

**Texas Education Agency**  
**2017-18 School Report Card**  
**MARTIN LUTHER KING JR LEARNING CEN (057905128)**

District Name: **DALLAS ISD**  
 Campus Type: **Elementary**

Total Students: **439**  
 Grade Span: **PK - 05**

### 2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	61
Student Achievement	Improvement Required	53
School Progress	Met Standard	60
Closing the Gaps	Met Standard	62

### 2018 Accountability Rating

**Met Standard**

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

### School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State		Campus	District	State
<b>Attendance Rate (2016-17)</b>	96.3%	95.6%	95.7%	<b>Class Size Averages by Grade or Subject</b>			
<b>Enrollment by Race/Ethnicity</b>				<b>Elementary</b>			
African American	71.8%	22.5%	12.6%	Kindergarten	19.4	18.1	18.7
Hispanic	22.8%	69.6%	52.4%	Grade 1	17.8	17.7	18.8
White	2.3%	5.4%	27.8%	Grade 2	14.2	17.7	18.8
American Indian	2.3%	0.3%	0.4%	Grade 3	17.0	17.9	19.0
Asian	0.2%	1.4%	4.4%	Grade 4	18.2	18.2	19.2
Pacific Islander	0.0%	0.1%	0.1%	Grade 5	17.3	19.2	21.2
Two or More Races	0.7%	0.7%	2.3%				
<b>Enrollment by Student Group</b>							
Economically Disadvantaged	99.8%	86.7%	58.8%				
English Learners	21.2%	44.2%	18.8%				
Special Education	5.2%	8.2%	9.1%				
<b>Mobility Rate (2016-17)</b>	40.5%	19.9%	16.0%				

### School Financial Information (2016-17)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State		Campus	District	State
<b>Instructional Staff Percent</b>	n/a	66.7%	64.4%	<b>Expenditures per Student</b>			
<b>Instructional Expenditure Ratio</b>	n/a	61.7%	63.1%	Total Operating Expenditures	\$8,165	\$10,310	\$9,503
				Instruction	\$5,388	\$5,480	\$5,338
				Instructional Leadership	\$179	\$229	\$149
				School Leadership	\$531	\$610	\$555

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2018	77%	71%	<b>55%</b>	51%	63%	*	*	-	-	*	54%
	2017	75%	67%	<b>41%</b>	40%	44%	-	-	-	-	*	40%
Reading	2018	74%	66%	<b>61%</b>	57%	66%	*	*	-	-	*	60%
	2017	72%	62%	<b>41%</b>	39%	46%	-	-	-	-	*	39%
Mathematics	2018	81%	77%	<b>53%</b>	*	68%	*	*	-	-	*	52%
	2017	79%	72%	<b>44%</b>	39%	*	-	-	-	-	*	43%
Writing	2018	66%	60%	*	*	*	*	-	-	-	*	*
	2017	67%	60%	*	*	*	-	-	-	-	-	*
Science	2018	80%	74%	*	*	*	-	-	-	-	-	*
	2017	79%	72%	<b>39%</b>	45%	*	-	-	-	-	-	39%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2018	48%	41%	<b>20%</b>	17%	29%	*	*	-	-	*	19%
	2017	45%	36%	<b>15%</b>	15%	16%	-	-	-	-	*	15%
Reading	2018	46%	38%	<b>22%</b>	18%	34%	*	*	-	-	*	21%
	2017	44%	34%	<b>15%</b>	14%	17%	-	-	-	-	*	15%
Mathematics	2018	50%	45%	<b>19%</b>	*	29%	*	*	-	-	*	18%
	2017	46%	37%	<b>14%</b>	13%	*	-	-	-	-	*	13%
Writing	2018	41%	35%	*	*	*	*	-	-	-	*	*
	2017	36%	32%	*	*	*	-	-	-	-	-	*
Science	2018	51%	42%	*	*	*	-	-	-	-	-	*
	2017	49%	39%	<b>20%</b>	23%	*	-	-	-	-	-	18%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2018	22%	17%	<b>5%</b>	3%	9%	*	*	-	-	*	5%
	2017	20%	14%	<b>6%</b>	7%	6%	-	-	-	-	*	6%
Reading	2018	19%	15%	<b>7%</b>	5%	14%	*	*	-	-	*	7%
	2017	19%	13%	<b>7%</b>	7%	9%	-	-	-	-	*	7%
Mathematics	2018	24%	21%	<b>5%</b>	*	8%	*	*	-	-	*	5%
	2017	22%	16%	<b>5%</b>	6%	*	-	-	-	-	*	5%
Writing	2018	13%	11%	*	*	*	*	-	-	-	*	*
	2017	11%	10%	*	*	*	-	-	-	-	-	*
Science	2018	23%	15%	*	*	*	-	-	-	-	-	*
	2017	19%	12%	<b>12%</b>	11%	*	-	-	-	-	-	11%
<b>Academic Growth Score (All Grades Tested)</b>												
All Subjects	2018	69	71	<b>64</b>	65	61	*	-	-	-	*	64
	2018	69	70	<b>67</b>	72	62	*	-	-	-	*	69
Mathematics	2018	70	71	<b>60</b>	59	61	*	-	-	-	*	59

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Progress of Prior-Year Non-Proficient Students</b>												
<b>Sum of Grades 4-8</b>												
Reading	2018	38%	39%	<b>45%</b>	42%	57%	-	-	-	-	*	45%
	2017	35%	35%	<b>17%</b>	10%	30%	-	-	-	-	-	16%
Mathematics	2018	47%	48%	<b>36%</b>	26%	61%	*	-	-	-	*	33%
	2017	43%	41%	<b>12%</b>	12%	*	-	-	-	-	-	11%
<b>Students Success Initiative</b>												
<b>Grade 5 Reading</b>												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	76%	<b>70%</b>	68%	73%	-	-	-	-	-	67%
Students Requiring Accelerated Instruction												
	2018	21%	24%	<b>30%</b>	32%	27%	-	-	-	-	-	33%
STAAR Cumulative Met Standard												
	2018	84%	81%	<b>75%</b>	71%	82%	-	-	-	-	-	73%
<b>Grade 5 Mathematics</b>												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	85%	82%	<b>59%</b>	59%	59%	-	-	-	-	-	59%
Students Requiring Accelerated Instruction												
	2018	15%	18%	<b>41%</b>	41%	41%	-	-	-	-	-	41%
STAAR Cumulative Met Standard												
	2018	90%	88%	<b>64%</b>	65%	64%	-	-	-	-	-	65%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.  
'\*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.  
'n/a' Indicates data reporting is not applicable for this group.

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