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# 2018-19 District Annual Report

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JANUARY 16, 2020

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Carrollton-Farmers Branch ISD



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## District Leadership

### Superintendent

**Dr. John E. Chapman, III**

### Superintendent of Schools

Dr. John Chapman began as superintendent of the Carrollton-Farmers Branch Independent School District on July 9, 2018. Previously he served as the superintendent of Ennis ISD.



Dr. Chapman began his teaching and coaching career in Lubbock, Texas. During his educational career, he served as an assistant principal, junior high school principal, and high school principal. He has also served as superintendent in Chillicothe ISD and Comfort ISD. He received his master's degree from Wayland Baptist University in Mid-Management and received his Doctor of Education degree from Texas Tech University in Educational Leadership.

### Board of Trustees



**Nancy Cline**  
President

**Guillermo Ramos**  
Vice President

**Tara Hrbacek**  
Secretary

**Candace Valenzuela**  
Asst. Secretary

**Sally Derrick**  
Member

**John Mathews**  
Member

**Randy Schackmann**  
Member

The Board of Education acts as the school district's policy-making body and is the official representative of the people for all public education in the Carrollton-Farmers Branch Independent School District. The Board functions according to state and federal laws, regulations of the State Board of Education and the State Commissioner of Education and the will of the people as expressed in district elections. Trustees serve without pay for overlapping terms of three years. Board officers are elected by its membership.

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# Carrollton-Farmers Branch Independent School District

## **District Annual Report Guidelines:**

The Texas Education Code (TEC), §39.306, requires each school district's Board of Trustees to publish an annual performance report that includes the TAPR report; campus performance objectives and the progress toward those objectives; district accreditation status; campus distinction designation and ratings; the district's current special education compliance status; report on violent or criminal incidents; and information from the Texas Higher Education Coordinating Board. Data and information presented within the 2018-19 District Annual Report was generated from 2018-9 Texas Academic Performance Report (TAPR) released by Texas Education Agency on December 12, 2019.

The Carrollton-Farmers Branch Independent School District held a public hearing on the Texas Academic Performance Reports (TAPR) at 5:00 PM on Monday, January 13, 2019.

## **2018-19 District Annual Reports:**

District Leadership	2
Annual Report Guidelines	3
District Information	4
District Accreditation Status	4
CFBISD Programs Pre-Kindergarten to Postsecondary	5
State Accountability Ratings	6
Distinction Designations	6
Campus Performance Objectives	7
State Assessment – STAAR Performance & Academic Growth	8
Student Success Initiative	8
College, Career, & Military Readiness	9
Postsecondary Enrollment & Performance	9
Safety & Security	10
Texas Academic Performance Report (TAPR)	11





**District Information**

CFBISD is a hub of culture and diversity and encompasses 53.42 miles all or parts of six cities: Addison, Carrollton, Coppell, Farmers Branch, Irving, and Dallas. The district provides Early Childhood Education and Pre-Kindergarten through grade 12. CFBISD has twenty-four elementary schools, six middle schools, five high schools, three education centers and a student enrollment of 25,525 students.

Elementary schools provide instruction to students in the Early Education program and Pre-Kindergarten through grade 5. Secondary schools are comprised of middle school campuses (grades 6 through 8) and high school campuses (grades 9-12).

In 2018-19, CFBISD employed 3,321 personnel, of which 68% were professional staff. A majority of the teaching staff has over five years of experience. On average, the classroom size by grade and subject ranges from 16.0 to 24.5. Starting teacher salary is \$55,735.



**Student Profile:**

Asian (11.8%), Black/African-American (16.7%), Hispanic/Latino (55.5%), Two or more races (2.7%), and White (13.5%)

**District Accreditation Status**

**Carrollton-Farmers Branch ISD (057903)**

Accreditation Status: Accredited

2018 Financial Integrity Rating System of Texas (FIRST) Rating: 100 (A)

2019 State Accountability Rating: 89 (B)



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## CFBISD Programs from Pre-K to Postsecondary

### Pre-Kindergarten

CFBISD offers free and tuition-based Pre-K programs. Full-Day Pre-K was first introduced in 2017-18 at four elementary campuses. Currently 8 out of 12 Pre-K campuses offer Full-Day programs. Total enrollment in Pre-K programs during 2017-18 school year was 928 students. A child must be four-years-old on or before September 1 of the enrolling school year.



### Elementary Schools

Notable elementary programs in CFBISD include STEM Academies, Fine Arts Academies, and Dual Language Academies. In addition, our district offers the following programs at multiple campus locations during 2018-19 school year: Coding, AVID, International Programs.

### Middle Schools

In grades 6-8, students have access to special programs designed to highlight college readiness standards through coursework in career fields of interest through Dual Language, AVID, and Engineering Prep Programs.



### High Schools

Dual Language opportunities extend into grades 9-12. CFBISD also has 7 high school academies providing students the opportunity to experience a concentrated four-year curriculum. In addition to Early College High School at Brookhaven and the IB program at Ranchview High School, CFBISD offers Academy of Media Arts & Technology, Bio-Medical Academy, and METSA at Turner High School, International Business Academy at Smith High School, along with a Law & Criminal Justice Academy at Creekview High School.

### Postsecondary

Dallas County Promise is a program that provides free college tuition for students graduating from Early College High School, Smith High School, and Turner High School. Dallas County Promise helps students navigate through the college years by matching student interests to careers to best prepare graduates to advance professionally in life. With tuition assistance, success coaching, and advising, Dallas County Promise supports student to successfully earning credentials in the form of a career-based industry certification, associate or bachelor's degree.



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## **State Accountability**

The 85<sup>th</sup> Texas Legislature passed House Bill (HB) 22, establishing three domains for measuring the academic performance of districts and campuses: Student Achievement, School Progress, and Closing the Gaps. Seventy percent of the accountability rating is based on either Student Achievement or School Progress, whichever is the higher grade. Student Achievement (Domain 1) includes STAAR tests; college, career, military readiness indicators; and graduation rates. School Progress (Domain 2) measures students who improve performance from one year to the next on STAAR tests, or how well they did in relation to comparable campuses, whichever is greater. The remaining 30 percent is based on performance in the Closing the Gaps area (Domain 3) which looks at how well schools do educating children in up to 14 different student groups.

On August 15, 2019, TEA released the 2018-19 academic accountability rating for districts and campuses. CFBISD earned an 89 (B) overall in 2018-19 with the following Domain scores:

- Student Achievement 87 (B)
- School Progress 89 (B)
- Closing the Gaps 89 (B)

## **Distinction Designations**

Distinction Designations recognize outstanding STAAR performance at the Masters Grade Level in reading/ELA, mathematics, science, and social studies as well as and additional indicators such as Advanced Dual Credit Completion Rates, participation and performance on SAT/ACT and AP/IB exams.

Distinctions are also awarded based on the following:

- Top 25% in Student Progress (Domain II)
- Top 25% in Closing the Gaps (Domain III)
- Postsecondary Readiness (Graduation Rates, CCMR, College Readiness Participation, CTE)

### **75 Distinction Designations Earned in 2018-19**

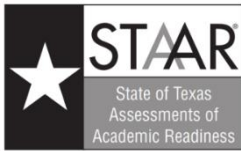
<b>2018-19 Distinctions Designations</b>	<b>Elementary Schools</b>	<b>Middle Schools</b>	<b>High Schools</b>	<b>District Total</b>
Academic Achievement in Reading/ELA	8	2	2	12
Academic Achievement in Math	5	1	4	10
Academic Achievement in Science	3	1	3	7
Academic Achievement in Social Studies	N/A	4	0	4
Top 25% in Academic Growth	12	1	3	16
Top 25% in Closing the Gaps	9	3	2	14
Postsecondary Readiness	7	2	3	12

## Campus Performance Objectives

2018-19 Academic Performance			Distinction Designations						
Campuses	Target	Rating	ELA	Math	Science	Soc St	Growth	Closing Gap	Readiness
BLAIR	B	B					☑		
BLANTON	A	B	☑				☑	☑	☑
CARROLLTON	A	C							
CENTRAL	C	D							
COUNTRY PLACE	A	A		☑			☑	☑	
DAVIS	B	A	☑				☑	☑	☑
FARMERS BRANCH	A	A	☑		☑			☑	☑
FREEMAN	A	B							
FURNEAUX	A	C			☑				☑
GOOD	B	B					☑		
KENT	A	B	☑	☑			☑	☑	☑
LA VILLITA	A	A					☑		
LANDRY	C	B					☑		
LAS COLINAS	A	A							
MCCOY	A	A	☑	☑	☑		☑		☑
MCKAMY	B	C							
MC-STRICKLAND	B	C							
MCWHORTER	C	B					☑		
RAINWATER	B	B	☑				☑	☑	☑
RIVERCHASE	B	C							
ROSEMEADE	A	A	☑	☑			☑	☑	☑
SHEFFIELD	A	F							
STARK	A	B	☑	☑					☑
THOMPSON	B	B					☑		
BLALACK	B	B			☑	☑			☑
BUSH	A	C	☑			☑		☑	☑
FIELD	C	C							
LONG	B	D							
PERRY	B	B	☑	☑	☑	☑	☑	☑	☑
POLK	B	C				☑			
CREEKVIEW	B	B		☑	☑		☑	☑	☑
EARLY COLLEGE	A	A		☑			☑	☑	☑
GRIMES	C	B							
RANCHVIEW	A	B	☑	☑	☑		☑	☑	
SMITH	A	B	☑		☑				
TURNER	B	B		☑					

## State Assessment

The State of Texas Assessments of Academic Readiness (STAAR) annual assessments include:



- Reading and mathematics - grades 3 through 8
- Writing - grades 4 and 7
- Science - grades 5 and 8
- Social studies - grade 8
- End-of-course (EOC) for Algebra I, Biology, English I, English II, U.S. History.

### STAAR Performance Standards

The Approaches Grade Level (AGL) passing standard meets the state’s Satisfactory requirement for STAAR grades 3-8 tests and STAAR-EOC exams. Meets grade level STAAR test results meet the college ready passing standard on state assessments defined by TEA as having 60% likelihood of success in first year of college with C or better GPA.

Approaches Grade Level and Above			
2019 STAAR	Texas	Region	District
All Subjects	78%	79%	76%
Reading/ELA	75%	76%	71%
Mathematics	82%	84%	82%
Writing	68%	70%	65%
Science	81%	83%	79%
Social Studies	81%	82%	79%

Meets Grade Level or Higher			
2019 STAAR	Texas	Region	District
All Subjects	50%	53%	47%
Reading/ELA	48%	51%	44%
Mathematics	52%	55%	51%
Writing	38%	42%	37%
Science	54%	56%	51%
Social Studies	55%	58%	53%

### STAAR Academic Growth

Academic Growth is based on students STAAR & EOC test scores that met or exceeded academic progress by measuring year-over-year student progress on state assessments.

2019 STAAR Academic Growth (Domain II)			
All Grade School Progress	Texas	Region	District
Both Subjects	69%	71%	69%
Reading/ELA	68%	70%	68%
Both Subjects	69%	71%	69%

### Student Success Initiative

Student Success Initiative (SSI) grade-advancement requirements require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

2019 STAAR 1 <sup>st</sup> Administration			
Grade	Texas	Region	District
Grade 5			
Reading	78%	80%	83%
Mathematics	83%	85%	84%
Grade 8			
Reading	78%	80%	74%
Mathematics	82%	84%	80%

2019 STAAR Cumulative Met Standard			
Grade	Texas	Region	District
Grade 5			
Reading	86%	87%	88%
Mathematics	90%	90%	90%
Grade 8			
Reading	85%	87%	82%
Mathematics	88%	89%	85%





## **College, Career, & Military Readiness**

Methods to demonstrate College, Career, Military Readiness (CCMR) include Dual Credit, College Prep, AP/IB, & CTE coursework; TSI-Accuplacer, SAT, & ACT test scores; earning Industry-based certification or Associate’s degree; IEP graduation with Workforce Readiness; and Armed Forces enlistment.

<b>College, Career &amp; Military Readiness</b>			
Class 2017-18	Texas	Region	CFBISD
Meeting CCMR Indicator	65.5%	63.6%	67.0%

<b>College Ready Graduates</b>			
Class of 2018	Texas	Region	CFBISD
College Ready	50.0%	49.5%	55.2%
TSI Criteria	42.1%	41.3%	57.8%
Dual Credit	20.7%	16.7%	13.2%
AP/IB (Any Subject)	20.4%	25.7%	34.9%

<b>Career/Military Ready Graduates</b>			
Class of 2018	Texas	Region	CFBISD
Career/Military Ready	28.7%	25.8%	23.8%
Industry Certification	4.8%	3.0%	4.6%
CTE Coursework	38.7%	38.0%	33.4%
U.S. Armed Forces	4.3%	2.2%	1.8%

## **Postsecondary Enrollment & Performance**

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e) provided to districts from the Texas Higher Education Coordinating Board (THECB). Performance is based on 2017-18 academic records during the first year of postsecondary enrollment after high school graduation.

### **2016-17 CFBISD Graduates – First Year Enrollment Following Graduation**

	# Students	<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unknown
Four-Year Public University	363	70	42	73	76	101	1
Two-Year Public Colleges	512	171	75	65	79	71	51
Independent Colleges/Universities	30						
Not Trackable	122						
Not Found	556						
2015-16 CFBISD Graduates	1,583						

For each student, the grade points and college-level semester credit hours earned by a student in fall 2017, spring 2018, and summer 2018 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the “Unknown” column. GPA data is only available for students attending public higher education institutions in Texas. If a student attended both a four-year and a two-year institution in FY 2018, the student’s GPA is shown in the type of institution where the most semester credit hours were earned.



## **Safety & Security**

Safety is our top priority. Policies and procedures are in place to ensure the safety of our schools and students. These include The Carrollton-Farmers Branch Student Code of Conduct, which strictly adheres to TEC Chapter 37 and is updated annually reflecting changes from the Texas Legislature, legal precedence, and includes input from a District committee.

CFBISD addresses safety and security needs for students and staff every day:

- Security Officer Support at all campuses
- Safe Entrance Video Intercoms at all campuses
- Civilian Response Active Shooter Training required for all CFBISD employees
- Secure Exterior Doors at all campuses
- Threat Assessment Teams for emotional intervention

## **2018-19 Report on Violent or Criminal Incidents**

Code	Description	RLT	NSHS	CHS	RHS	ECHS	VFMS	DPMS	CFBISD
		001	002	006	007	010	041	042	057903
14	Used, exhibited, possessed prohibited weapon	0	1	0	2	0	0	0	3
36	Felony controlled substance violation	4	11	8	1	2	1	1	28
	<b>Total Incidents</b>	4	12	8	3	2	1	1	31
	<b>Student Enrollment</b>	2,126	1,966	1,866	910	337	1,028	1,000	25,525
	<b>Incident Rate</b>	0.2%	0.6%	0.4%	0.3%	0.6%	0.1%	0.1%	0.1%



**ANONYMOUS ALERTS**  
ANTI BULLYING/CYBERBULLYING APP



**SMART BUTTON**  
EMERGENCY COMMUNICATION APP



**GAGGLE**  
SCHOOL ISSUED EMAIL AND DRIVE ACCOUNTS  
FILTERING PROGRAM

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## 2018-19 Texas Academic Performance Report

District Name: CARROLLTON-FARMERS BRANCH ISD

District Number: 057903

2019 Accountability Rating: B

2019 Special Education Determination Status:

**Meets Requirements**

### **Texas Academic Performance Report (TAPR)**

Prepared and released by Texas Education Agency (TEA) annually, TAPR details academic performance, financial reports, and information about staff, programs, and demographics for the district and each campus. TAPR academic performance includes information on STAAR test results and participation rates. The report disaggregates performance on state and national assessments across fourteen student groups based on race/ethnicity, socio-economic status, and program services.

Online access to all reports is available on district's website [cfbisd.edu](http://cfbisd.edu) by the 10<sup>th</sup> instructional day of academic school year. State and federal accountability reports are accessible at each campus and district administrative offices.

### **Financial Integrity Rating System of Texas (FIRST)**

The state's school financial accountability rating system, known as the School Financial Integrity Rating System of Texas (FIRST), ensures that Texas public schools are held accountable for the quality of their financial management practices and that they improve those practices.

The financial section of TAPR is provided by the State Funding Division of TEA and can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.



# 2018-19 Texas Academic Performance Report

District Name: **CARROLLTON-FARMERS BRANCH ISD**

District Number: **057903**

2019 Accountability Rating: **B**

*2019 Special Education Determination Status:*

***Meets Requirements***

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District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
 District Number: 057903

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Performance

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District STAAR Performance**

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
 District Number: 057903

		Region		African		American		Pacific		Two or	Special	Special	Continu-	Non-	EL		
		State	10	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	ously	Continu-	Econ	(Current	
											Races	(Former)	Enrolled	ously	Disadv	& Monitored)	
At Masters Grade Level	2019	29%	33%	<b>32%</b>	21%	28%	43%	*	51%	-	44%	7%	33%	33%	29%	26%	26%
	2018	26%	29%	<b>29%</b>	18%	24%	43%	*	62%	-	27%	9%	25%	31%	24%	22%	26%
<b>Grade 5 Mathematics<sup>A</sup></b>																	
At Approaches Grade Level or Above	2019	90%	91%	<b>90%</b>	82%	90%	95%	*	100%	-	90%	68%	93%	91%	88%	87%	90%
	2018	91%	91%	<b>89%</b>	82%	88%	95%	*	99%	-	93%	66%	90%	91%	85%	87%	89%
At Meets Grade Level or Above	2019	58%	61%	<b>62%</b>	43%	59%	77%	*	90%	-	56%	36%	66%	65%	56%	55%	59%
	2018	58%	60%	<b>58%</b>	45%	53%	73%	*	92%	-	62%	33%	57%	61%	51%	52%	55%
At Masters Grade Level	2019	36%	40%	<b>41%</b>	23%	37%	55%	*	74%	-	44%	17%	39%	45%	33%	33%	38%
	2018	30%	33%	<b>31%</b>	19%	25%	42%	*	73%	-	28%	14%	22%	33%	25%	24%	28%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2019	75%	75%	<b>72%</b>	58%	69%	88%	*	91%	-	74%	43%	77%	74%	68%	65%	65%
	2018	76%	76%	<b>73%</b>	62%	69%	91%	*	93%	-	82%	48%	76%	76%	65%	67%	69%
At Meets Grade Level or Above	2019	49%	50%	<b>45%</b>	28%	40%	63%	*	69%	-	51%	27%	39%	46%	41%	36%	35%
	2018	41%	42%	<b>40%</b>	27%	32%	64%	*	75%	-	45%	24%	31%	42%	34%	32%	33%
At Masters Grade Level	2019	24%	25%	<b>20%</b>	9%	14%	36%	*	42%	-	15%	8%	20%	22%	15%	12%	12%
	2018	17%	18%	<b>18%</b>	10%	11%	34%	*	51%	-	25%	8%	12%	19%	15%	11%	11%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2019	68%	70%	<b>65%</b>	57%	60%	81%	*	86%	-	78%	33%	63%	67%	61%	59%	58%
	2018	69%	71%	<b>66%</b>	56%	60%	83%	*	89%	*	79%	43%	77%	67%	63%	58%	59%
At Meets Grade Level or Above	2019	37%	41%	<b>33%</b>	28%	26%	54%	*	64%	-	48%	21%	42%	35%	28%	26%	23%
	2018	39%	42%	<b>37%</b>	29%	28%	55%	*	74%	*	60%	30%	42%	38%	33%	27%	26%
At Masters Grade Level	2019	18%	20%	<b>15%</b>	11%	10%	29%	*	41%	-	22%	7%	21%	16%	14%	10%	7%
	2018	19%	21%	<b>18%</b>	10%	10%	33%	*	54%	*	36%	13%	23%	19%	14%	10%	12%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2019	81%	83%	<b>80%</b>	68%	80%	89%	*	96%	-	81%	52%	87%	83%	74%	77%	80%
	2018	77%	79%	<b>77%</b>	62%	76%	87%	*	95%	*	82%	51%	89%	80%	69%	72%	75%
At Meets Grade Level or Above	2019	47%	51%	<b>42%</b>	31%	36%	63%	*	81%	-	48%	24%	40%	46%	34%	35%	37%
	2018	44%	49%	<b>39%</b>	25%	34%	56%	*	76%	*	51%	28%	43%	42%	32%	31%	34%
At Masters Grade Level	2019	21%	25%	<b>15%</b>	9%	9%	31%	*	52%	-	19%	11%	19%	17%	11%	10%	10%
	2018	18%	22%	<b>13%</b>	8%	8%	24%	*	51%	*	22%	9%	23%	15%	10%	8%	10%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	77%	<b>71%</b>	62%	66%	86%	*	89%	*	93%	41%	76%	73%	65%	64%	64%
	2018	74%	76%	<b>72%</b>	65%	69%	86%	67%	86%	*	89%	43%	71%	73%	67%	67%	64%
At Meets Grade Level or Above	2019	49%	52%	<b>41%</b>	33%	33%	62%	*	76%	*	68%	26%	41%	44%	34%	33%	30%
	2018	48%	51%	<b>43%</b>	33%	37%	69%	17%	70%	*	57%	26%	42%	45%	36%	35%	31%
At Masters Grade Level	2019	29%	32%	<b>23%</b>	16%	17%	35%	*	58%	*	53%	10%	20%	26%	16%	16%	14%
	2018	29%	32%	<b>23%</b>	16%	18%	47%	0%	43%	*	34%	11%	25%	26%	17%	17%	15%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	77%	<b>68%</b>	55%	69%	68%	*	93%	*	100%	49%	79%	70%	63%	64%	69%
	2018	72%	75%	<b>59%</b>	41%	58%	79%	50%	92%	*	61%	37%	65%	62%	52%	56%	59%
At Meets Grade Level or Above	2019	43%	46%	<b>24%</b>	14%	21%	32%	*	66%	*	50%	24%	21%	25%	19%	20%	21%
	2018	40%	44%	<b>21%</b>	11%	17%	40%	25%	57%	*	33%	20%	15%	21%	21%	16%	15%
At Masters Grade Level	2019	17%	20%	<b>6%</b>	1%	3%	8%	*	46%	*	25%	6%	3%	6%	4%	2%	2%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District STAAR Performance**

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
 District Number: 057903

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL					
	State	10	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Disadv	(Current	
	2018	18%	23%	6%	2%	3%	11%	0%	43%	*	6%	6%	0%	7%	5%	3%	2%
<b>Grade 7 Writing</b>																	
At Approaches Grade Level or Above	2019	70%	72%	<b>61%</b>	53%	56%	76%	*	89%	*	90%	33%	56%	63%	56%	54%	52%
	2018	69%	71%	<b>60%</b>	56%	54%	80%	43%	80%	*	79%	30%	53%	63%	52%	54%	48%
At Meets Grade Level or Above	2019	42%	45%	<b>34%</b>	26%	26%	53%	*	69%	*	48%	21%	24%	36%	27%	26%	22%
	2018	43%	46%	<b>34%</b>	27%	27%	59%	14%	59%	*	53%	22%	31%	36%	27%	27%	22%
At Masters Grade Level	2019	18%	21%	<b>14%</b>	7%	9%	28%	*	46%	*	25%	8%	16%	16%	10%	8%	6%
	2018	15%	17%	<b>10%</b>	8%	6%	21%	0%	32%	*	21%	5%	12%	12%	6%	6%	5%
<b>Grade 8 Reading^</b>																	
At Approaches Grade Level or Above	2019	86%	87%	<b>82%</b>	76%	80%	93%	86%	90%	*	97%	45%	87%	84%	76%	79%	78%
	2018	86%	86%	<b>83%</b>	76%	81%	95%	*	95%	*	87%	49%	84%	86%	75%	80%	79%
At Meets Grade Level or Above	2019	55%	58%	<b>49%</b>	36%	44%	76%	71%	73%	*	84%	24%	55%	52%	42%	42%	39%
	2018	49%	52%	<b>45%</b>	38%	39%	63%	*	77%	*	41%	22%	41%	48%	38%	38%	33%
At Masters Grade Level	2019	28%	31%	<b>22%</b>	16%	16%	49%	29%	42%	*	38%	10%	29%	24%	17%	16%	12%
	2018	27%	29%	<b>21%</b>	15%	16%	37%	*	47%	*	20%	5%	23%	23%	17%	16%	13%
<b>Grade 8 Mathematics^</b>																	
At Approaches Grade Level or Above	2019	88%	90%	<b>86%</b>	70%	88%	94%	71%	98%	*	92%	57%	75%	89%	78%	83%	88%
	2018	86%	87%	<b>85%</b>	75%	83%	93%	*	98%	*	94%	52%	87%	89%	75%	81%	86%
At Meets Grade Level or Above	2019	57%	60%	<b>52%</b>	31%	49%	70%	57%	84%	*	69%	32%	55%	56%	41%	45%	49%
	2018	51%	54%	<b>49%</b>	37%	43%	68%	*	84%	*	55%	25%	44%	54%	38%	41%	43%
At Masters Grade Level	2019	17%	19%	<b>15%</b>	6%	10%	26%	29%	56%	*	16%	13%	18%	16%	12%	9%	10%
	2018	15%	17%	<b>13%</b>	4%	7%	23%	*	52%	*	24%	9%	14%	14%	8%	7%	7%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2019	81%	83%	<b>78%</b>	61%	77%	92%	83%	93%	*	100%	49%	88%	81%	69%	74%	76%
	2018	76%	78%	<b>72%</b>	55%	70%	89%	*	90%	*	83%	35%	72%	78%	56%	68%	68%
At Meets Grade Level or Above	2019	51%	55%	<b>47%</b>	28%	43%	75%	50%	73%	*	73%	30%	60%	51%	35%	40%	39%
	2018	52%	54%	<b>47%</b>	30%	43%	70%	*	75%	*	43%	22%	45%	52%	32%	40%	39%
At Masters Grade Level	2019	25%	29%	<b>23%</b>	11%	18%	49%	0%	49%	*	11%	27%	13%	33%	25%	16%	16%
	2018	28%	31%	<b>23%</b>	12%	19%	48%	*	39%	*	30%	8%	26%	26%	16%	18%	15%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2019	69%	72%	<b>66%</b>	58%	62%	85%	71%	87%	*	91%	43%	76%	70%	58%	61%	59%
	2018	65%	68%	<b>64%</b>	53%	60%	82%	*	84%	*	70%	35%	58%	68%	53%	59%	56%
At Meets Grade Level or Above	2019	37%	41%	<b>33%</b>	26%	27%	59%	29%	64%	*	41%	24%	39%	36%	26%	25%	23%
	2018	36%	40%	<b>35%</b>	28%	28%	53%	*	66%	*	46%	19%	35%	38%	28%	27%	24%
At Masters Grade Level	2019	21%	25%	<b>18%</b>	12%	12%	40%	29%	39%	*	31%	11%	24%	19%	13%	11%	11%
	2018	21%	24%	<b>20%</b>	14%	15%	36%	*	43%	*	20%	9%	22%	23%	14%	15%	12%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2019	68%	69%	<b>61%</b>	54%	58%	80%	33%	80%	*	60%	23%	57%	65%	52%	57%	52%
	2018	65%	66%	<b>62%</b>	54%	59%	80%	33%	75%	-	73%	29%	46%	68%	49%	57%	50%
At Meets Grade Level or Above	2019	50%	52%	<b>42%</b>	34%	37%	63%	33%	67%	*	47%	14%	40%	46%	34%	36%	30%
	2018	44%	47%	<b>41%</b>	30%	36%	68%	33%	65%	-	54%	18%	20%	46%	29%	34%	28%
At Masters Grade Level	2019	11%	14%	<b>8%</b>	5%	5%	20%	0%	23%	*	7%	2%	6%	9%	7%	5%	3%
	2018	7%	8%	<b>6%</b>	5%	3%	11%	17%	19%	-	10%	4%	2%	7%	3%	3%	2%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District STAAR Performance**

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
 District Number: 057903

		State	Region 10	District	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)
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2019	68%	70%	<b>63%</b>	58%	58%	86%	*	77%	-	83%	29%	58%	66%	55%	57%	47%
	2018	67%	69%	<b>67%</b>	61%	63%	83%	100%	80%	*	83%	27%	61%	70%	58%	61%	46%
At Meets Grade Level or Above	2019	49%	52%	<b>44%</b>	35%	39%	72%	*	64%	-	66%	16%	38%	48%	35%	37%	25%
	2018	48%	50%	<b>46%</b>	37%	40%	72%	100%	71%	*	65%	14%	41%	49%	38%	38%	24%
At Masters Grade Level	2019	8%	10%	<b>6%</b>	4%	3%	13%	*	16%	-	9%	5%	4%	7%	3%	3%	1%
	2018	8%	9%	<b>7%</b>	4%	4%	14%	33%	23%	*	12%	5%	2%	8%	4%	5%	1%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2019	85%	87%	<b>85%</b>	80%	84%	92%	80%	96%	*	91%	58%	91%	87%	82%	84%	85%
	2018	83%	84%	<b>82%</b>	76%	80%	93%	67%	96%	-	86%	46%	82%	85%	74%	80%	79%
At Meets Grade Level or Above	2019	61%	64%	<b>62%</b>	52%	58%	77%	60%	91%	*	82%	27%	67%	66%	53%	58%	57%
	2018	55%	57%	<b>55%</b>	40%	51%	75%	33%	88%	-	62%	19%	59%	60%	42%	51%	48%
At Masters Grade Level	2019	37%	42%	<b>42%</b>	31%	38%	62%	60%	71%	*	68%	11%	44%	46%	33%	38%	36%
	2018	32%	35%	<b>33%</b>	16%	29%	51%	17%	76%	-	38%	8%	35%	38%	21%	27%	27%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2019	88%	89%	<b>87%</b>	82%	85%	95%	80%	96%	*	91%	62%	91%	89%	81%	84%	82%
	2018	87%	88%	<b>87%</b>	83%	84%	96%	*	96%	-	97%	60%	78%	89%	82%	84%	79%
At Meets Grade Level or Above	2019	62%	64%	<b>61%</b>	52%	54%	83%	80%	85%	*	82%	30%	56%	65%	49%	55%	48%
	2018	59%	62%	<b>61%</b>	51%	55%	84%	*	84%	-	82%	24%	46%	65%	51%	54%	45%
At Masters Grade Level	2019	25%	28%	<b>25%</b>	12%	18%	50%	40%	55%	*	27%	8%	20%	27%	19%	18%	14%
	2018	24%	27%	<b>25%</b>	10%	18%	51%	*	61%	-	42%	7%	22%	28%	16%	17%	11%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2019	93%	93%	<b>91%</b>	90%	89%	98%	*	96%	*	100%	66%	95%	93%	86%	89%	81%
	2018	92%	92%	<b>92%</b>	89%	91%	97%	100%	97%	*	96%	69%	80%	93%	90%	90%	83%
At Meets Grade Level or Above	2019	73%	74%	<b>72%</b>	67%	67%	89%	*	87%	*	57%	28%	78%	75%	63%	65%	47%
	2018	70%	72%	<b>73%</b>	68%	69%	88%	100%	85%	*	85%	40%	60%	76%	65%	68%	47%
At Masters Grade Level	2019	45%	48%	<b>42%</b>	37%	36%	63%	*	66%	*	14%	14%	49%	46%	32%	35%	20%
	2018	40%	44%	<b>44%</b>	34%	38%	64%	67%	61%	*	54%	14%	24%	46%	38%	38%	22%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2019	78%	79%	<b>76%</b>	66%	73%	88%	74%	91%	89%	87%	46%	80%	78%	70%	71%	71%
	2018	77%	78%	<b>75%</b>	65%	72%	88%	75%	90%	80%	84%	47%	74%	78%	68%	70%	69%
At Meets Grade Level or Above	2019	50%	53%	<b>47%</b>	35%	42%	67%	50%	75%	61%	59%	25%	48%	50%	40%	40%	38%
	2018	48%	51%	<b>46%</b>	35%	41%	66%	56%	74%	50%	56%	25%	41%	49%	39%	39%	36%
At Masters Grade Level	2019	24%	26%	<b>22%</b>	13%	17%	37%	25%	50%	22%	29%	9%	23%	24%	17%	16%	15%
	2018	22%	24%	<b>21%</b>	12%	15%	35%	31%	49%	20%	28%	9%	19%	23%	16%	15%	14%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2019	75%	76%	<b>71%</b>	64%	68%	87%	66%	87%	100%	85%	39%	74%	74%	66%	66%	64%
	2018	74%	75%	<b>73%</b>	64%	69%	86%	78%	88%	86%	84%	42%	73%	75%	66%	68%	65%
At Meets Grade Level or Above	2019	48%	51%	<b>44%</b>	34%	38%	65%	53%	70%	60%	63%	21%	44%	47%	38%	37%	34%
	2018	46%	49%	<b>45%</b>	35%	39%	65%	63%	71%	29%	57%	24%	39%	47%	38%	37%	34%
At Masters Grade Level	2019	21%	23%	<b>18%</b>	12%	13%	32%	26%	42%	20%	32%	7%	19%	19%	15%	12%	11%
	2018	19%	22%	<b>18%</b>	11%	13%	31%	34%	44%	0%	26%	8%	19%	19%	14%	12%	12%

District Name: CARROLLTON-FARMERS BRANCH ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Performance

		State	Region 10	District	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)
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2019	82%	84%	<b>82%</b>	70%	81%	90%	78%	96%	100%	87%	56%	88%	84%	77%	78%	82%
	2018	81%	82%	<b>79%</b>	66%	78%	90%	74%	95%	83%	86%	53%	83%	82%	72%	75%	78%
At Meets Grade Level or Above	2019	52%	55%	<b>51%</b>	36%	47%	67%	44%	85%	60%	60%	29%	55%	54%	44%	44%	47%
	2018	50%	52%	<b>47%</b>	32%	42%	65%	48%	80%	50%	55%	28%	47%	50%	39%	40%	41%
At Masters Grade Level	2019	26%	30%	<b>27%</b>	15%	21%	42%	25%	64%	40%	33%	12%	29%	29%	22%	20%	22%
	2018	24%	27%	<b>22%</b>	11%	17%	35%	22%	59%	0%	28%	10%	21%	24%	16%	16%	18%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2019	68%	70%	<b>65%</b>	54%	61%	75%	86%	88%	*	87%	32%	66%	66%	62%	58%	59%
	2018	66%	68%	<b>62%</b>	53%	58%	76%	50%	81%	*	68%	35%	57%	64%	57%	56%	56%
At Meets Grade Level or Above	2019	38%	42%	<b>37%</b>	27%	31%	51%	43%	67%	*	44%	18%	33%	39%	32%	29%	31%
	2018	41%	44%	<b>37%</b>	26%	32%	55%	30%	62%	*	46%	22%	33%	39%	33%	30%	30%
At Masters Grade Level	2019	14%	17%	<b>14%</b>	6%	10%	23%	14%	38%	*	20%	6%	12%	16%	10%	9%	10%
	2018	13%	15%	<b>13%</b>	6%	10%	19%	10%	32%	*	16%	5%	10%	13%	11%	8%	11%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2019	81%	83%	<b>79%</b>	68%	77%	92%	73%	94%	*	86%	51%	84%	82%	73%	75%	75%
	2018	80%	81%	<b>78%</b>	67%	75%	92%	88%	93%	*	86%	49%	75%	81%	68%	73%	72%
At Meets Grade Level or Above	2019	54%	56%	<b>51%</b>	37%	46%	73%	60%	76%	*	64%	29%	49%	55%	42%	44%	41%
	2018	51%	53%	<b>49%</b>	36%	44%	74%	75%	78%	*	53%	23%	41%	53%	40%	42%	39%
At Masters Grade Level	2019	25%	27%	<b>22%</b>	11%	17%	44%	27%	48%	*	21%	9%	23%	25%	17%	15%	14%
	2018	23%	25%	<b>22%</b>	11%	16%	45%	50%	50%	*	31%	8%	20%	25%	15%	15%	12%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2019	81%	82%	<b>79%</b>	73%	76%	91%	82%	93%	*	92%	53%	85%	82%	72%	74%	67%
	2018	78%	80%	<b>79%</b>	72%	76%	90%	88%	91%	*	83%	52%	64%	81%	71%	74%	65%
At Meets Grade Level or Above	2019	55%	58%	<b>53%</b>	46%	47%	75%	55%	77%	*	44%	26%	59%	56%	44%	44%	31%
	2018	53%	56%	<b>55%</b>	49%	49%	73%	75%	76%	*	65%	30%	41%	58%	46%	47%	32%
At Masters Grade Level	2019	33%	36%	<b>30%</b>	24%	24%	51%	27%	55%	*	28%	12%	36%	33%	23%	22%	14%
	2018	31%	34%	<b>32%</b>	24%	27%	52%	50%	53%	*	37%	11%	22%	35%	26%	26%	15%



TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Progress

District Name: CARROLLTON-FARMERS BRANCH ISD  
County Name: DALLAS  
District Number: 057903

		State	Region 10	District	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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	62	<b>58</b>	57	52	66	*	74	-	67	48	56	57	59	53	50
	2018	63	64	<b>64</b>	60	61	66	*	82	-	74	63	67	64	64	61	63
Grade 4 Mathematics	2019	65	67	<b>68</b>	57	64	81	*	88	-	63	57	79	69	66	63	67
	2018	65	67	<b>64</b>	60	62	70	*	76	-	65	59	63	64	65	62	64
Grade 5 ELA/Reading	2019	81	83	<b>85</b>	81	86	85	*	87	-	89	75	77	85	85	85	88
	2018	80	82	<b>84</b>	79	86	80	*	89	-	83	74	80	85	83	84	88
Grade 5 Mathematics	2019	83	85	<b>88</b>	87	87	87	*	95	-	81	83	86	88	88	87	88
	2018	81	82	<b>80</b>	78	79	80	*	91	-	74	82	83	80	81	79	80
Grade 6 ELA/Reading	2019	42	46	<b>42</b>	35	37	51	*	62	-	38	37	44	41	42	38	38
	2018	47	50	<b>47</b>	36	41	58	*	73	-	62	39	49	48	44	39	45
Grade 6 Mathematics	2019	54	58	<b>47</b>	46	43	59	*	65	-	40	45	48	49	44	44	44
	2018	56	60	<b>51</b>	48	48	54	*	72	-	58	51	62	52	50	49	48
Grade 7 ELA/Reading	2019	77	78	<b>73</b>	69	71	78	*	86	*	79	68	73	74	70	71	72
	2018	76	77	<b>79</b>	72	78	86	100	87	*	76	69	76	79	78	77	79
Grade 7 Mathematics	2019	63	65	<b>63</b>	53	62	63	-	87	*	72	54	65	64	60	59	63
	2018	67	69	<b>63</b>	54	63	65	50	80	*	59	60	56	62	64	61	64
Grade 8 ELA/Reading	2019	77	78	<b>74</b>	69	73	79	71	80	*	81	64	87	74	74	73	74
	2018	79	80	<b>79</b>	80	78	79	*	83	*	70	70	76	79	78	78	78
Grade 8 Mathematics	2019	84	84	<b>81</b>	74	83	81	100	86	*	79	68	78	83	78	81	85
	2018	81	80	<b>75</b>	75	76	68	*	81	*	87	64	78	75	76	76	76
End of Course English II	2019	69	71	<b>69</b>	70	67	74	*	70	-	81	70	59	69	70	68	66
	2018	67	67	<b>65</b>	68	62	70	70	75	*	67	51	58	65	66	63	58
End of Course Algebra I	2019	75	78	<b>82</b>	76	80	91	*	95	*	100	57	89	84	76	79	79
	2018	72	75	<b>73</b>	65	70	84	70	96	-	73	39	80	76	64	70	68
All Grades Both Subjects	2019	69	71	<b>69</b>	65	68	74	73	81	86	74	60	70	70	68	67	69
	2018	69	71	<b>69</b>	65	68	72	72	82	43	71	62	70	70	68	68	69
All Grades ELA/Reading	2019	68	70	<b>68</b>	64	66	72	74	77	*	76	59	65	68	67	66	67
	2018	69	70	<b>71</b>	66	70	73	76	82	*	72	63	69	71	69	69	72
All Grades Mathematics	2019	70	72	<b>71</b>	67	69	77	71	86	*	72	61	74	72	69	69	71
	2018	70	72	<b>68</b>	64	67	71	68	83	*	71	61	71	69	67	67	67

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
 District Number: 057903

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Prior Year and Student Success Initiative**

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	41%	<b>40%</b>	36%	40%	46%	*	44%	*	55%	20%	38%	39%
	2018	38%	39%	<b>42%</b>	36%	41%	51%	*	56%	-	61%	24%	40%	40%
Mathematics	2019	45%	46%	<b>47%</b>	41%	49%	47%	*	67%	*	50%	28%	45%	49%
	2018	47%	47%	<b>44%</b>	34%	45%	48%	*	75%	*	72%	26%	42%	43%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	<b>83%</b>	72%	83%	90%	*	86%	-	81%	43%	80%	80%
Students Requiring Accelerated Instruction														
	2019	22%	20%	<b>17%</b>	28%	17%	10%	0%	14%	-	19%	57%	20%	20%
STAAR Cumulative Met Standard														
	2019	86%	87%	<b>88%</b>	80%	89%	94%	*	90%	-	92%	52%	86%	85%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	<b>100%</b>	100%	100%	100%	-	100%	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	9%	8%	<b>10%</b>	12%	8%	0%	-	40%	-	*	0%	10%	13%
Promoted to Grade 6														
	2019	9%	8%	<b>10%</b>	12%	8%	0%	-	40%	-	*	0%	10%	13%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	85%	<b>84%</b>	74%	83%	91%	*	97%	-	89%	53%	80%	81%
Students Requiring Accelerated Instruction														
	2019	17%	15%	<b>16%</b>	26%	17%	9%	0%	3%	-	11%	47%	20%	19%
STAAR Cumulative Met Standard														
	2019	90%	90%	<b>90%</b>	82%	89%	95%	*	99%	-	89%	63%	87%	88%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	<b>100%</b>	100%	100%	100%	-	-	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	24%	24%	<b>18%</b>	23%	16%	17%	*	-	-	*	20%	19%	23%
Promoted to Grade 6														
	2019	24%	24%	<b>18%</b>	23%	16%	17%	*	-	-	*	20%	19%	23%
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	<b>74%</b>	63%	72%	89%	86%	85%	*	97%	27%	69%	50%
Students Requiring Accelerated Instruction														
	2019	22%	20%	<b>26%</b>	37%	28%	11%	14%	15%	*	3%	73%	31%	50%
STAAR Cumulative Met Standard														
	2019	85%	87%	<b>82%</b>	76%	80%	93%	86%	88%	*	97%	36%	78%	65%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	<b>99%</b>	100%	99%	100%	-	100%	-	*	100%	99%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	13%	13%	<b>17%</b>	29%	15%	*	-	0%	-	*	0%	14%	10%
Promoted to Grade 9														
	2019	38%	41%	<b>*</b>	-	*	-	-	-	-	-	-	*	-
Retained in Grade 8														
	2019	38%	41%	<b>*</b>	-	*	-	-	-	-	-	-	*	-
<b>Grade 8 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	84%	<b>80%</b>	63%	81%	93%	71%	96%	*	90%	46%	76%	73%
Students Requiring Accelerated Instruction														

District Name: CARROLLTON-FARMERS BRANCH ISD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Prior Year and Student Success Initiative**

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Cumulative Met Standard	2019	18%	16%	<b>20%</b>	37%	19%	7%	29%	4%	*	10%	54%	24%	27%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2019	88%	89%	<b>85%</b>	69%	87%	94%	71%	98%	*	92%	53%	82%	82%
STAAR Met Standard (Non-Proficient in Previous Year)	2018	98%	98%	<b>98%</b>	100%	98%	*	-	*	-	*	*	98%	100%
Promoted to Grade 9	2019	50%	52%	<b>70%</b>	40%	71%	*	-	*	-	-	*	72%	67%
Retained in Grade 8	2019	56%	53%	*	-	*	-	-	-	-	-	-	*	-

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Performance  
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 10	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
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	<b>76%</b>	71%	-	88%	65%	73%	60%	69%	58%	66%	64%	64%
	2018	77%	78%	<b>75%</b>	74%	-	88%	71%	75%	54%	65%	51%	61%	61%	61%
At Meets Grade Level or Above	2019	50%	53%	<b>47%</b>	40%	-	60%	31%	42%	25%	35%	22%	28%	30%	30%
	2018	48%	51%	<b>46%</b>	41%	-	45%	33%	43%	20%	30%	17%	24%	27%	27%
At Masters Grade Level	2019	24%	26%	<b>22%</b>	17%	-	34%	12%	19%	7%	14%	5%	6%	11%	11%
	2018	22%	24%	<b>21%</b>	18%	-	13%	14%	20%	6%	12%	4%	6%	10%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	<b>71%</b>	68%	-	85%	55%	74%	50%	67%	46%	56%	56%	56%
	2018	74%	75%	<b>73%</b>	74%	-	80%	68%	75%	47%	65%	42%	55%	56%	56%
At Meets Grade Level or Above	2019	48%	51%	<b>44%</b>	38%	-	46%	27%	42%	18%	29%	15%	20%	24%	24%
	2018	46%	49%	<b>45%</b>	43%	-	44%	34%	45%	15%	26%	12%	19%	25%	25%
At Masters Grade Level	2019	21%	23%	<b>18%</b>	16%	-	33%	10%	18%	4%	10%	3%	6%	8%	8%
	2018	19%	22%	<b>18%</b>	20%	-	12%	18%	20%	4%	8%	3%	4%	9%	9%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	84%	<b>82%</b>	80%	-	95%	81%	80%	77%	78%	77%	80%	78%	78%
	2018	81%	82%	<b>79%</b>	79%	-	96%	81%	79%	68%	75%	66%	74%	73%	73%
At Meets Grade Level or Above	2019	52%	55%	<b>51%</b>	44%	-	74%	39%	45%	38%	47%	35%	44%	41%	41%
	2018	50%	52%	<b>47%</b>	44%	-	52%	37%	45%	27%	40%	22%	29%	34%	34%
At Masters Grade Level	2019	26%	30%	<b>27%</b>	23%	-	46%	16%	25%	14%	25%	10%	8%	17%	17%
	2018	24%	27%	<b>22%</b>	21%	-	16%	15%	22%	9%	19%	5%	7%	13%	13%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	70%	<b>65%</b>	67%	-	-	60%	68%	43%	53%	39%	70%	53%	54%
	2018	66%	68%	<b>62%</b>	66%	-	-	65%	67%	32%	45%	27%	32%	47%	47%
At Meets Grade Level or Above	2019	38%	42%	<b>37%</b>	42%	-	-	34%	44%	14%	20%	12%	35%	26%	26%
	2018	41%	44%	<b>37%</b>	40%	-	-	31%	42%	10%	19%	6%	11%	23%	23%
At Masters Grade Level	2019	14%	17%	<b>14%</b>	16%	-	-	15%	16%	2%	3%	2%	9%	8%	8%
	2018	13%	15%	<b>13%</b>	18%	-	-	11%	19%	3%	6%	1%	0%	9%	9%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	<b>79%</b>	61%	-	85%	62%	58%	67%	65%	68%	62%	65%	65%
	2018	80%	81%	<b>78%</b>	69%	-	88%	64%	69%	57%	54%	57%	69%	61%	61%
At Meets Grade Level or Above	2019	54%	56%	<b>51%</b>	31%	-	59%	25%	30%	25%	28%	25%	24%	27%	27%
	2018	51%	53%	<b>49%</b>	30%	-	40%	21%	32%	21%	19%	21%	34%	24%	24%
At Masters Grade Level	2019	25%	27%	<b>22%</b>	8%	-	23%	5%	7%	6%	8%	6%	0%	7%	7%
	2018	23%	25%	<b>22%</b>	9%	-	12%	2%	10%	4%	6%	4%	9%	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	<b>79%</b>	56%	-	-	56%	-	53%	*	53%	75%	53%	54%
	2018	78%	80%	<b>79%</b>	46%	-	-	46%	-	51%	-	51%	59%	51%	51%
At Meets Grade Level or Above	2019	55%	58%	<b>53%</b>	17%	-	-	17%	-	20%	*	20%	10%	19%	19%
	2018	53%	56%	<b>55%</b>	17%	-	-	17%	-	19%	-	19%	27%	19%	19%
At Masters Grade Level	2019	33%	36%	<b>30%</b>	0%	-	-	0%	-	6%	*	6%	5%	6%	6%
	2018	31%	34%	<b>32%</b>	4%	-	-	4%	-	7%	-	7%	14%	7%	7%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	71%	<b>69%</b>	69%	-	87%	61%	72%	66%	73%	64%	69%	67%	67%
	2018	69%	71%	<b>69%</b>	72%	-	64%	72%	73%	64%	72%	61%	70%	67%	67%
All Grades ELA/Reading	2019	68%	70%	<b>68%</b>	67%	-	-	63%	69%	66%	68%	65%	68%	66%	66%
	2018	69%	70%	<b>71%</b>	74%	-	-	74%	74%	68%	74%	66%	77%	70%	71%
All Grades Mathematics	2019	70%	72%	<b>71%</b>	71%	-	87%	60%	74%	66%	78%	64%	70%	68%	68%
	2018	70%	72%	<b>68%</b>	71%	-	64%	70%	71%	60%	70%	58%	64%	64%	64%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	41%	<b>40%</b>	48%	-	-	39%	50%	36%	38%	35%	61%	39%	39%

District Name: CARROLLTON-FARMERS BRANCH ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 District STAAR Performance**  
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 10	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
Mathematics	2018	38%	39%	<b>42%</b>	45%	-	-	46%	44%	37%	34%	38%	58%	39%	40%
	2019	45%	46%	<b>47%</b>	48%	-	*	47%	48%	49%	51%	49%	60%	49%	49%
	2018	47%	47%	<b>44%</b>	46%	-	*	48%	45%	41%	42%	41%	45%	43%	43%



District Name: CARROLLTON-FARMERS BRANCH ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Participation

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>99%</b>	99%	99%	99%	100%	99%	100%	99%	99%	99%	99%
Included in Accountability	94%	94%	<b>94%</b>	90%	94%	96%	89%	93%	90%	96%	95%	94%	91%
Not Included in Accountability													
Mobile	4%	4%	<b>4%</b>	8%	3%	3%	9%	2%	10%	3%	3%	4%	4%
Other Exclusions	1%	1%	<b>2%</b>	0%	2%	0%	2%	3%	0%	0%	1%	2%	5%
Not Tested	1%	1%	<b>1%</b>	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%
Absent	1%	0%	<b>1%</b>	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>99%</b>	99%	99%	99%	100%	100%	96%	99%	99%	99%	100%
Included in Accountability	94%	94%	<b>94%</b>	90%	95%	94%	93%	92%	83%	91%	94%	94%	91%
Not Included in Accountability													
Mobile	4%	4%	<b>4%</b>	9%	3%	4%	5%	4%	13%	7%	4%	4%	4%
Other Exclusions	1%	1%	<b>1%</b>	0%	1%	1%	1%	3%	0%	0%	0%	1%	4%
Not Tested	1%	1%	<b>1%</b>	1%	1%	1%	0%	0%	4%	1%	1%	1%	0%
Absent	1%	1%	<b>1%</b>	1%	1%	1%	0%	0%	4%	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District Attendance, Graduation, and Dropout Rates

District Name: CARROLLTON-FARMERS BRANCH ISD

County Name: DALLAS

District Number: 057903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	95.7%	<b>95.0%</b>	94.4%	94.9%	95.2%	93.9%	96.7%	93.3%	94.5%	94.3%	94.9%	95.6%
2016-17	95.7%	96.0%	<b>95.8%</b>	95.5%	95.7%	95.6%	95.0%	97.4%	95.1%	95.8%	95.3%	95.9%	96.6%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.4%	<b>0.2%</b>	0.6%	0.0%	0.2%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.1%
2016-17	0.3%	0.4%	<b>0.2%</b>	0.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.2%	0.2%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	2.0%	<b>0.9%</b>	0.9%	0.8%	1.2%	0.0%	0.6%	0.0%	0.5%	3.6%	0.8%	1.6%
2016-17	1.9%	2.0%	<b>0.6%</b>	0.5%	0.7%	0.7%	4.5%	0.4%	0.0%	1.0%	1.9%	0.5%	1.4%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	88.8%	<b>95.7%</b>	97.8%	95.1%	95.0%	80.0%	97.0%	*	97.4%	90.7%	95.9%	88.2%
Received TxCHSE	0.4%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	4.8%	<b>2.1%</b>	1.1%	2.2%	1.9%	20.0%	2.4%	*	2.6%	1.9%	2.2%	4.1%
Dropped Out	5.7%	6.1%	<b>2.2%</b>	1.1%	2.7%	3.1%	0.0%	0.6%	*	0.0%	7.4%	1.9%	7.7%
Graduates and TxCHSE	90.4%	89.1%	<b>95.7%</b>	97.8%	95.1%	95.0%	80.0%	97.0%	*	97.4%	90.7%	95.9%	88.2%
Graduates, TxCHSE, and Continuers	94.3%	93.9%	<b>97.8%</b>	98.9%	97.3%	96.9%	100.0%	99.4%	*	100.0%	92.6%	98.1%	92.3%
Class of 2017													
Graduated	89.7%	88.8%	<b>95.2%</b>	93.8%	95.0%	97.4%	*	96.2%	*	93.3%	92.5%	95.7%	83.1%
Received TxCHSE	0.4%	0.2%	<b>0.1%</b>	0.0%	0.0%	0.4%	*	0.0%	*	0.0%	1.1%	0.0%	0.0%
Continued HS	4.0%	5.1%	<b>3.0%</b>	2.6%	3.5%	1.5%	*	3.2%	*	4.4%	2.2%	2.6%	10.8%
Dropped Out	5.9%	5.9%	<b>1.7%</b>	3.7%	1.5%	0.7%	*	0.6%	*	2.2%	4.3%	1.7%	6.2%
Graduates and TxCHSE	90.1%	89.0%	<b>95.3%</b>	93.8%	95.0%	97.8%	*	96.2%	*	93.3%	93.5%	95.7%	83.1%
Graduates, TxCHSE, and Continuers	94.1%	94.1%	<b>98.3%</b>	96.3%	98.5%	99.3%	*	99.4%	*	97.8%	95.7%	98.3%	93.8%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	91.7%	<b>97.4%</b>	95.6%	97.4%	98.9%	*	98.1%	*	97.8%	92.6%	97.3%	92.2%
Received TxCHSE	0.6%	0.4%	<b>0.1%</b>	0.0%	0.0%	0.4%	*	0.0%	*	0.0%	1.1%	0.0%	0.0%
Continued HS	1.1%	1.4%	<b>0.6%</b>	0.7%	0.7%	0.0%	*	0.6%	*	0.0%	0.0%	0.6%	1.6%
Dropped Out	6.3%	6.5%	<b>2.0%</b>	3.7%	1.9%	0.7%	*	1.3%	*	2.2%	6.4%	2.1%	6.3%
Graduates and TxCHSE	92.6%	92.1%	<b>97.5%</b>	95.6%	97.4%	99.3%	*	98.1%	*	97.8%	93.6%	97.3%	92.2%
Graduates, TxCHSE, and Continuers	93.7%	93.5%	<b>98.0%</b>	96.3%	98.1%	99.3%	*	98.7%	*	97.8%	93.6%	97.9%	93.8%
Class of 2016													
Graduated	91.6%	91.2%	<b>96.5%</b>	96.2%	95.7%	97.7%	100.0%	98.7%	*	96.9%	89.5%	96.9%	89.7%
Received TxCHSE	0.7%	0.4%	<b>0.2%</b>	0.0%	0.1%	1.0%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
Continued HS	1.2%	1.5%	<b>0.8%</b>	0.4%	1.3%	0.0%	0.0%	0.7%	*	0.0%	1.0%	0.4%	3.4%
Dropped Out	6.6%	6.8%	<b>2.5%</b>	3.4%	3.0%	1.3%	0.0%	0.7%	*	3.1%	9.5%	2.4%	6.9%
Graduates and TxCHSE	92.2%	91.7%	<b>96.7%</b>	96.2%	95.8%	98.7%	100.0%	98.7%	*	96.9%	89.5%	97.1%	89.7%
Graduates, TxCHSE, and Continuers	93.4%	93.2%	<b>97.5%</b>	96.6%	97.0%	98.7%	100.0%	99.3%	*	96.9%	90.5%	97.6%	93.1%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	92.0%	<b>96.8%</b>	96.2%	96.2%	97.7%	100.0%	98.7%	*	96.9%	88.7%	96.8%	90.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District Attendance, Graduation, and Dropout Rates

District Name: CARROLLTON-FARMERS BRANCH ISD

County Name: DALLAS

District Number: 057903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.6%	0.2%	0.0%	0.2%	0.7%	0.0%	0.0%	*	0.0%	0.0%	0.3%	0.0%
Continued HS	0.5%	0.6%	0.2%	0.4%	0.2%	0.0%	0.0%	0.7%	*	0.0%	0.0%	0.2%	0.0%
Dropped Out	6.6%	6.9%	2.7%	3.4%	3.3%	1.6%	0.0%	0.7%	*	3.1%	11.3%	2.6%	9.6%
Graduates and TxCHSE	92.9%	92.6%	97.0%	96.2%	96.5%	98.4%	100.0%	98.7%	*	96.9%	88.7%	97.1%	90.4%
Graduates, TxCHSE, and Continuers	93.4%	93.1%	97.3%	96.6%	96.7%	98.4%	100.0%	99.3%	*	96.9%	88.7%	97.4%	90.4%
Class of 2015													
Graduated	91.8%	91.7%	96.0%	93.2%	95.6%	98.2%	80.0%	98.2%	*	100.0%	93.9%	95.8%	82.9%
Received TxCHSE	1.0%	0.8%	0.3%	0.4%	0.0%	0.9%	0.0%	0.6%	*	0.0%	0.0%	0.1%	0.0%
Continued HS	0.6%	0.5%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.7%	7.0%	3.6%	6.4%	4.3%	0.9%	20.0%	1.2%	*	0.0%	6.1%	4.1%	17.1%
Graduates and TxCHSE	92.8%	92.4%	96.3%	93.6%	95.6%	99.1%	80.0%	98.8%	*	100.0%	93.9%	95.9%	82.9%
Graduates, TxCHSE, and Continuers	93.3%	93.0%	96.4%	93.6%	95.7%	99.1%	80.0%	98.8%	*	100.0%	93.9%	95.9%	82.9%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	88.8%	94.6%	97.0%	94.3%	92.8%	80.0%	95.8%	*	95.0%	77.8%	94.9%	88.2%
Class of 2017	89.7%	88.8%	94.2%	92.4%	94.2%	96.4%	*	95.0%	*	91.3%	78.9%	94.7%	82.4%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	71.8%	55.0%	*	50.0%	*	-	*	-	-	-	45.5%	83.3%
Class of 2017	88.5%	88.6%	86.2%	82.4%	83.7%	90.9%	*	95.3%	*	94.7%	48.6%	83.8%	74.7%
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	4.2%	4.7%	1.6%	6.2%	4.6%	*	1.9%	*	2.8%	10.4%	5.3%	8.5%
Class of 2017	6.0%	6.8%	28.6%	36.4%	20.6%	36.4%	*	*	-	*	0.0%	29.4%	0.0%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	82.4%	85.2%	86.6%	81.9%	88.6%	*	94.2%	*	94.4%	40.3%	82.7%	72.3%
Class of 2017	60.8%	52.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	86.5%	89.5%	87.5%	87.6%	92.5%	*	96.2%	*	97.2%	50.6%	87.5%	81.0%
Class of 2017	85.9%	87.1%	83.9%	80.5%	81.2%	88.7%	*	94.0%	*	90.5%	42.4%	81.7%	68.5%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	43.0%	26.8%	*	27.6%	*	-	*	-	*	*	35.3%	66.7%
2016-17	87.2%	87.1%	84.4%	81.6%	81.3%	88.6%	*	94.6%	*	95.0%	43.0%	81.9%	73.8%
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	4.2%	3.8%	1.5%	5.0%	3.8%	0.0%	1.3%	*	2.6%	10.4%	4.7%	6.9%
2016-17	7.2%	7.5%	42.0%	36.4%	41.7%	42.9%	*	*	-	*	0.0%	43.2%	18.2%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	82.1%	85.8%	85.7%	82.6%	89.9%	83.3%	94.9%	*	94.7%	40.3%	82.7%	73.1%
2016-17	56.5%	43.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	84.7%	88.0%	85.9%	85.7%	92.5%	83.3%	96.3%	*	92.5%	50.0%	86.4%	79.0%
2016-17	84.0%	84.6%	82.2%	79.7%	79.1%	86.3%	*	93.4%	*	90.9%	37.8%	79.8%	68.4%

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
 District Number: 057903

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 District Graduation Profile**

	<b>District Count</b>	<b>District Percent</b>	<b>State Count</b>	<b>State Percent</b>
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	1,637	100.0%	347,893	100.0%
By Ethnicity:				
African American	268	16.4%	43,502	12.5%
Hispanic	914	55.8%	173,272	49.8%
White	244	14.9%	107,052	30.8%
American Indian	6	0.4%	1,226	0.4%
Asian	161	9.8%	15,589	4.5%
Pacific Islander	2	0.1%	528	0.2%
Two or More Races	42	2.6%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	30	1.8%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	11	0.7%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	186	11.4%	49,432	14.2%
Foundation H.S. Program (Endorsement)	60	3.7%	16,542	4.8%
Foundation H.S. Program (DLA)	1,350	82.5%	272,526	78.3%
Special Education Graduates	99	6.0%	25,962	7.5%
Economically Disadvantaged Graduates	910	55.6%	166,956	48.0%
LEP Graduates	159	9.7%	21,359	6.1%
At-Risk Graduates	794	48.5%	144,805	41.6%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District College, Career, and Military Readiness (CCMR)

District Name: CARROLLTON-FARMERS BRANCH ISD

County Name: DALLAS

District Number: 057903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	63.6%	<b>67.0%</b>	46.8%	67.5%	79.3%	50.0%	82.6%	*	56.0%	71.7%	64.5%	64.5%
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	49.5%	<b>55.2%</b>	32.1%	54.6%	69.7%	50.0%	78.3%	*	45.2%	13.1%	50.5%	53.5%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	58.0%	<b>57.8%</b>	51.9%	50.2%	75.8%	50.0%	81.4%	*	66.7%	13.1%	50.0%	23.9%
Mathematics													
2017-18	46.0%	44.1%	<b>43.2%</b>	31.0%	35.1%	64.8%	50.0%	76.4%	*	42.9%	6.1%	35.6%	26.4%
Both Subjects													
2017-18	42.1%	41.3%	<b>38.9%</b>	28.0%	30.3%	61.9%	50.0%	69.6%	*	42.9%	5.1%	30.4%	16.4%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	16.7%	<b>13.2%</b>	9.3%	13.1%	15.6%	16.7%	15.5%	*	14.3%	3.0%	12.9%	5.0%
2016-17	19.9%	15.3%	<b>13.1%</b>	7.8%	12.6%	15.2%	*	20.4%	*	15.9%	2.0%	12.6%	6.1%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	25.7%	<b>34.9%</b>	11.6%	35.7%	47.1%	33.3%	54.7%	*	23.8%	8.1%	31.2%	45.3%
2016-17	20.1%	25.3%	<b>33.5%</b>	11.7%	36.6%	35.7%	*	51.3%	*	27.3%	4.0%	32.5%	43.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	1.4%	<b>3.8%</b>	0.4%	6.3%	0.0%	0.0%	2.5%	*	0.0%	0.0%	5.1%	0.6%
2016-17	0.8%	1.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	1.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	25.8%	<b>23.8%</b>	20.3%	25.9%	23.4%	0.0%	19.6%	*	21.4%	69.7%	25.4%	21.1%
2016-17	13.2%	11.0%	<b>9.2%</b>	11.1%	10.1%	5.4%	*	7.9%	*	9.1%	39.9%	10.6%	7.9%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.0%	<b>4.6%</b>	1.5%	5.7%	5.7%	0.0%	3.1%	*	0.0%	1.0%	5.4%	3.8%
2016-17	2.7%	1.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.7%	<b>1.5%</b>	2.2%	1.5%	1.2%	0.0%	0.6%	*	0.0%	24.2%	1.8%	1.9%
2016-17	1.0%	1.2%	<b>2.1%</b>	4.3%	1.6%	1.1%	*	2.6%	*	4.5%	34.3%	2.3%	1.8%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	38.0%	<b>33.4%</b>	26.9%	36.4%	29.9%	0.0%	32.9%	*	38.1%	38.4%	34.8%	28.9%
2016-17	17.3%	15.3%	<b>14.3%</b>	14.1%	17.1%	8.7%	*	11.2%	*	9.1%	15.2%	17.2%	12.3%



District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
 District Number: 057903

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District College, Career, and Military Readiness (CCMR)**

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.2%	<b>1.8%</b>	1.1%	2.2%	1.2%	0.0%	1.2%	*	2.4%	0.0%	2.2%	1.9%
2016-17	2.2%	1.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	<b>2.4%</b>	3.4%	2.1%	4.5%	0.0%	0.0%	*	0.0%	39.4%	2.1%	1.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.5%	0.2%	<b>0.1%</b>	0.0%	0.1%	0.0%	*	0.0%	*	0.0%	1.0%	0.0%	0.0%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District CCMR-Related Indicators**

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
 District Number: 057903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	25.5%	<b>35.6%</b>	33.6%	35.4%	37.7%	33.3%	34.8%	*	42.9%	7.1%	33.6%	12.6%
2016-17	23.4%	15.5%	<b>13.8%</b>	9.8%	16.1%	11.2%	*	11.2%	*	15.9%	2.0%	15.0%	5.3%
Mathematics													
2017-18	23.7%	16.7%	<b>23.1%</b>	16.8%	22.9%	27.5%	16.7%	29.2%	*	21.4%	3.0%	21.5%	17.6%
2016-17	19.8%	11.7%	<b>9.2%</b>	6.3%	9.3%	8.7%	*	13.2%	*	15.9%	1.0%	10.0%	9.6%
Both Subjects													
2017-18	18.1%	12.2%	<b>16.1%</b>	10.4%	16.0%	21.7%	16.7%	17.4%	*	19.0%	1.0%	14.3%	6.3%
2016-17	12.9%	6.6%	<b>4.3%</b>	2.0%	4.1%	5.4%	*	5.3%	*	11.4%	0.0%	4.0%	0.9%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	62.0%	<b>53.7%</b>	54.5%	55.1%	50.0%	0.0%	47.2%	*	71.4%	56.6%	54.1%	40.9%
2016-17	50.5%	53.4%	<b>48.9%</b>	56.3%	49.2%	41.9%	*	48.0%	*	52.3%	40.4%	50.4%	43.9%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	0.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	1.5%	<b>1.4%</b>	1.5%	1.1%	1.6%	16.7%	2.5%	*	0.0%	1.0%	1.2%	2.5%
2016-17	1.4%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	31.8%	<b>27.1%</b>	15.3%	22.1%	40.3%	50.0%	51.5%	*	31.9%	n/a	21.8%	n/a
2017	26.2%	32.7%	<b>30.4%</b>	18.1%	25.2%	45.3%	25.0%	54.9%	*	29.1%	n/a	24.2%	n/a
English Language Arts													
2018	15.3%	20.1%	<b>16.6%</b>	10.6%	10.5%	30.9%	40.0%	36.3%	*	19.1%	n/a	12.1%	n/a
2017	15.9%	21.5%	<b>20.2%</b>	14.7%	13.6%	36.4%	25.0%	39.5%	*	17.4%	n/a	14.1%	n/a
Mathematics													
2018	7.3%	9.7%	<b>7.9%</b>	2.5%	4.2%	14.5%	10.0%	25.4%	*	13.8%	n/a	4.4%	n/a
2017	7.2%	9.8%	<b>8.8%</b>	4.1%	5.1%	14.6%	12.5%	26.0%	*	15.1%	n/a	5.2%	n/a
Science													
2018	10.8%	13.4%	<b>12.9%</b>	5.6%	8.8%	21.3%	20.0%	33.3%	*	18.1%	n/a	9.4%	n/a
2017	10.9%	14.3%	<b>12.9%</b>	6.7%	8.8%	21.1%	0.0%	32.6%	*	14.0%	n/a	9.3%	n/a
Social Studies													
2018	14.5%	18.2%	<b>10.0%</b>	5.1%	6.8%	19.3%	10.0%	21.3%	*	10.6%	n/a	7.4%	n/a
2017	15.0%	19.6%	<b>12.9%</b>	5.6%	8.6%	24.0%	25.0%	30.1%	*	11.6%	n/a	9.3%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	54.8%	<b>55.5%</b>	37.9%	45.9%	71.2%	60.0%	66.5%	*	63.3%	n/a	46.9%	n/a
2017	49.1%	53.7%	<b>58.7%</b>	45.4%	52.3%	67.1%	*	71.4%	-	56.0%	n/a	53.0%	n/a
English Language Arts													
2018	42.5%	45.1%	<b>43.4%</b>	30.0%	24.1%	59.5%	*	55.6%	*	61.1%	n/a	28.0%	n/a
2017	41.3%	44.0%	<b>40.8%</b>	29.1%	29.3%	51.2%	*	52.4%	-	53.3%	n/a	29.6%	n/a
Mathematics													
2018	52.8%	60.2%	<b>57.1%</b>	35.7%	38.3%	69.6%	*	65.5%	-	61.5%	n/a	49.5%	n/a

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District CCMR-Related Indicators**

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
 District Number: 057903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	58.4%	<b>55.4%</b>	63.6%	37.6%	62.2%	*	66.3%	-	61.5%	n/a	43.6%	n/a
2018 Science	38.0%	43.5%	<b>38.1%</b>	25.0%	21.9%	52.6%	*	51.8%	*	35.3%	n/a	27.2%	n/a
2017 Social Studies	38.3%	41.9%	<b>43.2%</b>	33.3%	31.9%	51.3%	-	54.8%	-	41.7%	n/a	32.0%	n/a
2018 Social Studies	44.6%	48.6%	<b>53.7%</b>	37.9%	39.7%	65.7%	*	64.4%	*	80.0%	n/a	41.5%	n/a
2017 Social Studies	41.4%	46.2%	<b>54.9%</b>	60.0%	35.7%	63.0%	*	74.0%	-	50.0%	n/a	45.6%	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	79.0%	<b>59.5%</b>	67.9%	48.9%	72.5%	33.3%	87.0%	*	59.5%	n/a	53.6%	n/a
2016-17	73.5%	77.6%	<b>60.4%</b>	69.5%	49.4%	70.0%	0.0%	86.8%	50.0%	75.0%	n/a	55.0%	n/a
At/Above Criterion													
2017-18	37.9%	41.3%	<b>48.7%</b>	30.2%	38.5%	73.4%	*	72.9%	*	52.0%	n/a	37.6%	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	1047	<b>1080</b>	994	1026	1197	*	1192	*	1125	n/a	1028	n/a
English Language Arts and Writing													
2017-18	521	525	<b>538</b>	504	511	603	*	580	*	562	n/a	512	n/a
Mathematics													
2017-18	515	522	<b>541</b>	490	515	594	*	612	*	563	n/a	516	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	20.5	<b>20.7</b>	17.4	19.0	24.9	*	24.4	-	26.1	n/a	19.0	n/a
English Language Arts													
2017-18	20.3	20.0	<b>20.0</b>	16.9	17.9	24.9	*	23.7	-	25.8	n/a	18.2	n/a
Mathematics													
2017-18	20.6	20.6	<b>21.0</b>	17.3	19.6	24.2	*	25.5	-	26.1	n/a	19.6	n/a
Science													
2017-18	20.9	20.7	<b>21.2</b>	18.1	19.8	25.0	*	24.2	-	25.8	n/a	19.7	n/a

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Other Postsecondary Indicators**

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
 District Number: 057903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	45.7%	<b>41.0%</b>	29.1%	39.1%	47.6%	50.0%	62.2%	66.7%	47.1%	7.9%	37.4%	22.4%
2016-17	37.1%	39.4%	<b>39.0%</b>	25.1%	37.0%	50.9%	42.9%	58.3%	42.9%	33.5%	8.9%	34.7%	25.9%
English Language Arts													
2017-18	17.3%	17.5%	<b>14.8%</b>	11.9%	11.2%	21.9%	19.0%	29.4%	50.0%	21.7%	1.4%	12.0%	2.4%
2016-17	16.8%	17.4%	<b>17.1%</b>	13.8%	13.7%	26.8%	9.5%	28.1%	14.3%	17.8%	1.9%	13.0%	3.2%
Mathematics													
2017-18	20.7%	21.8%	<b>18.2%</b>	11.9%	14.9%	25.7%	19.0%	37.0%	33.3%	22.5%	2.0%	15.2%	3.8%
2016-17	19.5%	20.4%	<b>18.3%</b>	13.2%	15.1%	26.1%	14.3%	33.5%	14.3%	19.8%	2.2%	14.3%	5.1%
Science													
2017-18	21.2%	21.9%	<b>20.0%</b>	17.1%	16.2%	27.1%	23.8%	36.3%	66.7%	28.0%	3.2%	16.5%	6.4%
2016-17	5.7%	7.3%	<b>7.1%</b>	4.1%	5.7%	10.6%	0.0%	16.6%	0.0%	3.8%	0.2%	5.3%	1.8%
Social Studies													
2017-18	22.8%	26.4%	<b>18.2%</b>	11.2%	14.2%	27.5%	23.8%	40.7%	50.0%	22.1%	1.9%	13.8%	2.3%
2016-17	21.8%	25.3%	<b>19.0%</b>	11.0%	14.7%	30.5%	19.0%	39.6%	28.6%	22.9%	1.2%	14.7%	4.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	54.1%	<b>55.8%</b>	51.2%	50.6%	60.6%	*	83.6%	*	61.4%	37.4%	52.1%	43.4%
2015-16	54.7%	53.7%	<b>54.9%</b>	48.8%	49.0%	61.7%	60.0%	82.2%	*	68.8%	22.4%	50.0%	33.7%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	58.5%	<b>57.6%</b>	45.8%	48.6%	73.5%	-	77.9%	*	68.0%	17.1%	51.0%	30.6%
2015-16	55.7%	53.7%	<b>52.1%</b>	27.7%	43.9%	69.4%	*	78.9%	*	60.0%	8.0%	44.2%	19.4%

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
 District Number: 057903

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Student Information

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	25,525	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	155	0.6%	15,122	0.3%
Pre-Kindergarten	1,077	4.2%	238,810	4.4%
Kindergarten	2,020	7.9%	373,435	6.9%
Grade 1	1,846	7.2%	386,567	7.1%
Grade 2	1,853	7.3%	387,490	7.2%
Grade 3	1,874	7.3%	395,637	7.3%
Grade 4	1,924	7.5%	411,805	7.6%
Grade 5	1,953	7.7%	417,388	7.7%
Grade 6	1,905	7.5%	417,587	7.7%
Grade 7	1,803	7.1%	406,716	7.5%
Grade 8	1,759	6.9%	404,933	7.5%
Grade 9	2,192	8.6%	436,449	8.1%
Grade 10	1,811	7.1%	400,571	7.4%
Grade 11	1,769	6.9%	372,899	6.9%
Grade 12	1,584	6.2%	350,991	6.5%
Ethnic Distribution:				
African American	4,271	16.7%	684,349	12.6%
Hispanic	14,175	55.5%	2,847,629	52.6%
White	3,234	12.7%	1,484,069	27.4%
American Indian	88	0.3%	20,362	0.4%
Asian	3,023	11.8%	242,247	4.5%
Pacific Islander	13	0.1%	8,254	0.2%
Two or More Races	721	2.8%	129,490	2.4%
Economically Disadvantaged	16,681	65.4%	3,283,812	60.6%
Non-Educationally Disadvantaged	8,844	34.6%	2,132,588	39.4%
Section 504 Students	995	3.9%	354,440	6.5%
English Learners (EL)	7,745	30.3%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	467	1.7%	75,963	1.4%
Students w/ Dyslexia	347	1.4%	194,074	3.6%
At-Risk	13,083	51.3%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	3,073		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	1,104	35.9%	221,426	42.4%
Students with Physical Disabilities	777	25.3%	114,118	21.9%
Students with Autism	654	21.3%	71,373	13.7%
Students with Behavioral Disabilities	497	16.2%	107,604	20.6%
Students with Non-Categorical Early Childhood	41	1.3%	7,387	1.4%

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
 District Number: 057903

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Student Information

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	1.3%	1.7%	3.9%	6.2%
Grade 1	1.8%	3.1%	1.5%	5.5%
Grade 2	0.3%	1.8%	1.5%	2.3%
Grade 3	0.1%	1.1%	0.0%	0.9%
Grade 4	0.1%	0.5%	0.0%	0.5%
Grade 5	0.1%	0.5%	0.3%	0.6%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.1%	0.6%	0.0%	0.6%
Grade 8	0.1%	0.4%	1.1%	0.7%
Grade 9	14.1%	7.2%	22.6%	12.7%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	2	0.0%	6,321	0.3%

Class Size Information District State

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

Elementary:		
Kindergarten	19.0	18.9
Grade 1	18.0	18.8
Grade 2	17.7	18.7
Grade 3	17.5	18.9
Grade 4	16.0	19.2
Grade 5	17.2	21.2
Grade 6	21.2	20.4
Secondary:		
English/Language Arts	19.9	16.6
Foreign Languages	18.5	18.9
Mathematics	22.4	17.8
Science	22.2	18.9
Social Studies	24.5	19.3

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
 District Number: 057903

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	3,321.6	100.0%	719,502.5	100.0%
Professional Staff:	2,257.2	68.0%	461,380.1	64.1%
Teachers	1,710.7	51.5%	358,450.1	49.8%
Professional Support	403.9	12.2%	72,848.5	10.1%
Campus Administration (School Leadership)	97.6	2.9%	21,812.7	3.0%
Central Administration	45.0	1.4%	8,268.8	1.1%
Educational Aides:	244.7	7.4%	74,292.4	10.3%
Auxiliary Staff:	819.7	24.7%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	39.0	n/a	4,414.0	n/a
Part-time	0.0	n/a	572.0	n/a
Counselors				
Full-time	57.0	n/a	12,433.0	n/a
Part-time	0.0	n/a	1,097.0	n/a
Total Minority Staff:	1,503.4	45.3%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	153.5	9.0%	37,875.6	10.6%
Hispanic	334.0	19.5%	99,261.7	27.7%
White	1,093.1	63.9%	209,288.6	58.4%
American Indian	9.0	0.5%	1,236.1	0.3%
Asian	72.2	4.2%	6,037.0	1.7%
Pacific Islander	1.0	0.1%	676.7	0.2%
Two or More Races	48.0	2.8%	4,074.5	1.1%
Males	377.4	22.1%	85,138.1	23.8%
Females	1,333.3	77.9%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	11.3	0.7%	4,932.1	1.4%
Bachelors	1,213.3	70.9%	263,991.5	73.6%
Masters	468.1	27.4%	87,059.6	24.3%
Doctorate	18.0	1.1%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	138.7	8.1%	24,953.3	7.0%
1-5 Years Experience	593.6	34.7%	103,762.4	28.9%
6-10 Years Experience	311.7	18.2%	68,136.0	19.0%
11-20 Years Experience	465.2	27.2%	105,158.7	29.3%
Over 20 Years Experience	201.5	11.8%	56,439.7	15.7%
Number of Students per Teacher	14.9	n/a	15.1	n/a

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
 District Number: 057903

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.4	6.3
Average Years Experience of Principals with District	7.4	5.4
Average Years Experience of Assistant Principals	5.2	5.3
Average Years Experience of Assistant Principals with District	5.0	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	9.6	11.1
	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$53,490	\$47,218
1-5 Years Experience	\$54,885	\$50,408
6-10 Years Experience	\$56,931	\$52,786
11-20 Years Experience	\$61,111	\$56,041
Over 20 Years Experience	\$70,112	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$58,632	\$54,122
Professional Support	\$68,121	\$64,069
Campus Administration (School Leadership)	\$90,485	\$78,947
Central Administration	\$95,311	\$103,400
Instructional Staff Percent:	66.0%	64.5%
Turnover Rate for Teachers:	18.1%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	0.0	6,043.6



District Name: CARROLLTON-FARMERS BRANCH ISD  
 County Name: DALLAS  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Staff Information

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	8,050	31.5%	1,066,099	19.7%
Career & Technical Education	5,245	20.5%	1,424,391	26.3%
Gifted & Talented Education	1,922	7.5%	436,361	8.1%
Special Education	3,073	12.0%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	184.1	10.8%	23,092.5	6.4%
Career & Technical Education	37.1	2.2%	17,483.0	4.9%
Compensatory Education	78.1	4.6%	9,548.1	2.7%
Gifted & Talented Education	51.1	3.0%	7,164.0	2.0%
Regular Education	1,034.0	60.4%	255,885.2	71.4%
Special Education	169.4	9.9%	32,449.2	9.1%
Other	156.8	9.2%	12,828.0	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.
- '\*\*\*' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' 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 2017-18 Financial Actual Report](#)



# 2017-2018 Actual Financial data

## Totals for Carrollton-Farmers Branch ISD (057903)

Total Enrolled Students in Membership: 25,230

	<u>District</u>			<u>State</u>					
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Receipts</b>									
<b><u>Total Revenue</u></b>	264,805,035	100.00%	10,496	357,753,332	100.00%	14,180	63,158,400,197	100.00%	11,729
Local Tax	219,311,872	82.82%	8,693	260,340,226	72.77%	10,319	29,898,897,099	47.34%	5,552
Other Local and Intermediate	3,513,271	1.33%	139	28,696,273	8.02%	1,137	3,062,782,060	4.85%	569
State	37,196,233	14.05%	1,474	39,978,233	11.17%	1,585	23,747,526,632	37.60%	4,410
Federal	4,783,659	1.81%	190	28,738,600	8.03%	1,139	6,449,194,406	10.21%	1,198
<b><u>Total Receipts</u></b>	273,202,131	100.00%	10,828	381,421,587	100.00%	15,118	78,621,000,420	100.00%	14,600
Total Revenue	264,805,035	96.93%	10,496	357,753,332	93.79%	14,180	63,158,400,197	100.00%	11,729
Recapture	8,397,096	3.07%	333	8,397,096	2.20%	333	2,068,522,423	2.63%	384
Total Other Resources	0	0.00%	0	15,271,159	4.00%	605	13,394,077,800	17.04%	2,487
<b>Fund Balances (for ISDs)</b>									
<b><u>Total Fund Balance**</u></b>	100,284,289	37.87%	3,975	214,782,015	60.04%	8,513	35,850,846,786	59.68%	7,045
Nonspendable Fund Balance	1,135,367	0.43%	45	1,673,553	0.47%	66	239,176,837	0.40%	47
Restricted Fund Balance	0	0.00%	0	108,753,517	30.40%	4,310	17,226,468,243	28.68%	3,385
Committed Fund Balance	13,000,000	4.91%	515	14,147,326	3.95%	561	3,318,730,683	5.52%	652
Assigned Fund Balance	0	0.00%	0	4,058,697	1.13%	161	2,536,919,034	4.22%	499
Unassigned Fund Balance	86,148,922	32.53%	3,415	86,148,922	24.08%	3,415	12,529,551,989	20.86%	2,462
<b>Disbursements</b>									
<b><u>Total Expenditures</u></b>	223,680,008	100.00%	8,866	299,697,009	100.00%	11,879	70,292,451,357	100.00%	13,054
BY OBJECT									
Payroll (Objects 6100)	189,450,782	84.70%	7,509	207,605,949	69.27%	8,229	41,624,867,679	59.22%	7,730
Other Operating (Objects 6200-6400)	32,746,791	14.64%	1,298	44,773,199	14.94%	1,775	11,850,276,791	16.86%	2,201
Debt Service (Objects 6500)	0	0.00%	0	41,476,325	13.84%	1,644	7,697,906,295	10.95%	1,430
Capital Outlay (Objects 6600)	1,482,435	0.66%	59	5,841,536	1.95%	232	9,119,400,592	12.97%	1,694
BY FUNCTION (Objects 6100-6400 only)									
Debt Service (71)	0		0	0		0	0		0

Facilities Acquisition & Construction (81)	110,983		4	157,002		6	467,408,659		87
Total Operating Expenditures	222,086,590	100.00%	8,802	252,222,146	100.00%	9,997	53,007,735,811	100.00%	9,844
Instruction (11,95)	134,330,912	60.49%	5,324	147,321,190	58.41%	5,839	29,573,638,083	55.79%	5,492
Instructional Res Media (12)	4,020,149	1.81%	159	4,091,543	1.62%	162	605,950,802	1.14%	113
Curriculum/Staff Develop (13)	4,104,962	1.85%	163	7,649,551	3.03%	303	1,174,310,004	2.22%	218
Instructional Leadership (21)	3,766,721	1.70%	149	3,883,480	1.54%	154	833,658,903	1.57%	155
School Leadership (23)	15,707,029	7.07%	623	15,805,965	6.27%	626	3,099,426,611	5.85%	576
Guidance Counseling Svcs (31)	10,799,269	4.86%	428	11,224,540	4.45%	445	1,926,098,691	3.63%	358
Social Work Services (32)	70,804	0.03%	3	70,804	0.03%	3	142,409,113	0.27%	26
Health Services (33)	2,951,205	1.33%	117	2,954,651	1.17%	117	536,700,538	1.01%	100
Transportation (34)	5,020,260	2.26%	199	5,023,349	1.99%	199	1,570,586,301	2.96%	292
Food (35)	76,857	0.03%	3	11,920,650	4.73%	472	2,825,048,050	5.33%	525
Extracurricular (36)	4,791,914	2.16%	190	5,386,235	2.14%	213	1,610,863,870	3.04%	299
General Administration (41,92)	6,414,242	2.89%	254	6,553,928	2.60%	260	1,787,695,433	3.37%	332
Plant Maint/Operation (51)	23,452,977	10.56%	930	23,453,457	9.30%	930	5,547,616,328	10.47%	1,030
Security/Monitoring (52)	1,639,524	0.74%	65	1,641,233	0.65%	65	505,751,521	0.95%	94
Data Processing Services (53)	4,883,793	2.20%	194	4,922,572	1.95%	195	1,009,632,415	1.90%	187
Community Services (61)	55,972	0.03%	2	318,998	0.13%	13	258,349,148	0.00%	48
<b>Total Disbursements</b>	<b>262,004,173</b>	<b>100.00%</b>	<b>10,385</b>	<b>353,241,488</b>	<b>100.00%</b>	<b>14,001</b>	<b>76,425,568,379</b>	<b>100.00%</b>	<b>14,193</b>
Total Expenditures	223,680,008	85.37%	8,866	299,697,009	84.84%	11,879	70,292,451,357	100.00%	13,054
Recapture	8,397,096	3.07%	333	8,397,096	2.20%	333	2,068,522,423	2.63%	384
Total Other Uses	0	0.00%	0	15,220,314	4.31%	603	3,402,247,277	4.45%	632
Intergovernmental Charge	29,927,069	11.42%	1,186	29,927,069	8.47%	1,186	662,347,322	1.25%	123
<b>Program Expenditures</b>									
<b>Operating Expenditures - Program</b>	<b>180,770,442</b>	<b>100.00%</b>	<b>7,165</b>	<b>193,317,485</b>	<b>100.00%</b>	<b>7,662</b>	<b>39,129,628,714</b>	<b>100.00%</b>	<b>7,267</b>
Regular	100,291,148	55.48%	3,975	101,021,184	52.26%	4,004	23,408,623,199	59.82%	4,347
Gifted and Talented	18,145,721	10.04%	719	18,196,646	9.41%	721	396,918,069	1.01%	74
Career and Technical	5,745,274	3.18%	228	5,978,445	3.09%	237	1,595,080,075	4.08%	296
Students with Disabilities	30,279,282	16.75%	1,200	36,691,014	18.98%	1,454	6,228,755,783	15.92%	1,157
Accelerated Education	1,453,533	0.80%	58	2,857,065	1.48%	113	1,729,817,631	4.42%	321
Bilingual	1,684,773	0.93%	67	2,374,265	1.23%	94	624,626,340	1.60%	116
Nondisc Alt Ed-AEP Basic Serv	594,705	0.33%	24	594,705	0.31%	24	156,186,644	0.40%	29
Disc Alt Ed-DAEP Basic Serv	1,712,079	0.95%	68	1,712,079	0.89%	68	223,139,912	0.57%	41
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	27,092,836	0.07%	5
T1 A Schoolwide-St Comp>=40%	10,321,468	5.71%	409	13,349,623	6.91%	529	2,061,367,635	5.27%	383

Athletics/Related Activities	2,209,542	1.22%	88	2,209,542	1.14%	88	1,059,340,400	2.71%	197
High School Allotment	2,855,918	1.58%	113	2,855,918	1.48%	113	568,417,706	1.45%	106
Prekindergarten	5,476,999	3.03%	217	5,476,999	2.83%	217	1,050,262,484	2.68%	195

	<u>District</u>	<u>State</u>
<b>Instructional Expenditure Ratio</b>	67.5%	62.7%

**Tax Rates**

2017 (current tax year) Tax Rates

Maintenance and Operations	1.1700	1.0933
Interest and Sinking Funds	0.2110	0.2108
Total Tax Rate	1.3810	1.3041

**2016 Tax Year State Certified Property Values**

	Amount	Percent	Amount	Percent
Property Value	16,340,114,953	N/A	2,220,042,195,073	N/A
Property Value per pupil	647,646	N/A	436,998	N/A
Property Value by category:				
Business	8,891,942,970	44.72%	892,180,729,305	35.47%
Residential	10,672,013,320	53.67%	1,479,753,710,535	58.82%
Land	270,577,939	1.36%	65,281,339,904	2.60%
Oil and Gas	10,100	0.00%	64,143,342,124	2.55%
Other	49,146,920	0.25%	14,174,456,770	0.56%

**Unassigned Fund Balance percentage of total budgeted expenditures**

2017-2018 School Districts' General Fund Unassigned Fund Balance***	86,148,922	12,575,271,982
2017-2018 School Districts' General Fund Total Budgeted Expenditures	225,200,145	45,316,911,612
2017-2018 School Districts' Percent of Total Budgeted Expenditures	38.3%	27.7%

\*\* Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues.

Charter schools report net assets rather than fund balances.

\*\*\* The TEA does not have encumbrance data to subtract from the fund balances.



**Department of Research, Assessment & Accountability**

January 16, 2020