$ 62,901
2170	Due to Other Funds	-	65,226	62,697	692,552
2200	Accrued Expenditures	-	-	-	28,253
2300	Unearned Revenue	-	-	-	9,456
2000	Total Liabilities	<u>14,496</u>	<u>65,226</u>	<u>65,796</u>	<u>793,162</u>
FUND BALANCES					
Restricted Fund Balance:					
3450	Federal or State Funds Grant Restriction	29,073	-	-	422,779
Committed Fund Balance:					
3545	Campus Activities	-	-	74,864	74,864
3000	Total Fund Balances	<u>29,073</u>	<u>-</u>	<u>74,864</u>	<u>497,643</u>
4000	Total Liabilities and Fund Balances	<u>\$ 43,569</u>	<u>\$ 65,226</u>	<u>\$ 140,660</u>	<u>\$ 1,290,805</u>



LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
 FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS
 FOR THE YEAR ENDED AUGUST 31, 2020

Data Control Codes	211 ESEA I, A Improving Basic Program	224 IDEA - Part B Formula	225 IDEA - Part B Preschool	240 National Breakfast and Lunch Program
REVENUES:				
5700 Total Local and Intermediate Sources	\$ -	\$ -	\$ -	\$ 596,164
5800 State Program Revenues	-	-	-	20,655
5900 Federal Program Revenues	281,404	705,185	10,837	1,200,614
5020 Total Revenues	281,404	705,185	10,837	1,817,433
EXPENDITURES:				
Current:				
0011 Instruction	264,688	342,012	10,837	-
0013 Curriculum and Instructional Staff Development	16,716	2,036	-	-
0021 Instructional Leadership	-	367	-	-
0023 School Leadership	-	-	-	-
0031 Guidance, Counseling, and Evaluation Services	-	338,370	-	-
0035 Food Services	-	-	-	1,775,074
0036 Extracurricular Activities	-	-	-	-
Intergovernmental:				
0093 Payments to Fiscal Agent/Member Districts of SSA	-	22,400	-	-
6030 Total Expenditures	281,404	705,185	10,837	1,775,074
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	-	-	-	42,359
OTHER FINANCING SOURCES (USES):				
8911 Transfers Out (Use)	-	-	-	-
1200 Net Change in Fund Balance	-	-	-	42,359
0100 Fund Balance - September 1 (Beginning)	-	-	-	351,347
3000 Fund Balance - August 31 (Ending)	\$ -	\$ -	\$ -	\$ 393,706

244 Career and Technical - Basic Grant	255 ESEA II,A Training and Recruiting	263 Title III, A English Lang. Acquisition	266 ESSER -School Emergency Relief	276 Title I - SIP Academy Grant	288 Summer School LEP	289 ESEA Title IV Part A	397 Advanced Placement Incentives
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	-	-	-	-	-	195
34,086	61,047	31,249	249,793	18,000	5,343	6,550	-
34,086	61,047	31,249	249,793	18,000	5,343	6,550	195
29,779	1,030	31,249	249,793	18,000	5,343	2,600	-
4,307	59,592	-	-	-	-	3,950	195
-	-	-	-	-	-	-	-
-	425	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
34,086	61,047	31,249	249,793	18,000	5,343	6,550	195
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
 FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS
 FOR THE YEAR ENDED AUGUST 31, 2020

Data Control Codes	410 State Instructional Materials	429 Math Achievement Academics	461 Campus Activity Funds	Total Nonmajor Governmental Funds
REVENUES:				
5700 Total Local and Intermediate Sources	\$ -	\$ -	\$ 30,345	\$ 626,509
5800 State Program Revenues	550,253	65,576	1,056	637,735
5900 Federal Program Revenues	-	-	-	2,604,108
5020 Total Revenues	550,253	65,576	31,401	3,868,352
EXPENDITURES:				
Current:				
0011 Instruction	550,253	350	-	1,505,934
0013 Curriculum and Instructional Staff Development	-	-	-	86,796
0021 Instructional Leadership	-	-	-	367
0023 School Leadership	-	-	-	425
0031 Guidance, Counseling, and Evaluation Services	-	-	-	338,370
0035 Food Services	-	-	-	1,775,074
0036 Extracurricular Activities	-	-	46,183	46,183
Intergovernmental:				
0093 Payments to Fiscal Agent/Member Districts of SSA	-	-	-	22,400
6030 Total Expenditures	550,253	350	46,183	3,775,549
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	-	65,226	(14,782)	92,803
OTHER FINANCING SOURCES (USES):				
8911 Transfers Out (Use)	-	(65,226)	-	(65,226)
1200 Net Change in Fund Balance	-	-	(14,782)	27,577
0100 Fund Balance - September 1 (Beginning)	29,073	-	89,646	470,066
3000 Fund Balance - August 31 (Ending)	\$ 29,073	\$ -	\$ 74,864	\$ 497,643

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - CHILD NUTRITION PROGRAM
FOR THE YEAR ENDED AUGUST 31, 2020

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	Original	Final		
REVENUES:				
5700 Total Local and Intermediate Sources	\$ 784,438	\$ 784,438	\$ 596,164	\$ (188,274)
5800 State Program Revenues	9,385	9,385	20,655	11,270
5900 Federal Program Revenues	1,151,686	1,151,686	1,200,614	48,928
5020 Total Revenues	1,945,509	1,945,509	1,817,433	(128,076)
EXPENDITURES:				
Current:				
0035 Food Services	1,944,747	1,944,747	1,775,074	169,673
6030 Total Expenditures	1,944,747	1,944,747	1,775,074	169,673
1200 Net Change in Fund Balances	762	762	42,359	41,597
0100 Fund Balance - September 1 (Beginning)	351,347	351,347	351,347	-
3000 Fund Balance - August 31 (Ending)	\$ 352,109	\$ 352,109	\$ 393,706	\$ 41,597

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
 BUDGET AND ACTUAL - DEBT SERVICE FUND
 FOR THE YEAR ENDED AUGUST 31, 2020

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	Original	Final		
REVENUES:				
5700 Total Local and Intermediate Sources	\$ 10,653,864	\$ 10,653,864	\$ 10,707,573	\$ 53,709
5800 State Program Revenues	-	-	206,935	206,935
5020 Total Revenues	10,653,864	10,653,864	10,914,508	260,644
EXPENDITURES:				
Debt Service:				
0071 Principal on Long-Term Debt	10,600,000	3,167,988	3,167,988	-
0072 Interest on Long-Term Debt	-	7,754,943	7,601,141	153,802
0073 Bond Issuance Cost and Fees	-	10,000	3,269	6,731
6030 Total Expenditures	10,600,000	10,932,931	10,772,398	160,533
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	53,864	(279,067)	142,110	421,177
OTHER FINANCING SOURCES (USES):				
7916 Premium or Discount on Issuance of Bonds	-	307,604	153,802	(153,802)
1200 Net Change in Fund Balances	53,864	28,537	295,912	267,375
0100 Fund Balance - September 1 (Beginning)	1,604,558	1,604,558	1,604,558	-
3000 Fund Balance - August 31 (Ending)	\$ 1,658,422	\$ 1,633,095	\$ 1,900,470	\$ 267,375

OTHER SUPPLEMENTARY INFORMATION:
INTERNAL SERVICE FUNDS



INTERNAL SERVICE

FUNDS

The Internal Service Funds are used to account for the financing of services provided by one department to other departments of the District on a cost reimbursement basis.

Print Shop - This fund accounts for the printing services provided by the District Print Shop.

Computer Operations - This fund accounts for technology services provided to other departments.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 COMBINING STATEMENT OF NET POSITION
 INTERNAL SERVICE FUNDS
 AUGUST 31, 2020

	752	754	Total
	Print Shop	Computer Operations	Internal Service Funds
ASSETS			
Current Assets:			
Cash and Cash Equivalents	\$ 128,715	\$ 110,524	\$ 239,239
Due from Other Funds	2,656	4,252	6,908
Inventories	22,854	2,110	24,964
Total Assets	<u>154,225</u>	<u>116,886</u>	<u>271,111</u>
LIABILITIES			
Current Liabilities:			
Accounts Payable	911	-	911
Accrued Expenses	88	-	88
Total Liabilities	<u>999</u>	<u>-</u>	<u>999</u>
NET POSITION			
Unrestricted Net Position	<u>153,226</u>	<u>116,886</u>	<u>270,112</u>
Total Net Position	<u>\$ 153,226</u>	<u>\$ 116,886</u>	<u>\$ 270,112</u>

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
 INTERNAL SERVICE FUNDS
 FOR THE YEAR ENDED AUGUST 31, 2020

	752	754	Total
	Print Shop	Computer Operations	Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	\$ 169,325	\$ -	\$ 169,325
State Program Revenues	5,370	-	5,370
Total Operating Revenues	<u>174,695</u>	<u>-</u>	<u>174,695</u>
OPERATING EXPENSES:			
Payroll Costs	74,836	-	74,836
Professional and Contracted Services	75,516	-	75,516
Supplies and Materials	24,343	574	24,917
Total Operating Expenses	<u>174,695</u>	<u>574</u>	<u>175,269</u>
Operating Income (Loss)	-	(574)	(574)
Total Net Position - September 1 (Beginning)	<u>153,226</u>	<u>117,460</u>	<u>270,686</u>
 Total Net Position August 31 (Ending)	 <u>\$ 153,226</u>	 <u>\$ 116,886</u>	 <u>\$ 270,112</u>

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 COMBINING STATEMENT OF CASH FLOWS
 INTERNAL SERVICE FUNDS
 FOR THE YEAR ENDED AUGUST 31, 2020

	752	754	
	Print Shop	Computer Operations	Total Internal Service Funds
<u>Cash Flows from Operating Activities:</u>			
Cash Received from District	\$ 169,325	\$ -	\$ 169,325
Cash Payments for Payroll Costs	(69,466)	-	(69,466)
Cash Payments for Supplies and Materials	(44,753)	-	(44,753)
Cash Payments for Purchased Services	(75,516)	-	(75,516)
Net Cash Used For Operating Activities	<u>(20,410)</u>	<u>-</u>	<u>(20,410)</u>
Net Decrease in Cash and Cash Equivalents	(20,410)	-	(20,410)
Cash and Cash Equivalents at Beginning of Year	149,125	110,524	259,649
Cash and Cash Equivalents at End of Year	<u>\$ 128,715</u>	<u>\$ 110,524</u>	<u>\$ 239,239</u>
<u>Reconciliation of Operating Income (Loss) to Net Cash Used for Operating Activities:</u>			
Operating Income (Loss):	\$ -	\$ (574)	\$ (574)
Effect of Increases and Decreases in Current Assets and Liabilities:			
Decrease (increase) in Inventories	1,317	574	1,891
Increase (decrease) in Accounts Payable	(21,727)	-	(21,727)
Net Cash Used for Operating Activities	<u>\$ (20,410)</u>	<u>\$ -</u>	<u>\$ (20,410)</u>

OTHER SUPPLEMENTARY INFORMATION:

AGENCY FUND

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES
ALL AGENCY FUNDS
AUGUST 31, 2020

	BALANCE SEPTEMBER 1 2019	ADDITIONS	DEDUCTIONS	BALANCE AUGUST 31 2020
STUDENT ACTIVITY ACCOUNT				
Assets:				
Cash and Temporary Investments	\$ 638,988	\$ 599,051	\$ 631,648	\$ 606,391
Liabilities:				
Accounts Payable	\$ 56,147	\$ -	\$ 3,341	\$ 52,806
Due to Other Funds	7,602	-	7,602	-
Due to Student Groups	575,239	-	21,654	553,585
Total Liabilities	\$ 638,988	\$ -	\$ 32,597	\$ 606,391
TOTAL AGENCY FUNDS				
Assets:				
Cash and Temporary Investments	\$ 638,988	\$ 599,051	\$ 631,648	\$ 606,391
Liabilities:				
Accounts Payable	\$ 56,147	\$ -	\$ 3,341	\$ 52,806
Due to Other Funds	7,602	-	7,602	-
Due to Student Groups	575,239	-	21,654	553,585
Total Liabilities	\$ 638,988	\$ -	\$ 32,597	\$ 606,391

OTHER SUPPLEMENTARY INFORMATION:

REQUIRED TEA SCHEDULES

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF DELINQUENT TAXES RECEIVABLE
 FISCAL YEAR ENDED AUGUST 31, 2020

Last 10 Years Ended August 31	(1)	(2)	(3)
	Tax Rates		Assessed/Appraised Value for School Tax Purposes
	Maintenance	Debt Service	
2011 and prior years	Various	Various	\$ Various
2012	1.170000	0.500000	1,215,992,122
2013	1.170000	0.500000	1,203,818,215
2014	1.170000	0.500000	1,244,533,513
2015	1.170000	0.500000	1,343,350,119
2016	1.170000	0.500000	1,422,319,042
2017	1.170000	0.500000	1,601,010,736
2018	1.170000	0.500000	1,748,779,669
2019	1.170000	0.500000	1,953,569,778
2020 (School year under audit)	1.068300	0.500000	2,194,318,562
1000 TOTALS			

(10) Beginning Balance 9/1/2019	(20) Current Year's Total Levy	(31) Maintenance Collections	(32) Debt Service Collections	(40) Entire Year's Adjustments	(50) Ending Balance 8/31/2020
\$ 68,620	\$ -	\$ 1,662	\$ 696	\$ (4,372)	\$ 61,890
18,659	-	822	351	-	17,486
37,279	-	871	372	-	36,036
45,345	-	12,276	5,246	-	27,823
52,670	-	12,215	5,220	-	35,235
56,649	-	12,560	5,367	-	38,722
59,379	-	15,784	6,745	2,940	39,790
64,731	-	11,751	5,022	(843)	47,115
175,529	-	68,158	29,127	(8,667)	69,577
-	33,137,389	22,450,715	10,507,683	176,465	355,456
<u>\$ 578,861</u>	<u>\$ 33,137,389</u>	<u>\$ 22,586,814</u>	<u>\$ 10,565,829</u>	<u>\$ 165,523</u>	<u>\$ 729,130</u>



**STATISTICAL
SECTION
(UNAUDITED)**



Statistical Section

This part of the Lake Dallas Independent School District's comprehensive annual financial report presents detailed information as a context for understanding what the information in the financial statements, note disclosures, and required supplementary information says about the government's overall financial health.

Contents	Page
Financial Trends	114
These schedules contain trend information to help the reader understand how the government's financial performance and well-being have changed over time.	
Revenue Capacity	123
These schedules contain information to help the reader assess the government's most significant local revenue source, the property tax.	
Debt Capacity	130
These schedules present information to help the reader assess the affordability of the government's current levels of outstanding debt and the government's ability to issue additional debt in the future.	
Demographic and Economic Information	136
These schedules offer demographic and economic indicators to help the reader understand the environment within the government's financial activities take place.	
Operating Information	142
These schedules contain service and infrastructure data to help the reader understand how the information in the government's financial report relates to the services the government provides and the activities it performs.	

Sources: Unless otherwise noted, the information in these schedules is derived from the comprehensive annual financial reports for the relevant year.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
NET POSITION BY COMPONENT ^(1,2)
LAST TEN FISCAL YEARS

Fiscal Year	2011	2012	2013	2014 ⁽³⁾
Governmental Activities:				
Net Investment in Capital Assets	\$ 5,374,717	\$ 6,917,917	\$ 6,110,394	\$ 6,964,541
Restricted for Federal and State Programs	476,951	452,319	353,245	363,149
Restricted for Debt Service	916,427	397,695	717,021	165,123
Restricted for Campus Activities	22,208	43,228	47,627	-
Unrestricted Net Position	<u>(13,595,936)</u>	<u>(15,000,928)</u>	<u>(15,129,099)</u>	<u>(16,854,334)</u>
Total Governmental Activities Net Position (1,2)	<u>\$ (6,805,633)</u>	<u>\$ (7,189,769)</u>	<u>\$ (7,900,812)</u>	<u>\$ (9,361,521)</u>
Business-Type Activities:				
Unrestricted Net Position	<u>\$ -</u>	<u>\$ 17,965</u>	<u>\$ -</u>	<u>\$ -</u>
Total Business-Type Activities	<u>\$ -</u>	<u>\$ 17,965</u>	<u>\$ -</u>	<u>\$ -</u>
Primary Government:				
Net Investment in Capital Assets	\$ 5,374,717	\$ 6,917,917	\$ 6,110,394	\$ 6,964,541
Restricted for Federal and State Programs	476,951	452,319	353,245	363,149
Restricted for Debt Service	916,427	397,695	717,021	165,123
Restricted for Campus Activities	22,208	43,228	47,627	-
Unrestricted Net Position	<u>(13,595,936)</u>	<u>(14,982,963)</u>	<u>(15,129,099)</u>	<u>(16,854,334)</u>
Total Primary Government Net Position (1,2)	<u>\$ (6,805,633)</u>	<u>\$ (7,171,804)</u>	<u>\$ (7,900,812)</u>	<u>\$ (9,361,521)</u>

Source: The Statement of Net Position for the Lake Dallas Independent School District.

Notes: (1) Effective for the fiscal year ended August 31, 2013, the District implemented GASB Statement No. 63, Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position. With the implementation of this standard, balances previously reported as "Net Assets" are now reported as "Net Position".

(2) Fiscal years prior to 2013 included in this schedule are shown as adjusted for changes required by GASB Statement No. 65, Items Previously Reported as Assets and Liabilities.

(3) Net position for fiscal year 2014 was adjusted in 2015 for the implementation of GASB Statement No. 68, Accounting and Financial Reporting for Pensions, and Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date. Adjustment to periods prior to 2014 was not practical.

2015	2016	2017	2018	2019	2020
\$ 10,701,163	\$ 10,532,295	\$ 999,254	\$ (1,011,015)	\$ 4,729,315	\$ 6,731,610
372,313	289,104	276,416	387,245	380,420	422,779
204,440	552,093	548,129	1,016,462	1,458,801	1,655,330
-	-	-	-	-	-
<u>(21,228,700)</u>	<u>(18,901,486)</u>	<u>(7,925,164)</u>	<u>(20,469,736)</u>	<u>(25,263,626)</u>	<u>(26,426,223)</u>
<u>\$ (9,950,784)</u>	<u>\$ (7,527,994)</u>	<u>\$ (6,101,365)</u>	<u>\$ (20,077,044)</u>	<u>\$ (18,695,090)</u>	<u>\$ (17,616,504)</u>
\$ 2,019	\$ 2,019	\$ 2,019	\$ 2,019	\$ 2,019	\$ 2,019
<u>\$ 2,019</u>	<u>\$ 2,019</u>	<u>\$ 2,019</u>	<u>\$ 2,019</u>	<u>\$ 2,019</u>	<u>\$ 2,019</u>
\$ 10,701,163	\$ 10,532,295	\$ 999,254	\$ (1,011,015)	\$ 4,729,315	\$ 6,731,610
372,313	289,104	276,416	387,245	380,420	422,779
204,440	552,093	548,129	1,016,462	1,458,801	1,655,330
-	-	-	-	-	-
<u>(21,228,700)</u>	<u>(18,899,467)</u>	<u>(7,923,145)</u>	<u>(20,467,717)</u>	<u>(25,261,607)</u>	<u>(26,424,204)</u>
<u>\$ (9,948,765)</u>	<u>\$ (7,525,975)</u>	<u>\$ (6,099,346)</u>	<u>\$ (20,075,025)</u>	<u>\$ (18,693,071)</u>	<u>\$ (17,614,485)</u>

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
CHANGES IN NET POSITION
LAST TEN FISCAL YEARS

Fiscal Year	2011	2012	2013	2014
Expenses				
Governmental Activities:				
Instruction	\$ 20,218,443	\$ 19,417,571	\$ 19,604,501	\$ 20,594,920
Instructional Resources & Media Services	611,435	525,739	545,040	561,763
Curriculum & Staff Development	748,658	743,596	775,300	855,170
Instructional Leadership	311,479	328,888	461,658	419,164
School Leadership	1,824,013	1,931,761	2,018,860	2,028,199
Guidance, Counseling & Evaluation Services	1,096,335	1,052,165	1,210,347	1,325,337
Social Work Services	-	391	16,336	17,276
Health Services	345,364	328,698	354,303	326,353
Student (Pupil) Transportation	1,131,566	1,273,673	1,022,918	1,052,382
Food Services	1,743,118	1,717,847	1,893,064	1,761,483
Cocurricular/Extracurricular Activities	1,300,510	1,350,211	1,319,230	1,344,164
General Administration	1,200,834	1,184,065	1,233,522	1,419,162
Plant Maintenance & Operations	5,425,032	4,344,652	4,342,753	4,620,415
Security Monitoring Services	118,717	123,984	131,168	153,783
Data Processing Services	638,803	702,435	634,526	832,017
Community Services	-	-	-	-
Debt Service - Interest and Fees	6,095,207	5,413,137	5,570,370	5,493,125
Facilities Furnishings - Noncapital	-	-	-	-
Shared Services Special Education	-	-	-	-
Juvenile Justice Alternative Education Program	-	-	-	801
Tax Appraisal Fees	175,100	171,105	165,545	158,721
Total Expenses	<u>42,984,614</u>	<u>40,609,918</u>	<u>41,299,441</u>	<u>42,964,235</u>
Program Revenues				
Governmental Activities:				
Charges for Services				
Instruction	11,810	11,495	2,415	6,556
Food Services	868,652	854,998	810,140	834,368
Cocurricular/Extracurricular Activities	115,525	117,257	92,023	99,245
Plant Maintenance & Operations	60,570	38,720	40,930	20,470
Operating Grants and Contributions	5,829,481	4,600,798	4,233,864	3,952,861
Total Governmental Program Revenues	<u>6,886,038</u>	<u>5,623,268</u>	<u>5,179,372</u>	<u>4,913,500</u>
Total Governmental Net (Expense) Revenue	<u>\$ (36,098,576)</u>	<u>\$ (34,986,650)</u>	<u>\$ (36,120,069)</u>	<u>\$ (38,050,735)</u>
General Revenues and Other Changes in Net Position				
Governmental Activities:				
Taxes:				
Property Taxes - General Purposes	\$ 14,505,620	\$ 14,518,282	\$ 14,545,942	\$ 14,850,909
Property Taxes - Debt Service	6,173,212	6,186,799	6,205,067	6,359,350
State Aid-Formula Grants	13,274,716	12,919,301	13,562,403	14,672,165
Grants and Contributions not Restricted	363,396	677,771	863,331	402,391
Investment Earnings	56,595	51,453	61,232	49,716
Miscellaneous	149,499	240,158	174,947	263,108
Transfers Out	(11,132)	-	(3,896)	(7,613)
Gain on Sale of Assets	-	8,750	-	-
Total General Revenues and Other Changes	<u>34,511,906</u>	<u>34,602,514</u>	<u>35,409,026</u>	<u>36,590,026</u>
Change in Net Position Governmental Activities	<u>(1,586,670)</u>	<u>(384,136)</u>	<u>(711,043)</u>	<u>(1,460,709)</u>
Business-Type Activities:				
Revenue-Charge for Service	390,496	371,397	322,582	313,933
Expense-Day Care Service	403,056	353,482	344,443	321,546
Operating Grants and Contributions	-	-	-	-
Transfer In	11,132	-	3,896	7,613
Change in Net Position-Business-Type Activities	<u>(1,428)</u>	<u>17,965</u>	<u>(17,965)</u>	<u>-</u>
Total Primary Government Change in Net Position	<u>\$ (1,588,098)</u>	<u>\$ (366,171)</u>	<u>\$ (729,008)</u>	<u>\$ (1,460,709)</u>

Source: The Statement of Activities for the Lake Dallas Independent School District.

Note: Fiscal years prior to 2013 are restated for GASB No. 63 and No. 65.

2015	2016	2017	2018	2019	2020
\$ 21,602,235	\$ 23,420,949	\$ 23,396,271	\$ 16,521,116	\$ 25,381,434	\$ 27,443,101
577,352	615,380	608,202	435,713	648,672	663,803
864,442	1,062,067	1,146,177	824,663	1,195,322	1,183,979
433,087	537,969	544,277	382,487	607,779	613,427
2,037,524	2,221,927	2,239,641	1,523,744	2,448,663	2,632,845
1,302,368	1,479,360	1,534,056	1,094,629	1,654,565	1,741,491
17,781	19,264	21,085	11,942	21,759	23,649
303,402	349,952	348,539	233,779	368,200	385,271
996,880	1,027,448	1,131,794	716,565	1,185,733	1,432,506
1,828,423	2,040,332	1,869,615	1,767,424	1,957,297	1,833,588
1,450,777	1,650,080	1,484,754	1,215,238	1,705,455	1,050,970
1,371,000	1,431,261	1,422,654	1,072,859	1,629,207	1,691,746
4,581,366	4,641,156	4,860,641	3,956,372	5,948,185	5,239,630
148,585	142,798	157,201	226,556	215,223	263,154
662,639	1,169,096	804,769	602,488	863,888	886,554
-	-	10,691	4,023	6,793	21,310
5,354,996	2,903,668	4,206,670	3,730,281	4,576,171	7,214,780
-	-	63,123	1,780,675	211,776	-
-	-	50,205	56,200	39,800	22,400
-	-	-	2,403	-	-
<u>153,902</u>	<u>154,181</u>	<u>172,488</u>	<u>179,701</u>	<u>198,865</u>	<u>215,144</u>
<u>43,686,759</u>	<u>44,866,888</u>	<u>46,072,853</u>	<u>36,338,858</u>	<u>50,864,787</u>	<u>54,559,348</u>
1,950	9,285	151,386	10,680	11,315	40
759,799	698,891	777,262	705,650	707,946	590,316
73,706	137,602	88,174	92,362	109,408	88,483
2,435	3,443	3,315	4,425	6,021	1,580
<u>4,357,148</u>	<u>6,008,342</u>	<u>4,997,486</u>	<u>(1,901,848)</u>	<u>5,316,853</u>	<u>5,641,076</u>
<u>5,195,038</u>	<u>6,857,563</u>	<u>6,017,623</u>	<u>(1,088,731)</u>	<u>6,151,543</u>	<u>6,321,495</u>
<u>\$ (38,491,721)</u>	<u>\$ (38,009,325)</u>	<u>\$ (40,055,230)</u>	<u>\$ (37,427,589)</u>	<u>\$ (44,713,244)</u>	<u>\$ (48,237,853)</u>
\$ 16,203,206	\$ 16,810,170	\$ 18,523,586	\$ 20,182,739	\$ 22,439,330	\$ 22,787,658
6,898,513	7,182,779	7,903,046	8,622,478	9,577,335	10,656,269
15,568,660	15,552,620	14,292,335	13,456,486	12,850,386	14,070,295
432,334	606,466	388,692	388,721	433,858	423,744
39,472	77,326	163,067	339,170	678,764	1,216,971
251,061	221,434	227,052	2,348,060	118,352	238,138
-	(18,680)	(15,919)	(19,861)	(2,827)	(76,636)
-	-	-	-	-	-
<u>39,393,246</u>	<u>40,432,115</u>	<u>41,481,859</u>	<u>45,317,793</u>	<u>46,095,198</u>	<u>49,316,439</u>
<u>901,525</u>	<u>2,422,790</u>	<u>1,426,629</u>	<u>7,890,204</u>	<u>1,381,954</u>	<u>1,078,586</u>
353,939	340,628	303,073	336,824	387,544	311,086
351,920	359,308	338,986	356,685	390,371	387,722
-	-	19,994	-	-	-
-	18,680	15,919	19,861	2,827	76,636
<u>2,019</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<u>\$ 903,544</u>	<u>\$ 2,422,790</u>	<u>\$ 1,426,629</u>	<u>\$ 7,890,204</u>	<u>\$ 1,381,954</u>	<u>\$ 1,078,586</u>

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 FUND BALANCES OF GOVERNMENTAL FUNDS
 LAST TEN FISCAL YEARS

Fiscal Year	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
General Fund					
Nonspendable Fund Balance:					
Prepayments	\$ 198,664	\$ 185,983	\$ 186,633	\$ 189,985	\$ 10,731
Assigned Fund Balance:					
Fiscal year 2018 Budget Deficit	-	-	-	-	-
Unassigned	<u>7,997,172</u>	<u>8,598,497</u>	<u>8,610,944</u>	<u>8,661,210</u>	<u>9,531,344</u>
Total General Fund	<u>\$ 8,195,836</u>	<u>\$ 8,784,480</u>	<u>\$ 8,797,577</u>	<u>\$ 8,851,195</u>	<u>\$ 9,542,075</u>
All Other Governmental Funds					
Restricted Fund Balance:					
Retirement of Long-Term Debt	\$ 913,359	\$ 397,129	\$ 628,469	\$ 139,593	\$ 214,899
Federal or State Grants	476,951	452,319	353,245	363,149	372,313
Capital Acquisition and Contractual Obligation	804,818	475,714	588,381	433,642	770,835
Committed Fund Balance:					
Campus Activities	<u>22,208</u>	<u>43,228</u>	<u>47,627</u>	<u>75,125</u>	<u>76,659</u>
Total All Other Governmental Funds	<u>\$ 2,217,336</u>	<u>\$ 1,368,390</u>	<u>\$ 1,617,722</u>	<u>\$ 1,011,509</u>	<u>\$ 1,434,706</u>

2016	2017	2018	2019	2020
\$ 3,042	\$ 3,782	\$ 11,272	\$ 24,286	\$ 45,113
-	169,826	-	-	-
<u>10,055,011</u>	<u>10,148,627</u>	<u>10,455,894</u>	<u>11,339,328</u>	<u>12,121,614</u>
<u>\$ 10,058,053</u>	<u>\$ 10,322,235</u>	<u>\$ 10,467,166</u>	<u>\$ 11,363,614</u>	<u>\$ 12,166,727</u>
\$ 588,223	\$ 860,722	\$ 980,605	\$ 1,604,558	\$ 1,900,470
289,104	276,416	387,245	380,420	422,779
842,019	848,353	663,394	8,184,344	63,553,302
<u>91,739</u>	<u>88,063</u>	<u>73,977</u>	<u>89,646</u>	<u>74,864</u>
<u>\$ 1,811,085</u>	<u>\$ 2,073,554</u>	<u>\$ 2,105,221</u>	<u>\$ 10,258,968</u>	<u>\$ 65,951,415</u>

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
LAST TEN FISCAL YEARS

Fiscal Year	2011	2012	2013	2014
REVENUES:				
Total Local and Intermediate Sources	\$ 21,943,479	\$ 22,029,278	\$ 21,916,928	\$ 22,403,813
State Program Revenues	15,701,523	15,367,206	15,770,892	16,834,060
Federal Program Revenues	3,766,070	2,831,114	2,888,706	2,187,218
Total Revenues	<u>41,411,072</u>	<u>40,227,598</u>	<u>40,576,526</u>	<u>41,425,091</u>
EXPENDITURES:				
Current:				
Instruction	18,614,269	17,999,346	18,090,353	19,022,062
Instructional Resources & Media Services	558,438	478,975	498,623	514,093
Curriculum & Instructional Staff Development	690,037	684,337	716,481	802,070
Instructional Leadership	284,740	300,250	433,233	393,625
School Leadership	1,666,044	1,763,372	1,851,721	1,867,111
Guidance, Counseling & Evaluation Services	1,002,229	960,315	1,119,179	1,231,707
Social Work Services	-	391	16,336	17,276
Health Services	315,429	299,426	325,248	296,514
Student (Pupil) Transportation	1,153,028	1,160,381	1,133,915	1,121,481
Food Services	1,636,960	1,611,689	1,787,694	1,653,268
Cocurricular/Extracurricular Activities	1,192,403	1,235,315	1,205,187	1,241,695
General Administration	1,096,750	1,078,744	1,128,983	1,240,316
Plant Maintenance and Operations	4,333,894	3,970,249	3,971,130	4,238,758
Security and Monitoring Services	108,427	112,956	120,222	142,541
Data Processing Services	588,296	639,954	572,509	768,326
Community Services	-	-	-	-
Debt Service:				
Debt Service - Principal on long-term debt	3,031,480	3,479,937	2,699,486	2,556,288
Debt Service - Interest on long-term debt	4,051,998	3,678,527	4,367,004	4,608,806
Debt Service - Bond Issuance Cost and Fees	7,356	166,773	153,890	144,750
Capital Outlay:				
Facilities Acquisition and Construction	1,163,356	903,700	107,576	20,148
Intergovernmental:				
Payments to Fiscal Agent/Member Districts of SSA	-	-	-	-
Payments to Juvenile Justice Alternative Ed. Prg.	-	-	-	801
Other Intergovernmental Charges	175,100	171,105	165,545	158,721
Total Expenditures	<u>41,670,234</u>	<u>40,695,742</u>	<u>40,464,315</u>	<u>42,040,357</u>
Excess (Deficiency) of Revenues Over (Under)				
Expenditures	<u>(259,162)</u>	<u>(468,144)</u>	<u>112,211</u>	<u>(615,266)</u>
OTHER FINANCING SOURCES (USES):				
Transfers In	-	92,390	665,859	100,000
Transfers Out	(11,132)	(92,390)	(669,755)	(107,613)
Bonds Issued	-	9,340,000	8,955,000	9,295,000
Premium or discount on Issuance of Bonds	-	617,120	1,040,260	701,308
Sale of Real or Personal Property	-	8,750	-	-
Capital Lease Proceeds	-	-	-	-
Non-current Loan	658,262	35,604	-	-
Payments to Bond Refunding Escrow Agent	-	(9,793,632)	(9,841,146)	(9,850,887)
Refund of Prior Year Taxes	-	-	-	(75,137)
Total Other Financing Sources (Uses)	<u>647,130</u>	<u>207,842</u>	<u>150,218</u>	<u>62,671</u>
Net Change in Fund Balances	<u>\$ 387,968</u>	<u>\$ (260,302)</u>	<u>\$ 262,429</u>	<u>\$ (552,595)</u>
Debt service as a percentage of noncapital expenditures	17.49%	17.99%	17.51%	17.05%

2015	2016	2017	2018	2019	2020
\$ 24,267,450	\$ 25,277,027	\$ 27,807,379	\$ 31,912,030	\$ 33,683,573	\$ 35,566,555
17,976,575	18,247,506	16,783,305	16,041,408	15,315,210	17,235,191
2,380,465	2,967,718	2,672,292	3,045,203	3,334,167	3,309,816
<u>44,624,490</u>	<u>46,492,251</u>	<u>47,262,976</u>	<u>50,998,641</u>	<u>52,332,950</u>	<u>56,111,562</u>
20,292,379	21,148,185	21,377,389	22,130,354	24,204,385	24,371,058
536,718	546,198	551,588	575,768	579,452	589,331
815,428	959,912	1,042,807	1,097,393	1,112,733	1,050,896
411,108	482,176	493,726	520,584	562,148	540,208
1,902,508	1,940,524	2,025,767	2,117,988	2,153,750	2,330,747
1,226,646	1,316,630	1,386,036	1,476,687	1,495,284	1,583,845
17,930	18,518	18,948	19,625	20,124	20,605
278,717	303,370	315,015	319,824	320,673	342,147
979,160	1,084,652	1,110,579	1,243,785	1,148,052	1,377,204
1,742,163	1,845,766	1,869,405	1,767,424	1,906,464	1,823,640
1,349,429	1,491,906	1,359,900	1,498,981	1,509,780	1,260,749
1,290,885	1,240,379	1,292,688	1,342,275	1,402,526	1,518,179
4,232,882	4,201,445	4,490,946	4,498,155	4,895,183	5,099,588
137,878	132,113	146,372	211,013	618,408	247,019
605,141	1,093,345	805,850	768,398	1,716,417	794,668
-	-	-	250	6,793	-
2,639,168	2,541,705	2,555,323	2,027,213	4,521,360	3,167,988
4,645,179	4,680,862	4,979,100	5,068,512	5,218,593	7,601,141
296,535	316,954	10,345	3,511	211,776	591,455
252,759	395,440	215,652	2,239,637	7,532,315	15,748,286
-	-	-	56,200	-	-
-	-	50,205	2,403	39,800	22,400
153,902	154,181	160,658	166,646	183,921	200,200
<u>43,806,515</u>	<u>45,894,261</u>	<u>46,258,299</u>	<u>49,152,626</u>	<u>61,359,937</u>	<u>70,281,354</u>
817,975	597,990	1,004,677	1,846,015	(9,026,987)	(14,169,792)
525,000	100,000	-	299,698	-	65,226
(525,000)	(118,680)	(15,919)	(319,559)	(2,827)	(141,862)
19,063,027	24,877,700	-	-	16,130,000	63,900,000
9,175,973	6,013,881	-	-	1,950,010	6,841,988
5,300	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
(27,948,198)	(30,578,534)	(462,105)	(1,649,558)	-	-
-	-	-	-	-	-
296,102	294,367	(478,024)	(1,669,419)	18,077,183	70,665,352
<u>\$ 1,114,077</u>	<u>\$ 892,357</u>	<u>\$ 526,653</u>	<u>\$ 176,596</u>	<u>\$ 9,050,196</u>	<u>\$ 56,495,560</u>
16.72%	15.87%	16.36%	15.13%	18.09%	19.75%



LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 ASSESSED VALUE OF TAXABLE PROPERTY
 LAST TEN YEARS
 (UNAUDITED)

Fiscal Year	ASSESSED VALUE			Total Estimated Taxable Value	Total Direct Rate
	Residential or Real Property	Personal Property	Less Exemptions		
2011	\$1,270,631,001	\$ 74,685,726	\$ 140,252,455	\$ 1,205,064,272	1.670
2012	1,314,548,001	58,534,985	157,090,864	1,215,992,122	1.670
2013	1,327,242,099	78,989,731	202,413,615	1,203,818,215	1.670
2014	1,431,827,466	69,971,289	257,265,242	1,244,533,513	1.670
2015	1,559,600,334	74,999,543	291,249,758	1,343,350,119	1.670
2016	1,873,062,576	80,632,887	531,376,421	1,422,319,042	1.670
2017	1,901,567,473	67,846,198	368,402,935	1,601,010,736	1.670
2018	2,116,051,150	69,116,832	436,388,313	1,748,779,669	1.670
2019	2,351,916,735	89,156,031	487,502,988	1,953,569,778	1.670
2020	2,426,406,345	89,722,983	321,810,766	2,194,318,562	1.5683

Source: Denton County Tax Collector

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 DIRECT AND OVERLAPPING PROPERTY TAX RATES
 LAST TEN FISCAL YEARS (UNAUDITED)

Lake Dallas Independent School District Direct Rates				
Fiscal Year	Maintenance and Operations	Debt Service	Total	
2011	\$ 1.170	\$ 0.500	\$	1.670
2012	1.170	0.500		1.670
2013	1.170	0.500		1.670
2014	1.170	0.500		1.670
2015	1.170	0.500		1.670
2016	1.170	0.500		1.670
2017	1.170	0.500		1.670
2018	1.170	0.500		1.670
2019	1.170	0.500		1.670
2020	1.0683	0.500		1.5683

Source: Appropriate government entities' tax departments.

Notes:

(1) Includes levies for operating and debt service costs.

Overlapping Rates (1)

County of Denton	City of Lake Dallas	City of Corinth	Town of Hickory Creek	Corinth MUD #1
\$ 0.27390	\$ 0.71000	\$ 0.59292	\$0.424287	\$ 0.150
0.27736	0.71000	0.59135	0.424287	0.150
0.28287	0.71000	0.60489	0.424287	-
0.28491	0.70193	0.60489	0.416882	-
0.26200	0.66807	0.58489	0.401367	-
0.24841	0.66807	0.58193	0.387319	-
0.23781	0.66175	0.53686	0.366933	-
0.22557	0.66175	0.53000	0.347535	-
0.22528	0.64497	0.54500	0.330402	-
0.224985	0.64206	0.57817	0.319943	-

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
PRINCIPAL PROPERTY TAXPAYERS
CURRENT YEAR AND NINE YEARS AGO

Taxpayer	Description	2020		Percentage of Total Taxable Assessed Value
		Taxable Assessed Value	Rank	
Oxford 2181 Inc.	Real Estate	\$ 36,000,000	1	1.64%
Mansions at Hickory Creek LP	Real Estate	33,299,995	2	1.52%
Boulevard 2010 LLC	Real Estate	28,369,309	3	1.29%
Denton County Elec Coop	Utility	25,275,228	4	1.15%
Millennium Place LP	Real Estate	25,003,859	5	1.14%
AV Ashleye Village LP	Real Estate	13,648,221	6	0.62%
Oncor Electric Delivery Co.	Utility	13,638,470	7	0.62%
Tower Ridge Corinth I, LTD	Real Estate	11,363,745	8	0.52%
Wal-Mart Stores Real Estate	Retail	11,200,000	9	0.51%
Destiny Dallas LP	Real Estate	8,751,577	10	0.40%
Goldfield, Alan H. & Shirley M.	Real Estate			
HD Supply Utilities, Ltd.	Warehouse			
United Aircraft Services	Services			
Kensington Square LP PS	Apartment			
RRC (TX) LP	Real Estate			
TOTAL		\$ 206,550,404		9.41%

The 2020 taxable valuation is based on the 2018-2019 tax roll with a total assessed value of
\$ 2,194,318,562

Source of information: Denton Central Appraisal District

2011		
Taxable Assessed Value	Rank	Percentage of Total Taxable Assessed Value
\$ 15,086,139	1	1.25%
4,671,871	10	0.39%
8,625,660	4	0.72%
6,299,659	6	0.52%
14,102,641	2	1.17%
12,649,353	3	1.05%
5,743,418	7	0.48%
7,022,656	5	0.58%
4,850,000	9	0.40%
<u>5,000,000</u>	8	<u>0.41%</u>
<u>\$ 84,051,397</u>		<u>6.97%</u>

The 2011 taxable valuation is based on the 2010-2011 tax roll with a total assessed value of \$1,205,064,272

Source of information: Denton Central Appraisal District

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
PROPERTY TAX LEVIES AND COLLECTIONS
LAST TEN FISCAL YEARS
(UNAUDITED)

Fiscal Year	Tax Levied for the Fiscal Year	Collected Within the Fiscal Year of the Levy		Collections in Subsequent Years	Total Collections
		Amount	Percentage of Levy		Amount
2011	\$ 20,461,313	\$ 20,293,265	99.18%	\$ 148,730	\$ 20,441,995
2012	20,511,720	20,372,587	99.32%	121,595	20,494,182
2013	20,542,830	20,397,497	99.29%	109,199	20,506,696
2014	20,948,111	20,820,019	99.39%	118,205	20,938,224
2015	22,684,911	22,504,021	99.20%	188,507	22,692,528
2016	23,682,610	23,532,301	99.37%	153,144	23,685,445
2017	26,042,409	25,842,333	99.23%	188,185	26,030,518
2018	28,577,451	28,415,273	99.23%	116,431	28,531,704
2019	31,698,749	31,523,220	99.45%	97,285	31,620,505
2020	33,137,389	33,152,643	98.93%	-	33,152,643

Source of information: Annual Financial Report.

<u>to Date</u>		<u>Outstanding Delinquent Taxes as % of Tax Levy</u>
<u>Percentage of Levy</u>	<u>Outstanding Delinquent Taxes</u>	
99.91%	\$ 19,266	0.09%
99.91%	17,486	0.09%
99.82%	36,036	0.18%
99.95%	27,823	0.13%
100.03%	35,235	0.16%
100.01%	38,722	0.16%
99.95%	39,790	0.15%
99.84%	47,115	0.16%
99.75%	69,577	0.22%
100.05%	355,456	1.07%

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
OUTSTANDING DEBT BY TYPE
LAST TEN FISCAL YEARS

Fiscal Year	General Obligation Bonds	Accreted Interest on Bonds	Capital Leases	Unamortized Bond Premium	Loan	Total Primary Government	Percentage of Personal Income *	Total Outstanding Debt Per Capita *
2011	\$ 97,019,818	\$22,287,040	\$ -	\$4,161,606	\$658,262	\$124,126,726	16.68%	\$ 5,455
2012	93,571,648	24,329,620	-	4,292,642	662,099	122,856,009	16.35%	5,365
2013	90,742,582	25,526,225	-	5,149,278	597,607	122,015,692	15.22%	5,230
2014	87,922,086	26,431,403	-	5,629,727	531,815	120,515,031	14.89%	5,137
2015	85,340,015	28,787,501	-	6,097,526	464,697	120,689,739	14.75%	4,996
2016	82,931,615	26,180,674	-	7,379,975	326,377	116,818,641	14.09%	4,810
2017	80,182,514	25,875,328	-	6,371,993	251,121	112,680,956	13.37%	4,627
2018	77,342,787	14,273,805	-	15,791,678	173,753	107,582,023	12.55%	4,348
2019	89,125,180	14,099,203	-	17,093,490	-	120,317,873	13.81%	4,812
2020	149,857,191	13,804,995	-	23,001,646	-	186,663,832	21.07%	7,163

Source: District Records

* See Exhibit S-13 for personal income and population data

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
DIRECT AND OVERLAPPING GOVERNMENTAL ACTIVITIES DEBT
AS OF AUGUST 31, 2020
(UNAUDITED)

Governmental Unit	Debt Outstanding	Estimated Percentage Applicable (1)	Estimated Share of Direct and Overlapping Debt
Corinth, City of	\$ 46,250,000	45.45%	\$ 21,020,625
Denton, City of	810,925,000	0.25%	2,027,313
Denton County	611,835,000	2.05%	12,542,618
Hickory Creek, Town of	6,615,000	99.41%	6,575,972
Lake Dallas, City of	3,945,000	100.00%	<u>3,945,000</u>
Subtotal, overlapping bonded debt			46,111,527
Lake Dallas ISD	186,663,832	100.000%	<u>186,663,832</u>
Total direct and overlapping debt			<u>\$ 232,775,359</u>

Source: Taxable value data used to estimate applicable percentages provided by the Municipal Advisory Council. Debt outstanding data provided by each governmental unit.

Note: Overlapping governments are those that coincide, at least in part, with the geographic boundaries of the City. This schedule estimates the portion of the outstanding debt of those overlapping governments that is borne by the residents and businesses of Lake Dallas Independent School District. This process recognizes that, when considering the government's ability to issue and repay long-term debt, the entire debt burden borne by the residents and businesses should be taken into account. However, this does not imply that every taxpayer is a resident, and therefore responsible for repaying the debt, of each overlapping government.

(1) The percentage of overlapping debt applicable is estimated using taxable assessed property values. Applicable percentages were estimated by determining the portion of each entity's taxable assessed value that is within the District's boundaries and dividing it by each entity's total taxable assessed value.



LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 RATIO OF NET BONDED DEBT TO ASSESSED VALUE AND NET BONDED
 DEBT PER CAPITA
 LAST TEN FISCAL YEARS
 (UNAUDITED)

Fiscal Year	Population	Assessed Value	Gross Bonded Debt	Less Debt Service Funds	Net Bonded Debt	Ratio of Net Bonded Debt to Assessed Value	Net Bonded Debt Per Capita
2011	22,756	\$ 1,205,064,272	\$ 124,126,726	\$ 913,359	\$123,213,367	10.22%	\$ 5,415
2012	22,901	1,215,922,122	122,856,009	397,129	122,458,880	10.07%	5,347
2013	23,328	1,203,818,215	122,015,692	628,469	121,387,223	10.08%	5,203
2014	23,462	1,244,533,513	120,515,031	139,593	120,375,438	9.67%	5,131
2015	24,159	1,343,350,119	120,689,739	214,899	120,474,840	8.97%	4,987
2016	24,289	1,422,319,042	116,818,641	588,223	116,230,418	8.17%	4,785
2017	24,352	1,601,010,736	112,680,956	860,722	111,573,113	6.97%	4,582
2018	24,743	1,748,779,669	107,582,023	980,605	106,427,665	6.09%	4,301
2019	25,002	1,953,569,778	120,317,873	1,604,558	118,713,315	6.16%	4,748
2020	26,060	2,194,318,562	186,663,832	1,900,470	184,763,362	8.51%	7,090

Source: North Central Council of Governments, District Financial Statements, and Denton Central Appraisal District.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
LEGAL DEBT MARGIN INFORMATION
LAST TEN FISCAL YEARS

Fiscal Year	2011	2012	2013	2014
Total Assessed Value	\$1,205,064,272	\$1,215,992,122	\$1,203,818,215	\$1,244,533,513
Debt Limit (10% of Total Assessed Value)	\$ 120,506,427	\$ 121,599,212	\$ 120,381,822	\$ 124,453,351
Debt Applicable to Limit:				
General Obligation Bonds	\$ 97,019,818	\$ 93,571,648	\$ 90,742,582	\$ 87,922,086
Less Net Position in Debt Service Fund	913,359	397,129	628,469	139,593
Total Amount of Debt Applicable to Debt Limit	96,106,459	93,174,519	90,114,113	87,782,493
Legal Debt Margin	\$ 24,399,968	\$ 28,424,693	\$ 30,267,709	\$ 36,670,858
Total Net Debt Applicable to the Limit as a percentage of Debt Limit	79.75%	76.62%	74.86%	70.53%

Source of Information: Denton Central Appraisal District and District Financial Information

Note: Under state finance law, Lake Dallas Independent School District's outstanding general obligation debt should not exceed 10 percent of the total assessed property value. By law, the general obligation debt subject to the limitation may be offset by amounts set aside for repaying general obligation bonds.

2015	2016	2017	2018	2019	2020
<u>\$1,343,350,119</u>	<u>\$1,422,319,042</u>	<u>\$1,601,010,736</u>	<u>\$1,748,779,669</u>	<u>\$1,953,569,778</u>	<u>\$2,194,318,562</u>
<u>\$ 134,335,012</u>	<u>\$ 142,231,904</u>	<u>\$ 160,101,073</u>	<u>\$ 174,877,967</u>	<u>\$ 195,359,978</u>	<u>\$ 219,431,856</u>
<u>\$ 85,340,015</u>	<u>\$ 82,931,615</u>	<u>\$ 80,182,514</u>	<u>\$ 77,342,787</u>	<u>\$ 89,125,180</u>	<u>\$ 149,857,191</u>
<u>214,899</u>	<u>588,223</u>	<u>860,722</u>	<u>1,016,462</u>	<u>1,458,801</u>	<u>1,655,330</u>
<u>85,125,116</u>	<u>82,343,392</u>	<u>79,321,792</u>	<u>76,326,325</u>	<u>87,666,379</u>	<u>148,201,861</u>
<u>\$ 49,209,896</u>	<u>\$ 59,888,512</u>	<u>\$ 80,779,281</u>	<u>\$ 98,551,642</u>	<u>\$ 107,693,599</u>	<u>\$ 71,229,995</u>
63.37%	57.89%	50.46%	56.35%	55.13%	32.46%

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 DEMOGRAPHIC AND ECONOMIC STATISTICS
 LAST TEN FISCAL YEARS
 (UNAUDITED)

<u>Fiscal Year</u>	<u>Population</u>	<u>Personal Income</u>	<u>Per Capita Personal Income</u>	<u>Unemployment Rate *</u>
2011	22,756	\$ 744,075,688	\$ 32,968	6.7%
2012	22,901	751,364,972	32,809	6.4%
2013	23,328	801,671,640	34,377	5.4%
2014	23,462	809,562,341	34,505	5.1%
2015	24,159	818,131,083	33,864	3.6%
2016	24,289	829,267,538	34,142	3.4%
2017	24,352	842,978,647	34,616	3.5%
2018	24,743	857,000,458	34,636	3.3%
2019	25,002	871,078,962	34,840	2.8%
2020	26,060	885,962,431	33,997	5.7%

Source: North Central Texas Council of Governments

* Texas Workforce Commission

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 DEMOGRAPHIC STATISTICS
 (UNAUDITED)
 AUGUST 31, 2020

Student Data

Student Ethnicity:	
White	50.2%
Hispanic	32.1%
Black	8.8%
Other	8.8%
Attendance Rate:	96.7%
Dropout Rate:	0.3%
Number of Students per Campus:	
Lake Dallas	
Elementary	633
Middle School	893
High School	1,303
Corinth	
Elementary	600
Shady Shores	
Elementary	<u>556</u>
Total Students	3,985

Faculty Data

Teachers	296.4
Counselors	9.6
Administrators	19.8
Educational Aides	74.4
Advance Degrees/Certifications:	
Master Degrees	71.7
Doctoral Degrees	5
Average Experience of Teachers	12.1 Years
Student/Teacher Ratio	13.4 to 1
Cost per Student based on expenses reported in the governmental financial statements	9,399
Percentage of Student population who received free or reduced meals	40.64%

Source of Information: District enrollment and financial records



LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE DATA
LAST TEN FISCAL YEARS
(UNAUDITED)

	<u>Average Daily Attendance</u>			
	<u>Average Daily Enrollment</u>	<u>Average Daily Attendance</u>	<u>Percent of Increase/ (Decrease)</u>	<u>Percent of Enrollment</u>
2010/11	4,030	3,877	0.60%	96.20%
2011/12	4,002	3,846	-0.80%	96.10%
2012/13	4,015	3,788	-1.50%	94.30%
2013/14	3,961	3,746	-1.10%	94.57%
2014/15	4,011	3,804	1.50%	94.84%
2015/16	3,978	3,768	-1.00%	94.72%
2016/17	3,963	3,751	-0.50%	94.65%
2017/18	3,964	3,752	0.03%	94.65%
2018/19	4,031	3,802	1.33%	94.32%
2019/20	3,986	3,770	-0.85%	94.58%

Source of information: Superintendent's Annual Report.

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 PRINCIPAL EMPLOYERS
 CURRENT YEAR AND NINE YEARS AGO

Employer	Description	2020		Percentage of Total City Employment
		Employees	Rank	
Lake Dallas ISD	School District	595.1	1	26.85%
Coserve	Electric Utility	479	2	21.61%
North Central Texas College	College	258	3	11.64%
Wal-Mart	Retail	329	4	14.85%
City of Corinth	Government	150	5	6.77%
Huffines Corinth	Car Dealership	150	6	6.77%
Albertsons	Grocery	120	7	5.41%
ComCo Systems	Manufacturer	47	8	2.12%
Lake Cities Fire Dept.	Fire Protection	53	9	2.39%
Stone Systems of N. Texas	Services	35	10	1.58%
Labinal	Avionic Manufacturing			
Llano Utility	Utility/Construction			
Video Plus	Media/Marketing Comm.			
HD Supply	Wholesale Distribution			
TOTAL		2,216		100.00%

Source of Information: Lake Cities Chamber of Commerce

2011		
<u>Employees</u>	<u>Rank</u>	<u>Percentage of Total City Employment</u>
607	2	23.04%
331	4	12.56%
400	3	15.18%
154	5	5.84%
110	7	4.17%
720	1	27.32%
95	8	3.61%
154	6	5.84%
<u>64</u>	9	<u>2.44%</u>
<u><u>2,635</u></u>		<u><u>100.00%</u></u>

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
OPERATING STATISTICS
LAST TEN FISCAL YEARS

<u>Fiscal Year</u>	<u>Enrollment</u>	<u>Operating Expenditures</u>	<u>Cost Per Pupil</u>	<u>Percentage Change</u>	<u>Teaching Staff</u>	<u>Pupil/Teacher Ratio</u>
2010-2011	4,104	\$29,745,120	\$ 7,248	2.01%	287	14.3
2011-2012	4,087	29,370,300	7,186	-0.86%	269	15.2
2012-2013	4,015	30,097,517	7,496	4.31%	266	15.1
2013-2014	3,961	31,766,333	8,020	6.99%	263	15.1
2014-2015	4,011	33,066,180	8,244	2.79%	270	14.9
2015-2016	3,978	34,634,615	8,707	5.62%	275	14.5
2016-2017	3,963	35,487,172	8,955	2.77%	277	14.2
2017-2018	3,964	36,482,451	9,203	2.77%	282	14.0
2018-2019	4,031	37,885,546	9,399	1.03%	284	14.2
2019-2020	3,986	39,356,588	9,873	5.04%	296	13.4

Source of Information: AEIS Report

<u>Economically Disadvantaged</u>	<u>Limited English Proficient</u>
1436	236
1446	232
1461	248
1626	278
1521	301
1514	338
1572	362
1786	362
1798	380
1620	381

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
STAFF INFORMATION
LAST TEN FISCAL YEARS

<u>Fiscal Year</u>	<u>Teachers</u>	<u>Professional Support</u>	<u>Campus Administration</u>	<u>Central Administration</u>	<u>Total Professional Staff</u>	<u>Educational Aides</u>
2010-2011	286.9	55.5	14.0	4.0	360.4	40.5
2011-2012	268.6	53.7	15.0	4.0	341.3	56.4
2012-2013	265.9	59.9	17.0	4.0	346.8	60.4
2013-2014	262.8	60.0	17.0	4.0	343.3	65.1
2014-2015	270.2	61.7	17.0	4.0	352.9	68.8
2015-2016	274.9	63.7	16.0	4.0	358.6	64.5
2016-2017	278.2	64.4	16.0	4.0	362.6	67.3
2017-2018	282.4	58.4	17.0	5.0	362.8	71.9
2018-2019	284.2	58.4	18.0	5.0	365.6	68.9
2019-2020	296.4	56.1	19.8	5.0	377.3	74.4

Source of Information: AEIS Report

<u>Auxiliary Staff</u>	<u>Total Staff</u>	<u>% Change</u>
185.2	586.1	0.29%
147.4	545.1	-7.00%
148.1	555.4	1.89%
151.0	559.9	0.81%
150.2	571.9	2.14%
142.9	566.0	-1.03%
146.9	576.8	1.91%
155.0	589.7	2.24%
140.8	575.3	-2.44%
143.3	595.1	3.44%

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
TEACHERS SALARY DATA
2019-20 SCHOOL YEAR

<u>Years of Experience</u>	<u>Bachelor's Degree</u>	<u>Master's Degree</u>	<u>Doctorate Degree</u>
0	\$ 53,000	\$ 54,500	\$ 55,500
1	53,125	54,625	55,625
2	53,325	54,825	55,825
3	53,525	55,025	56,025
4	53,725	55,225	56,225
5	53,925	55,425	56,425
6	54,625	56,125	57,125
7	54,775	56,275	57,275
8	54,925	56,425	57,425
9	55,075	56,575	57,575
10	55,225	56,725	57,725
11	55,375	56,875	57,875
12	55,525	57,025	58,025
13	55,675	57,175	58,175
14	55,825	57,325	58,325
15	55,975	57,475	58,475
16	56,825	58,325	59,325
17	57,525	59,025	60,025
18	58,025	59,525	60,525
19	58,325	59,825	60,825
20	58,625	60,125	61,125
21	59,025	60,525	61,525
22	60,025	61,525	62,525
23	61,025	62,525	63,525
24	62,025	63,525	64,525
25	63,025	64,525	65,525
26	64,025	65,525	66,525
27	65,025	66,525	67,525
28	66,025	67,525	68,525
29	67,025	68,525	69,525
30	68,025	69,525	70,525
31	69,025	70,525	71,525
32	70,025	71,525	72,525
33	70,725	72,225	73,225
34	71,225	72,725	73,725
35	71,575	73,075	74,075
36	71,675	73,175	74,175
37	71,875	73,375	74,375
38	72,275	73,775	74,775
39	72,875	74,375	75,375
40	73,475	74,975	75,975

Average Salary by Years of Experience

Beginning Teachers	\$ 54,196
1-5 Years of Experience	\$ 55,160
6-10 Years of Experience	\$ 56,963
11-20 Years of Experience	\$ 58,313
Over -20 Years of Experience	\$ 67,793

Average Actual Salaries

Teachers	\$ 58,956
Professional Staff	\$ 70,028
Campus Administration	\$ 83,421
Central Administration	\$ 148,780
Educational Aides	\$ 22,305



LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 CAPITAL ASSET INFORMATION
 LAST TEN FISCAL YEARS
 UNAUDITED

Schools	2011	2012	2013	2014	2015
Elementary *					
Buildings	3	3	3	3	3
Square Feet	347,486	347,486	347,486	347,486	347,486
Capacity	2,100	2,100	2,100	2,100	2,100
Enrollment	1,910	1,910	1,785	1,739	1,739
Middle **					
Buildings	1	1	1	1	1
Square Feet	205,360	205,360	205,360	205,360	205,360
Capacity	1,150	1,150	1,150	1,150	1,150
Enrollment	1,007	1,007	974	930	930
High ***					
Buildings	1	1	1	1	1
Square Feet	272,048	272,048	272,048	272,048	272,048
Capacity	1,300	1,300	1,300	1,300	1,300
Enrollment	1,187	1,187	1,256	1,292	1,292
Non - instructional					
Buildings	5	5	5	5	5
Square Feet	116,246	116,246	116,246	116,246	116,246
Portable Buildings					
Buildings	8	5	2	2	2
Square Feet	9,600	6,000	2,400	2,400	2,400
Total Square Feet	950,740	947,140	943,540	943,540	943,540
Athletics					
Stadiums	1	1	1	1	1
Football/Soccer Practice Fields	4	4	4	4	4
Running Tracks	2	2	2	2	2
Baseball/Softball Fields	2	2	2	2	2
Playgrounds	4	4	4	4	4
Concession Stands	3	3	3	3	3

Source: District Records

* Elementary Grades K-6 for year 2005 K-5 years 2006-2017

** Middle School Grades 7-8 for year 2005 6-8 years 2006-2017

*** High School Grades 9-12

2016	2017	2018	2019	2020
3	3	3	3	3
351,486	351,486	351,486	351,486	351,486
2,100	2,100	2,100	2,100	2,100
1,739	1,761	1,761	1,761	1,761
1	1	1	1	1
205,360	205,360	205,360	205,360	205,360
1,150	1,150	1,150	1,150	1,150
930	902	902	902	902
1	1	1	1	1
272,048	272,048	272,048	272,048	272,048
1,300	1,300	1,300	1,300	1,300
1,292	1,300	1,300	1,300	1,300
5	5	5	5	5
116,246	116,246	116,246	116,246	116,246
2	2	2	2	2
2,400	2,400	2,400	2,400	2,400
947,540	947,540	947,540	947,540	947,540
1	1	1	1	1
4	4	4	4	4
2	2	2	2	2
2	2	2	2	2
4	4	4	4	4
3	3	3	3	3



**COMPLIANCE AND
FEDERAL AWARDS SECTION**



Members:
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC
ACCOUNTANTS
TEXAS SOCIETY OF CERTIFIED
PUBLIC ACCOUNTANTS

**HANKINS, EASTUP, DEATON,
TONN & SEAY**
A PROFESSIONAL CORPORATION

CERTIFIED PUBLIC ACCOUNTANTS

902 NORTH LOCUST
P.O. BOX 977
DENTON, TX 76202-0977
TEL. (940) 387-8563
FAX (940) 383-4746

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees
Lake Dallas Independent School District
Lake Dallas, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Lake Dallas Independent School District, as of and for the year ended August 31, 2020, and the related notes to the financial statements, which collectively comprise Lake Dallas Independent School District's basic financial statements, and have issued our report dated January 7, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of the audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Hankins, Eastup, Deaton, Tonn & Seay

Hankins, Eastup, Deaton, Tonn & Seay, PC
Denton, Texas

January 7, 2021

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM
AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH THE
UNIFORM GUIDANCE

To the Board of Trustees
Lake Dallas Independent School District
Lake Dallas, Texas

Report on Compliance for Each Major Federal Program

We have audited Lake Dallas Independent School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Lake Dallas Independent School District's major federal programs for the year ended August 31, 2020. Lake Dallas Independent School District's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of finding and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Lake Dallas Independent School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Lake Dallas Independent School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Lake Dallas Independent School District's compliance.

Opinion on Each Major Federal Program

In our opinion, Lake Dallas Independent School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2020.

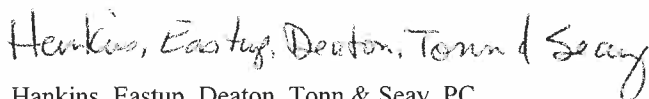
Report on Internal Control Over Compliance

Management of Lake Dallas Independent School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Lake Dallas Independent School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Lake Dallas Independent School District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Hankins, Eastup, Deaton, Tonn & Seay, PC
Denton, Texas

January 7, 2021

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2020

I. Summary of Auditor's Results

1. Type of auditor's report issued on the financial statements: Unmodified.
2. Internal control over financial reporting:
Material weakness(es) identified: None
Significant deficiency(ies) identified that are not considered to be material weaknesses: None reported
3. Noncompliance which is material to the financial statements: None
4. Internal controls over major federal programs:
Material weakness(es) identified: None
Significant deficiency(ies) identified that are not considered to be material weaknesses: None reported
5. Type of auditor's report on compliance for major federal programs: Unmodified.
6. Did the audit disclose findings which are required to be reported in accordance with 2 CFR 200.516(a)?: No
7. Major programs include:

Special Education Cluster:	
CFDA 84.027	IDEA-Part B, Formula
CFDA 84.173	IDEA-Part B, Preschool
CFDA 84.425D	CARES Act Stimulus Grant
8. Dollar threshold used to distinguish between Type A and Type B programs: \$750,000.
9. Low risk auditee: Yes

II. Findings Related to the Financial Statements

None

III. Other Findings and Findings and Questioned Costs Related to Federal Awards

None

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED AUGUST 31, 2020

FINDING/NONCOMPLIANCE

None

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2020

(1)	(2)	(3)	(4)
FEDERAL GRANTOR/ PASS-THROUGH GRANTOR/ PROGRAM or CLUSTER TITLE	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. DEPARTMENT OF EDUCATION			
<u>Direct Programs</u>			
Impact Aid - P.L. 81.874 (Note A)	84.041	S041A-2019-5019	\$ 423,744
Total Direct Programs			423,744
<u>Passed Through State Department of Education</u>			
ESEA, Title I, Part A - Improving Basic Programs	84.010A	20610101061912	281,404
*IDEA - Part B, Formula	84.027	206600010619126600	705,185
*IDEA - Part B, Preschool	84.173	206610010619126610	10,837
Total Special Education Cluster (IDEA)			716,022
Career and Technical - Basic Grant	84.048	20420006061912	34,086
Title III, Part A - English Language Acquisition	84.365A	20671001061912	31,249
ESEA, Title II, Part A, Teacher Principal Training	84.367A	20694501061912	61,047
Summer School LEP	84.369A	69551902	5,343
Title II SIP Academy Grant	84.377A	17610740061912	18,000
ESEA, Title IV, Part A	84.424A	20680101061912	6,550
CARES Act Stimulus Grant	84.425D	20521001061912	249,793
Total Passed Through State Department of Education			1,403,494
TOTAL U.S. DEPARTMENT OF EDUCATION			1,827,238
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
<u>Passed Through Texas Health & Human Services Comm.</u>			
Medicaid Administrative Claiming Program - MAC	93.778	529-12-0041-00034	2,566
Total Passed Through Texas Health & Human Services Comm.			2,566
TOTAL U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			2,566
U.S. DEPARTMENT OF AGRICULTURE			
<u>Passed Through the State Department of Agriculture</u>			
*School Breakfast Program	10.553	71402001	307,579
*National School Lunch Program - Cash Assistance	10.555	71302001	766,981
*National School Lunch Prog. - Non-Cash Assistance	10.555	71302001	126,055
Total CFDA Number 10.555			893,036
Total Child Nutrition Cluster			1,200,615
Watershed Protection and Flood Prevention	10.904	9K200811	60,887
Total Passed Through the State Department of Agriculture			1,261,502
TOTAL U.S. DEPARTMENT OF AGRICULTURE			1,261,502
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ 3,091,306

*Clustered Programs

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
 NOTES TO SUPPLEMENTARY SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
 YEAR ENDED AUGUST 31, 2020

1. The District uses the fund types specified in Texas Education Agency's Financial Accountability System Resource Guide. Special Revenue Funds are used to account for resources restricted to, or designated for, specific purposes by a grantor. Federal and state financial assistance generally is accounted for in a Special Revenue Fund. Generally, unused balances are returned to the grantor at the close of specified project periods.
2. The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. The Governmental Fund types are accounted for using a current financial resources measurement focus. All Federal grant funds were accounted for in a Special Revenue Fund which is a Governmental Fund type. With this measurement focus, only current assets and current liabilities and the fund balance are included on the balance sheet. Operating statements of these funds present increases and decreases in net current assets.

The modified accrual basis of accounting is used for the Governmental Fund types and Agency Funds. This basis of accounting recognizes revenues in the accounting period in which they become susceptible to accrual, i.e., both measurable and available, and expenditures in the accounting period in which the fund liability is incurred, if measurable, except for unmatured interest on Long-Term Debt, which is recognized when due, and certain compensated absences and claims and judgments, which are recognized when the obligations are expected to be liquidated with expendable available financial resources.

Federal grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant, and, accordingly, when such funds are received, they are recorded as unearned revenues until earned.

3. The District participates in numerous state and Federal grant programs that are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, if any, refunds of any money received may be required and the collectability of any related receivable at August 31, 2020, may be impaired. In the opinion of the District, there are not significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provisions has been recorded in the accompanying combined financial statements for such contingencies.
4. The period of availability for federal grant funds for the purposes of liquidation of outstanding obligations made on or before the ending date of the federal project period extended 30 days beyond the federal project period ending date, in accordance with provisions in the Uniform Guidance.
5. During the current year, the District received the following funds which are not included in the Schedule of Expenditures of Federal Awards.

Total Expenditures of Federal Awards	\$3,091,306
Medicaid Reimbursement (SHARS)	<u>218,510</u>
Federal Revenues per Financial Statements	<u>\$3,309,816</u>

CONSTRUCTION UPDATE REPORT

LAKE DALLAS ISD
January 11, 2021



Activities completed or under progress

Renovations

- Completed Winter break renovations

Exterior Walls

- Continued waterproofing and brick at south and west wall of stage
- Started new wall system at PE gym walls

Addition

- Completed lower level piers and grade beams
- Started underground plumbing and electrical at lower level
- Started forming slab-on-grade at the lower level
- Continued installation of retaining walls for main level



Projected activities

Renovations

- Start metal stud installation
- Start MEP rough-in

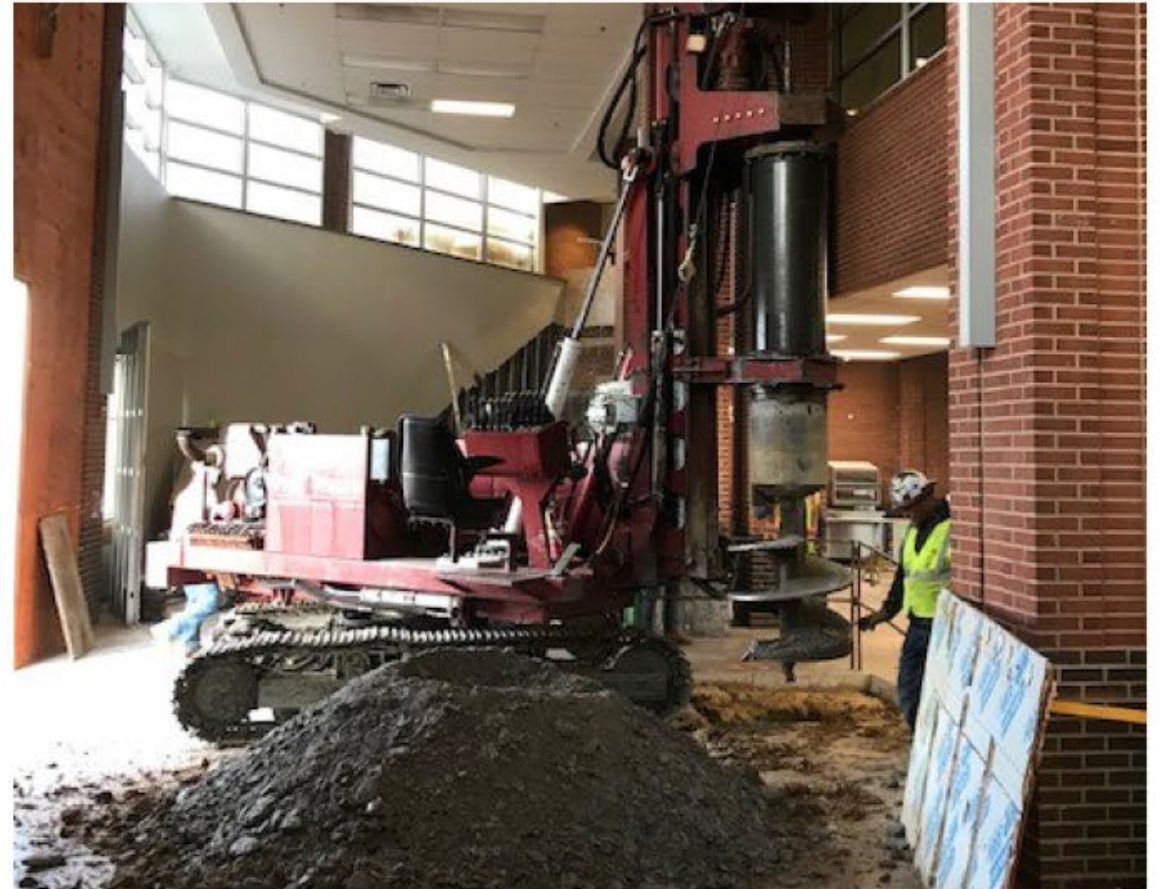
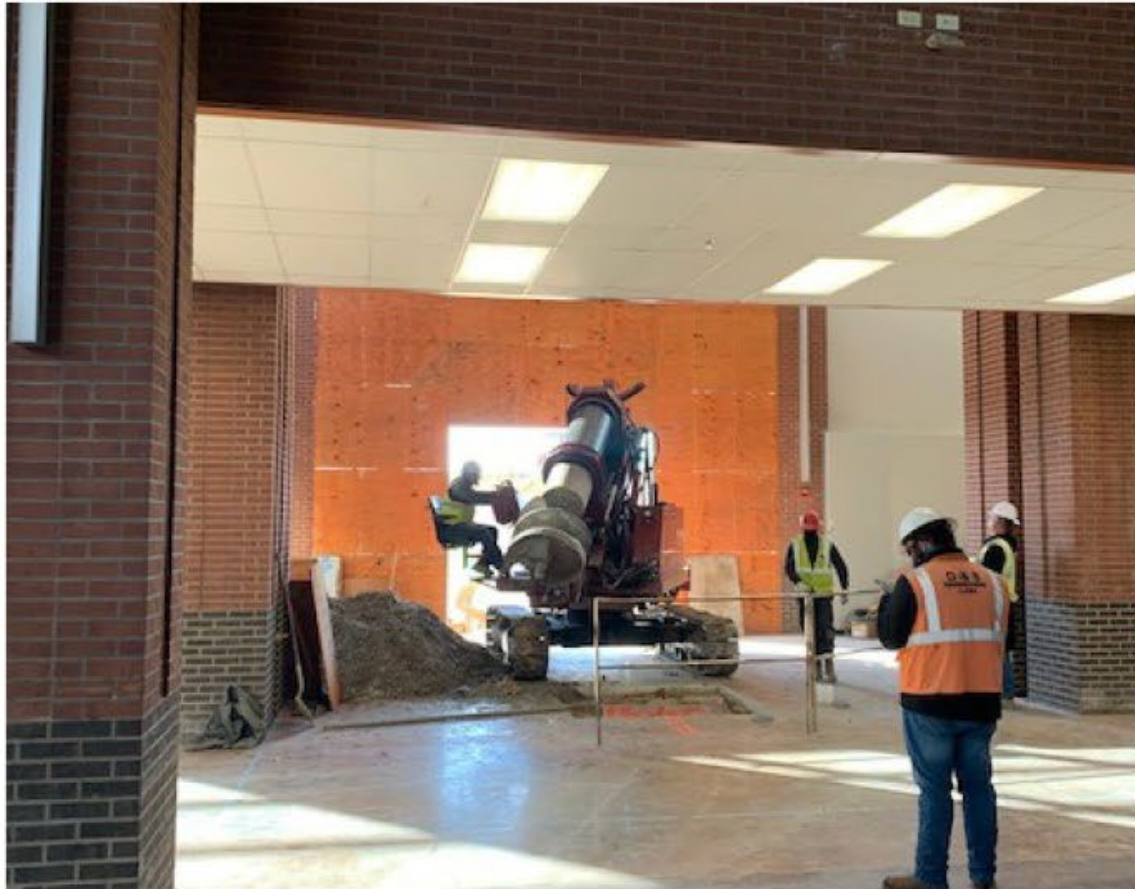
Exterior Walls

- Complete water-proofing and brick at south and west walls of stage
- Start demolition of brick at east wall of stage
- Continue new wall system at PE gym

Addition

- Complete foundation at lower level
- Start foundation at main level
- Start structural steel erection





2019 BOND PROJECTS

FRONT ENTRY ADDITION & RENOVATION TO LDHS



Activities completed or under progress

Site

- Continue installation of new electrical power to main building and new building
- Completed part of north retaining wall and remainder to continue

Building

- Continue south grade beam installation
- Started west grade beam



Projected activities

Site

- Complete installation of new electrical power service to main building
- Complete north retaining wall
- Start east retaining walls

Building

- Complete installation of south grade beam
- Complete installation of east grade beam
- Start north grade beam
- Begin plumbing and electrical underground rough in
- PEMB to be delivered in February



2019 BOND PROJECTS

MULTIPURPOSE INDOOR PRACTICE FACILITY AT LDHS



Activities completed or under progress

Building

- Completed installation of CMU walls
- Completed MEP wall rough-in at CMU walls
- Completed installation of roof decks
- Continue MEP overhead rough-in
- Started waterproofing at walls
- Started installation of brick

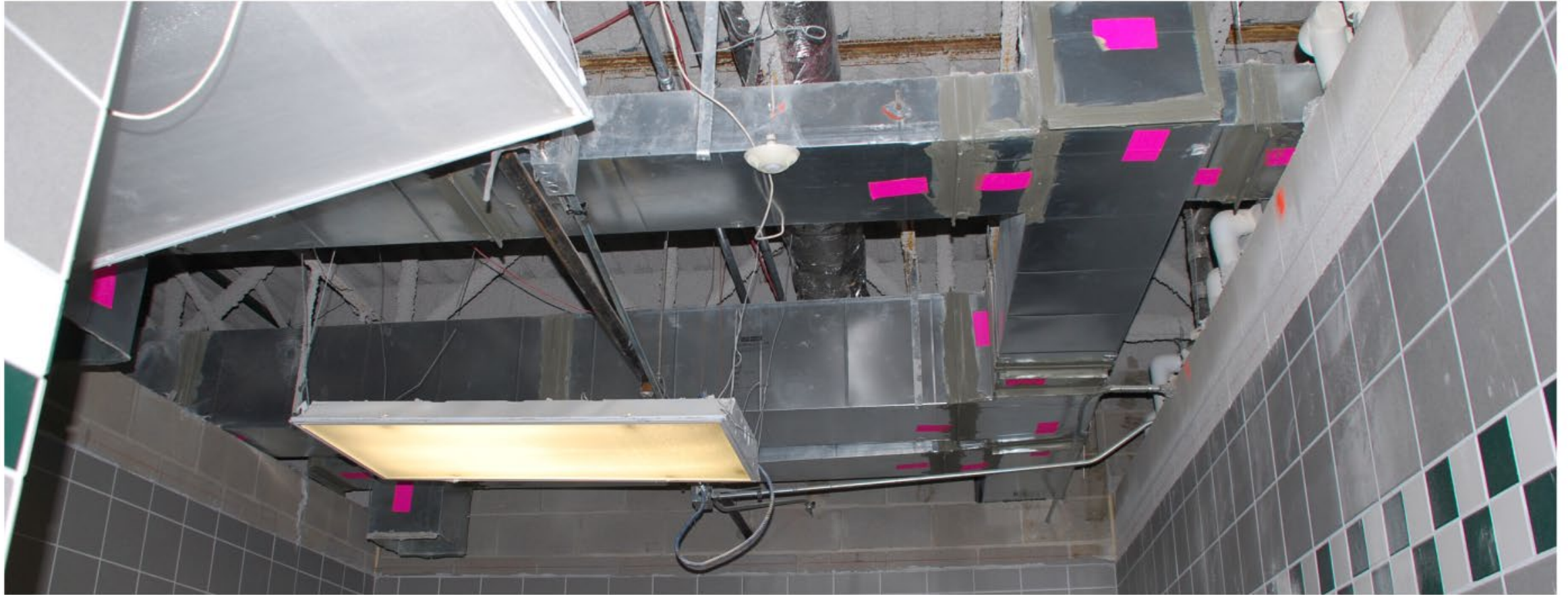


Projected activities

Building

- Start roofing
- Complete MEP overhead rough-in
- Complete installation of waterproofing and brick









Activities completed or under progress

Front Entry Addition

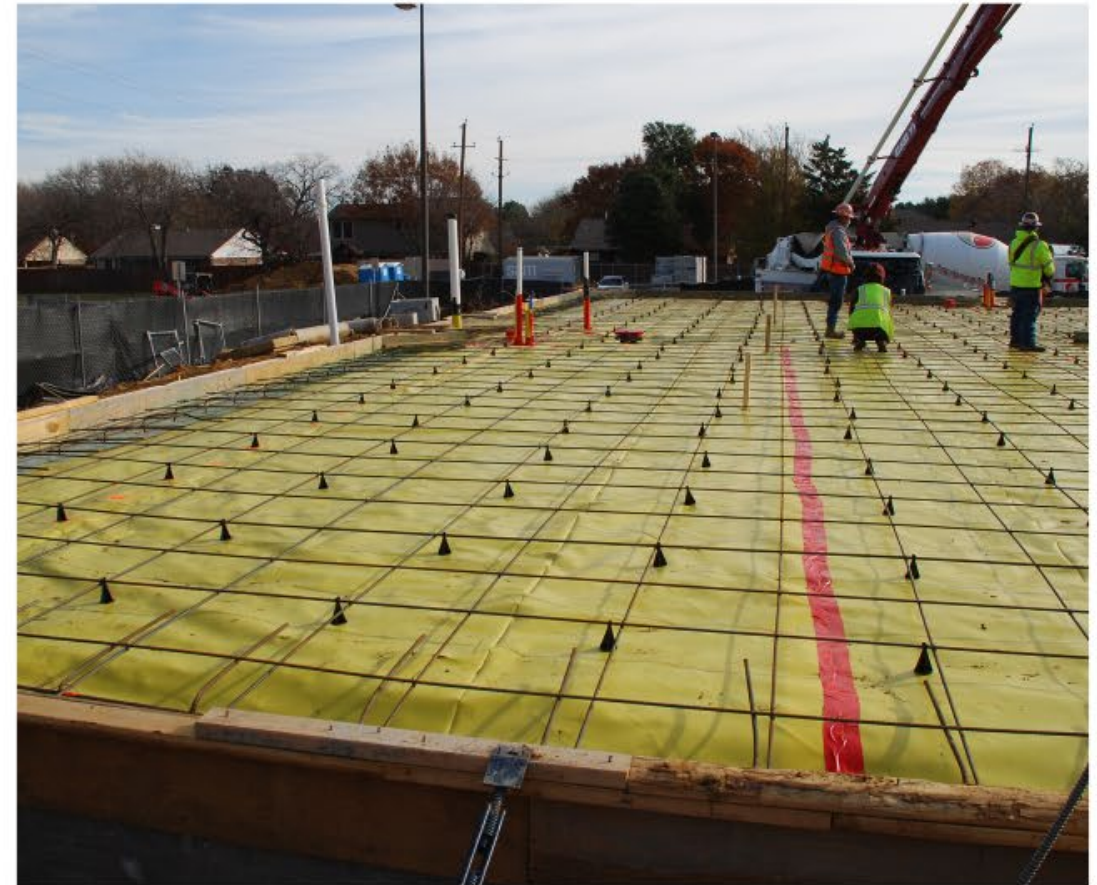
- Started underground waterproofing installation
- Started selective demolition of exterior wall near front entry addition
- Form and pour concrete slab

Classroom Addition

- Completed concrete slab
- Started structural steel installation

Renovation

- Winter break renovations were completed



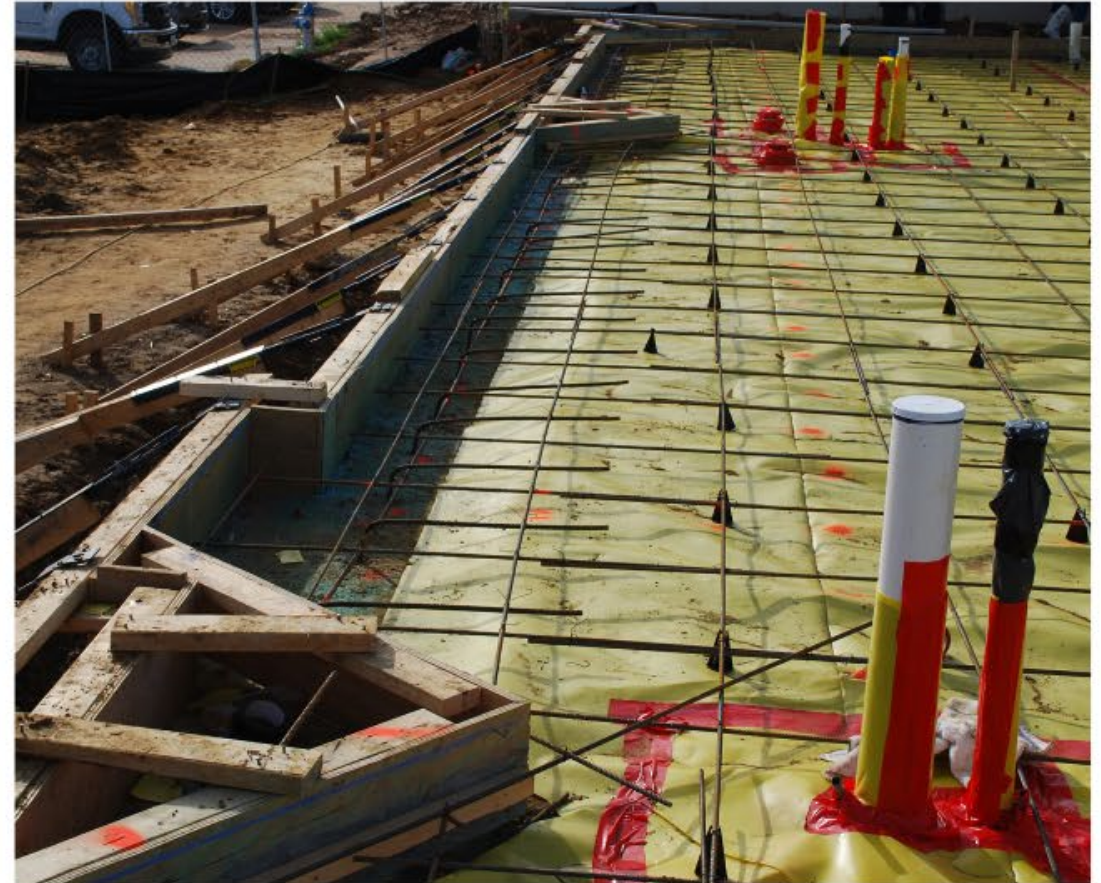
Projected activities

Front Entry Addition

- Complete foundation
- Start CMU wall construction
- Start structural steel erection

Classroom Addition

- Complete structural steel installation
- Start metal stud installation







THANK YOU!





**Technology
Integration Specialists
Supporting Success**



Katie Landaverde
Lake Dallas Elementary



Michelle Richey
Corinth Elementary



Dawn Grey
Shady Shores Elementary



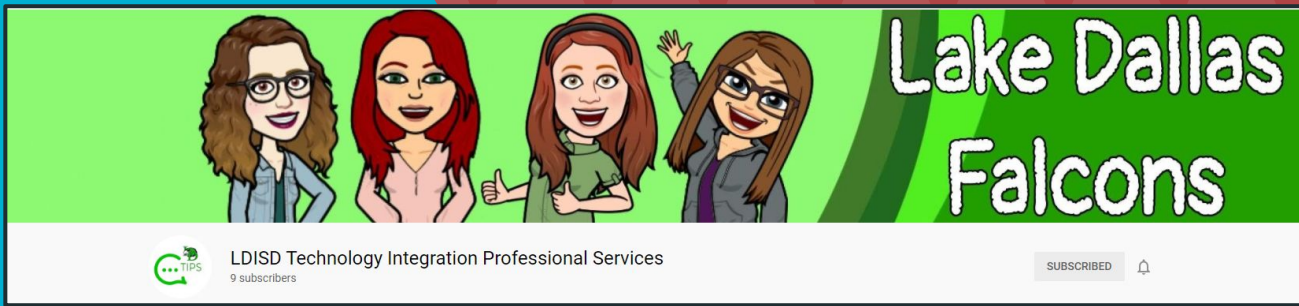
Desi Beard
Lake Dallas Middle

The LDISD Technology Integration Professional Services (TIPS) goal is to provide support and motivate educators in their journey to give students authentic and engaging learning experiences through technology.



**TIPS Youtube page
and the Falcons
School Days
Website**





The LDISD Technology Integration Professional Services (TIPS) team has created a YouTube channel. We release new videos each week as a part of our Tech Tip Tuesday series. Our goal is to model quality technology integration for LDISD educators by highlighting tools that enhance instruction and improve student engagement.

[LDISD Technology Integration Professional Services YouTube Channel](#)



Falcons School Days Website

The LDISD Technology Integration Professional Services (TIPS) team worked on creating a website to guide parents through the unprecedented school year. The website was developed to answer parent questions about virtual and in-person learning.





**Campus
Technology
Support**





The LDISD TIPS work to support teachers and students with daily technology needs. The TIPS work in conjunction with the technology and instruction departments in this endeavor by providing professional development opportunities, digital curriculum planning and implementation, and support for both students and teachers in the classroom.

Technology Trouble? Ask the experts!	
Not sure who to ask? Use this as a quick guide	
IT	TI
Jimmy, Daniel, Gerry, Kenneth	Desi, Dawn, Katie, Michelle
	
Hardware - Desktop PCs, Cleartouch Panels, and Chromebooks with visible damage (like cracked screen or missing keys), network printers	Hardware - Chromebooks that just 'aren't working right'. If I can't fix it, I will send it over to ...
Software - Can help with account recovery if Skyward, Classlink, or Seesaw will not open or allow login. Also handles new student and staff accounts.	Software - Can look up logins, but not fix them. Can help with Renaissance, MobyMax, Seesaw...most of the Classlink applications that are district controlled. (If you added Spotify or Netflix to your Classlink dashboard, you're on your own!)
All things internet related - Slow wifi? No connection? MDM password? He's your man.	All things app related - Google apps, Screencasting, Flipgrid, Digital Citizenship, Snowflake, student collaboration tools, etc...
..... will respond to emails as well as IT tickets turned in on SchoolDude (there is a button on your Classlink dashboard). How you choose to contact him is up to you and your level of desperation.	

"Grow While You Go": The Technology Download

Dawn created the original "Technology Download". This informative newsletter is conveniently posted in all of the staff restrooms at SSE.

The Technology Download

How to lock your Chromebook:



Search button



How to videos for Snowflake activities.

ClearTouch Reminders:
*Please lock when leaving the room
*Shut down and turn off every night



using Kahoot to introduce a topic article



How have 2 windows open side by side on a Chromebook.

Alt +] – Dock a window to the left side of your screen.

Alt + [– Dock a window to the right side of your screen.



Link to Google Drive Folder with Tech Tuesday Videos

What Dawn started was so popular at CE that it has become a collaborative effort between several of the support staff, offering a broad scope of topics and taking advantage of every opportunity for teachers to learn!

THE TOILET PAPER

Know While You Go December Edition

RTI

Need a few tools in your belt when it comes to behavior? Intervention Central provides an abundance of resources for all your behavioral needs. Anything from defusing/de-escalating, communication, motivation, & ideas for challenging students. Your source for RTI resources.

SCAN ME

Have you ever wondered which TEKS should get the most attention, especially in the year of COVID? Check out this research-based focus skills information from Renaissance?

SCAN ME

INSTRUCTIONAL COACHING

Don't rely on your GT students to be tutors to other students in the class. When possible, pair them with other high achieving students so that they collaborate together.

GT

TECH

Spotlight on: **Moby Max**

Use Moby Max to target instruction for individual students or small groups!

SCAN ME

WAYS TO ACCOMMODATE INSTRUCTIONS

USE VISUALS TO SUPPORT CONCEPTS

ALLOW AND ENCOURAGE PEERS TO PROVIDE FEEDBACK

OFFER DISTANCE LEARNING TO THE WHOLE CLASS

OFFER DISTANCE LEARNING TO INDIVIDUAL STUDENTS

USE VISUALS TO SUPPORT CONCEPTS

USE VISUALS TO SUPPORT CONCEPTS

ESL

GT

"The Download" at LDE.

MR. ROGERS WAS ONE OF THE GREATEST TEACHERS OF ALL TIME, AND HE DID IT ALL VIRTUALLY.

Recover a Closed Tab

If you accidentally close a tab, you can easily recover it by holding down these keys:

CTRL + SHIFT + T

T-DRIVE TO GOOGLE DRIVE

Still have items you need in your T-Drive? Watch this video to see how to move ALL of your files to Google Drive. It's easier than you think!

SCAN ME

SCHEDULE YOUR EMAILS

To schedule a future message via Gmail, follow these steps:

- 1- Compose a new email.
- 2- Click the triangle next to the blue "Send" button.
- 3- Select one of the suggested times, or click "Pick date & time" to customize when exactly you want the message to go out.
- 4- Click "Schedule send"

5- Kick back and relax. Your email will automatically send exactly when you need it!

SCAN ME

TEN TECH TIPS

Watch this 7 minute video to learn ten game changing tech tips for anyone in education!

SCAN ME

SNOWFLAKE + ZOOM

Using Snowflake on your ClearTouch during your Zoom calls is a fantastic way to give inclusive instruction to both virtual and in person learners!

SCAN ME

GOOGLE KEEP

Google keep is a fantastic notetaking tool that allows you to organize pictures, notes, and lists on ANY device. Scan to learn more!

SCAN ME

DID YOU KNOW?

On most newer devices, you no longer need a QR code reader. Just open your camera app and hover over the QR code. The link will automatically pop up!

SCAN ME

REFLECT IN SEESAW EXTENSION

The Reflect in Seesaw extension is a great way to add additional ways for students to reflect when using Seesaw. Watch this video to learn how it works!

SCAN ME

"Potty PD" at LDMS.

Grow While You Go

Grow While You Go

Grow While You Go

JAN. 2021

LDMS

Shortcut to opening a new Google tool in URL type tool name.new

Ex. **slides.new** (starts a new slide presentation) don't have to be in Google at all. **doc.new** **sheets.new** etc..

Producing Videos

We now have 30 cameras reserved so that students can use **Video** to produce videos (anything more than a skit) together, adding their voice using the green screen effects, etc.

Teachers can do this too.

SCAN ME

Falcon Potty PD

dbard@ldisd.net

SCAN ME

20+ **Tips to Use Jamboard** + free templates!

Google Slides - Rotate to Portrait Mode - Make multipage docs...

Digital Citizenship

The LDISD TIPs use Common Sense Media curriculum to drive student understanding of what it takes to be a good digital citizen.

- In August, the Elementary TIPs created a monthly Seesaw activity for every grade level and curated them on a spreadsheet for teachers to use throughout the year.
- At LDMS, the campus TIP collaborates with the counselors to teach digital citizenship through Canvas.

20-21 Digital Citizenship Overview					
4th Grade					
lesson #	instruction	theme	lesson	link	notes
1	August / September	Introduction to Technology	Taking Care of Devices, Lesson on digital footprint and how things we do online do not go away	Chromebook Care Seesaw Lesson	Students will learn proper device (Chromebook, PC, iPad) care and rules in addition to learning how to log in and navigate Classroom.
2	October	Media Balance and Well-Being	Common Sense Media "My Media Choices"	My Media Choices Seesaw Lesson	Students will watch a video about media, and discussed types of media and how media can impact feelings. Students are given a media tracker for their leadership notebooks with guided reflection questions.
3	October / November	General Digital Citizenship	Digital Passport	Digital Passport Seesaw Link	Students will spend 30 minutes playing games on Digital Passport.
4	November	Privacy & Security	Common Sense Media "Private and Personal Information"	Private and Personal Information Seesaw Lesson	Students will watch a video about which information to keep private and which information can be shared. Students will then complete a sorting activity identifying which digital activities are shareable and which should stay private.
5	December	Hour of Code	What is Computer Science?	Hour of Code Seesaw Lesson	Students will learn about computer science and complete coding activities on code.org .
6	January	Digital Footprint & Identity	Common Sense Media "Our Online Tracks"	Our Online Tracks Seesaw Lesson	Students will learn about digital footprints by listening to the story, "Pencilsticks & Hatching Customary Tails". Students will then watch a video about digital footprints and analyze an example student's digital footprint.
7	February	Relationships and Communication	Common Sense Media "Keeping Games Fun and Friendly"	Keeping Games Fun and Friendly Seesaw Lesson	Students will watch a video outlining positive and negative outcomes when online gaming. Students will complete a follow-up activity demonstrating their understanding of how to keep their gaming experiences fun, healthy, and positive.
8	March	Research	Evaluating Sources	Evaluating Sources Seesaw Lesson	Students will discuss ways to evaluate sources when conducting research. We will read the book, "But I Read It on the Internet" and complete an activity where students have to evaluate websites to distinguish good sources from bad ones.
9	April	News and Media Literacy	Common Sense Media "Creator's Rights and Responsibilities"	Creator's Rights and Responsibilities Seesaw Lesson	Students will discuss copyright and explain how it applies to creative work. Students will understand their rights and responsibilities as creators and apply copyright principles to real-life scenarios.
10	May	General Digital Citizenship	Common Sense Media "Be a Super Digital Citizen"	Super Digital Citizen Seesaw Lesson	Students will discuss ways to be a "Super" Digital Citizen. Students will then create comic strips depicting themselves being super digital citizens.
11	May	General Digital Citizenship	Interland	Interland Seesaw Activity	Students will spend about 30 minutes playing games on Interland.





HOUR OF CODE



The hour of Code started out as a way to demystify “code,” it is now a world-wide effort to celebrate computer science in which LDISD students across each campus participate in each year.



LDMS Coding Club

Every Spring...This Year Via Zoom!



TIPS
Highlights



What parents need to know about TIKTOK

MATURE CONTENT | **INAPPROPRIATE MUSIC** | **TIKTOK FAME**

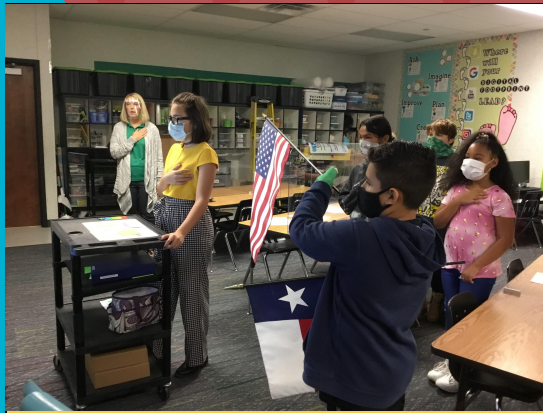
ONLINE PREDATORS | **ADDICTIVE NATURE** | **IMPULSIVE PURCHASES**

Safety Tips for Parents

MEET OUR EXPERT

www.nationalonlineleakingsafety.com

Parent Internet Safety nights at LDE.



Student teams lead morning announcements on each campus.

BLENDED LEARNING BINGO

Zoom, Padlet, RINGO, Epic!, Canvas LMS, Canvas, Canvas Commons, Canvas Modules, Canvas Quizzes, Canvas SpeedGrader, Canvas Student, Canvas Support, Canvas User Guides, Canvas Webinars, Canvas Xplore, Canvas Analytics, Canvas Learning Analytics, Canvas LMS, Canvas Commons, Canvas Modules, Canvas Quizzes, Canvas SpeedGrader, Canvas Student, Canvas Support, Canvas User Guides, Canvas Webinars, Canvas Xplore, Canvas Analytics, Canvas Learning Analytics.

Teachers at CE are participating in Blended Learning Bingo as a motivational tool to explore new instructional programs.

Activity	Bringing Back	Phase 1	Enhanced/Full On	Event/Workshop	McCombs Center	Georgetown	Hatchback	PHS/DL Data Ctr	Investment	Safety/Trust	CoServ/Val	Learn/Comm
8:15-8:30 AM Mentorship	8:15-8:30 AM Mentorship	8:15-8:30 AM Mentorship	8:15-8:30 AM Mentorship	8:15-8:30 AM Mentorship	8:15-8:30 AM Mentorship	8:15-8:30 AM Mentorship	8:15-8:30 AM Mentorship	8:15-8:30 AM Mentorship	8:15-8:30 AM Mentorship	8:15-8:30 AM Mentorship	8:15-8:30 AM Mentorship	8:15-8:30 AM Mentorship
8:30-9:00 AM Classroom	8:30-9:00 AM Classroom	8:30-9:00 AM Classroom	8:30-9:00 AM Classroom	8:30-9:00 AM Classroom	8:30-9:00 AM Classroom	8:30-9:00 AM Classroom	8:30-9:00 AM Classroom	8:30-9:00 AM Classroom	8:30-9:00 AM Classroom	8:30-9:00 AM Classroom	8:30-9:00 AM Classroom	8:30-9:00 AM Classroom
9:00-9:30 AM Book Launch	9:00-9:30 AM Book Launch	9:00-9:30 AM Book Launch	9:00-9:30 AM Book Launch	9:00-9:30 AM Book Launch	9:00-9:30 AM Book Launch	9:00-9:30 AM Book Launch	9:00-9:30 AM Book Launch	9:00-9:30 AM Book Launch	9:00-9:30 AM Book Launch	9:00-9:30 AM Book Launch	9:00-9:30 AM Book Launch	9:00-9:30 AM Book Launch
9:30-10:00 AM Workshop	9:30-10:00 AM Workshop	9:30-10:00 AM Workshop	9:30-10:00 AM Workshop	9:30-10:00 AM Workshop	9:30-10:00 AM Workshop	9:30-10:00 AM Workshop	9:30-10:00 AM Workshop	9:30-10:00 AM Workshop	9:30-10:00 AM Workshop	9:30-10:00 AM Workshop	9:30-10:00 AM Workshop	9:30-10:00 AM Workshop
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Students and teachers at SSE participate in STEAM day. The day is full of activities and demonstrations from Coserv and other STEAM careers.

Everything Canvas

(How-To Videos, Instructions, Resources, Etc.)

Creating Content

- Embedding Content into Canvas
- Creating a Bitmoji Classroom
- Recording Video or Audio Inside Canvas

Sharing Content

- Copy from Course to Course in Canvas
- Copying Your Canvas Coursework into a 2nd Semester Course

Integrated Tools Inside Canvas

- Using Immersive Reader for Pages and Everything Else!
- Using Kami - No more printed worksheets! - Fabuian
- Using Discovery Education inside Canvas
- Creating Your Own Edupuzzle Videos & Questions

Short Shorts & Resources

Curated Help for Secondary Teachers @ LDMS

CE Club Choice Board: Student Links

Hand Lettering Hand Lettering Bases	Origami Jumpin Frog	Sewing Beginner Stitches	Healthy Snacks Cutey Snacks & Catering Bites
Coding Code.org	Game Design Seesaw	STEAM Pumpkin Cutout!	Photography How Does a Camera Work?
Video Adobe Spark	Sign Language Alphabet	Fitness Fitness	Hair Braiding Hair Braiding 1
Book Club The Chicken Squad	Genius Hour Intro to Genius Hour	Shoe Tying Kelsalpine	Yoga Yoga for Kids

Students at CE have access to 16 Club activities that rotate every 2 weeks.

Lake Cities Education Foundation awards nearly \$36,000 in grants



The Lake Cities Education Foundation awarded nearly \$36,000 in grants to Lake Dallas ISD educators to fund unique and innovative projects designed to further strengthen classroom experiences for students, with each district campus earning at least one grant.

Because of the ongoing COVID-19 pandemic, the foundation’s annual “prize patrol” transitioned to an online format. Campus administrators provided teachers with their oversized checks as they explained the goals of their projects to donors and district leaders over an online video chat.

Each of the projects will bring stronger learning opportunities to students. At Lake Dallas High School, for example, a grant was awarded that will implement a body mass index program to promote healthy lifestyles. At Lake Dallas Middle School, students will use a project funded through a grant to study large animals unavailable for dissection in greater detail than previously before through the use of models that can be reused. Corinth Elementary School’s pre-kindergarten program will create an “exploration center” where students will get an early experience of STEM programs thanks to an LCEF grant.

“We’re so excited that these funds will once again go to Lake Dallas ISD’s excellent teachers so they can continue to make learning exciting and engaging for students,” said Don Glockel, president of the LCEF Board of Directors. “Hearing these educators talk about their projects was exciting, and I speak for the entire foundation in saying we eagerly await seeing their plans come to fruition.”

To see photos of grant recipients, [click here](#).

The Lake Cities Education Foundation annually works to support Lake Dallas ISD and enhance educational opportunities through two primary initiatives, student scholarships and educator grants. Since its founding, the foundation has awarded more than \$513,350 in scholarships for graduating seniors and more than \$344,660 in grants for educational projects and initiatives.

For more information about the Lake Cities Education Foundation, visit www.lakecitiesed.com. A full list of projects funded by the Lake Cities Education Foundation as part of its 2020-21 grant program can be seen below.

I Can See the Ideas in Me
Funds made possible in part through the Walmart Teacher Grant

Grant Director: Grant Director: India Morris, Corinth Elementary Teacher

Grant Amount	\$938
Description	Students in Mrs. Morris’s gifted and talented class are challenged to be innovative and create new things. Unfortunately, these ideas rarely make it off the paper and if they do, students likely use supplies that aren’t durable. With a 3D printer, her students will be able to learn about and see their ideas transform from their mind, to the paper to reality in a way that preserves their work and allows them to see the potential innovation that they have within them.

Pre-K Exploration Center
Funds made possible in part through the T. W. Hicks Teacher Grant

Ashley Campbell, Corinth Elementary Pre-K Teacher

Grant Amount	\$930
Description	The Corinth Elementary Pre-Kindergarten Program will be enhanced by a designated STEM center housing a variety of activities for students to use their minds and hands to play, learn, explore and support discovery. It is very important for young students to utilize hands-on learning to acquire

new concepts and skills. By utilizing STEM in the classroom, it will enable Corinth Elementary pre-k students to develop natural curiosity and engagement with the world around them, think critically and learn by trial and error.

Tools of the Trade
Funds made possible through the CoServ Charitable Foundation Grant

Michelle Richey, Corinth Elementary Technology Integration Specialist

Grant Amount \$400

Description Students are never prouder than when they create something for the common good. By adding hand tools to the Corinth Elementary STEAMlab, Coirnth Elementary can enable the students to design and build benches for the outdoor learning area on the west end of the campus.

Body Mass Index and Healthy Lifestyles
Funds made possible in part through the Lora McCarty Henderson Teacher Grant

Debby Winder, Lake Dallas High School Athletic Trainer

Grant Amount \$4,859.29

Description Teachers will be able to introduce new innovative technology that measures a person's body mass index using the Tanita BMI scales. This gives students authentic and practical experience using real world technology while reinforcing their own understanding of specific required concepts. Lake Dallas High School students will use this purchase to help them understand how their Body Mass Index (BMI) is an indicator of a healthy lifestyle. This product will give them a hands-on tool to better understand BMI. The purpose of this grant is to purchase a Tanita scale with supporting software so students can use this technology to better diagnose health problems associated with obesity.

Responding to Student Social-Emotional and Academic Advising Needs During a Pandemic
Funds made possible through the DATCU Teacher Grant

London Hall Bendani, Lake Dallas High School Counselor/Academic Advisor

Grant Amount \$4,000

Description

An essential key to a successful school is the proactive measures set in place to ensure student success. The guidance and academic advising curriculum are two of the many proactive measures that Lake Dallas High school uses to meet student needs. It is essential to continue proactively addressing our students' social-emotional and academic advising needs during the pandemic. To help facilitate the implementation of our guidance and academic curriculum, LDHS will use Nearpod to create engaging SEL and academic advising lessons for remote and in-person learners. Nearpod is an innovative web-based software that can be integrated into Canvas.

Rod Oven for Welding Certifications
Funds made possible in part through the Boeing Teacher Grant
Jerry Crow, Lake Dallas High School Welding Teacher

Grant Amount

\$2,056.10

Description

A rod oven is used to keep welding rods at 225 degrees without allowing moisture to absorb into the flux(code). Without an oven, students have to open a brand new 50lbs sealed can of rod every time they try to certify. An opened rod is ONLY usable for certifications two hours after opening from a seal can unless it comes out of a rod oven. This saves money, and is also the industry standard best practice to complete D1.1 Certs according to the AWS codebook.

Hocus Pocus, Help Us Focus
Funds made possible through the LCEF Directors Teachers Grant
Sabrina Chapman, Dana Dunn, and Amy Rios, Lake Dallas Elementary Special Ed. Dept.

Grant Amount

\$1,411.50

Description

The goal of this grant is to introduce tools that facilitate calming and movement strategies. These tools can be used to help a student calm down and reflect when they feel overwhelmed, overstimulated, or upset. They can also be used to provide flexible seating and movement options that will provide students with the physical challenges and sensory input needed to increase student success. The aim is to provide diverse learners with the positive behavior supports and emotional regulation strategies necessary to facilitate successful learning. The integration of these positive behavioral interventions will not only increase student success but additionally empower and build confidence in students by allowing them to choose tools that meet their unique needs.

LDE Geniuses
Funds made possible through the CoServ Charitable Foundation Grant

Katie Landaverde, Technology Integration Specialist; and Cari Houser, teacher, Lake Dallas Elementary

Grant Amount \$3,600

Description The LDE Geniuses grant will allow the purchase of necessary supplies to support the implementation of "Genius Hour" at Lake Dallas Elementary. "Genius Hour" is one hour a week in which students have the opportunity to explore their own passions and creativity during the instructional day. Genius hour provides opportunities for students to foster their passions, tackle leadership roles, and prepare for future careers. It is 1 hour a week where students can completely direct their own learning.

Improving Student Achievement Through the Implementation of Social Emotional Learning by Bringing WHO to the Classrooms and Campuses
Funds made possible through the LCEF Directors Teachers Grant

Counselors/Academic Advisors Monica Gonzales-Carrido, Corinth Elementary; and London Hall Bendani, Lake Dallas High School

Grant Amount \$4,450

Description Mental Health statistics indicate that currently 1 in 5 youth will suffer from mental illness, trauma is the main cause of mental illness, and the diagnosis of anxiety and depression is trending higher in youth. In response to this data the Texas Legislature passed SB11 in 2019 which supports the expansion of mental health services and increases safety and security in schools. This grant will fund the implementation of the WHO (We Help Ourselves) program that focuses on trauma, emotional resilience, healthy relationships and mental health to support our students' safety both physically and emotionally. This research-based guidance curriculum prepares students for life outside of high school and increases campus-based student achievement.

Magnifying Science Experiences
Funds made possible in part through the CoServ Teacher Assistance Grant

Kathryn Holland, Science Teacher, Lake Dallas Middle School

Grant Amount \$2,474.31

Description

To address the needs of the 21st century learner, the LDMS seventh grade science department will use grant funds to purchase sixty-six 40 to 1000x Magnification Endoscope 8 LED USB 2.0 Digital Microscopes with Mini Cameras for student use and three LED Digital Monocular Compound Microscopes for teacher use. Both student and teacher Digital Microscopes will record video and capture images, so that images may be shared digitally to enhance the science instruction and learning of both face-to-face learners and virtual learners. Students will be able to collaborate and share scientific learning amongst their peers, facilitating instructional growth and discovery.

Calm, Cool, Collected
Funds made possible in part through the Carole Heidemann Memorial Teacher Grant

Kendra Black, Teacher, Lake Dallas Middle School

Grant Amount

\$2,083

Description

All students must have their social emotional needs met in order to be able to learn effectively. Atypical student learners at LDMS are no different. The harsh lighting and noisy environment of a typical classroom can be very overstimulating for students with learning differences. Developing a sensory room will provide materials and activities that will help students alleviate stress due to sensory overload and provide a calming environment so that students can more successfully self-manage and be able to achieve their academic goals.

Leveling Out Literacy
Funds made possible in part through the Robin Hasserd Memorial Teacher Grant

Ashley Fay, Instructional Coach, Shady Shores Elementary

Grant Amount

\$5,000

Description

Shady Shores Elementary will use grant funds to purchase a Fountas and Pinnell Leveled Literacy Intervention (LLI) Gold System (O-T) for use with upper elementary grades (4-5). The LLI Gold System is a small-group, supplementary intervention system created for students who find reading difficult. This System will allow teachers, as well as specialists, to implement intervention tools to better help support students who are struggling to read and comprehend in the upper grades.

Lake Dallas ISD News & Events

Jan. 11, 2021



School News



The Lake Cities Education Foundation awarded nearly **\$36,000 in grants** to schools across Lake Dallas ISD before winter break. These grants fund unique and innovative educational projects, with each campus receiving one or more.



Upcoming Events

- **Jan. 16:** Your Team of Eight Meeting
- **Jan. 18:** Martin Luther King Jr. Holiday
- **Feb. 15:** Presidents' Day Holiday
- **Feb. 16:** Staff Development Day (Student Holiday)



Athletic Events

Varsity home or district championship events for next two weeks listed only.

- **Jan. 12:** Varsity Girls Basketball vs. Richland
- **Jan. 12:** Varsity Girls Soccer vs. Prosper Rock Hill
- **Jan. 15:** Varsity Girls Basketball vs. Denton
- **Jan. 19:** Varsity Girls Soccer vs. Denton
- **Jan. 19:** Varsity Boys Basketball vs. Colleyville Heritage
- **Jan. 22:** Varsity Girls Basketball vs. Northwest



Media Coverage

- **Lake Cities Sun:** “[A year in review: The first half of 2020’s top stories in Lake Dallas-area athletics](#)”
- **CoServ (Corporate Blog):** “[CoServ gives fresh coat of paint to Corinth Elementary School playground](#)”

