2019-20 Texas Academic Performance Report

District Name: DALLAS ISD
Campus Name: SEAGOVILLE NORTH EL
Campus Number: 057905244

2020 Accountability Rating: Not Rated: Declared State of Disaster
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 Performance Rates by Tested Grade, Subject, and Performance Level

### Grade 3 Reading

|                | 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 Approaches Grade Level or Above | 2019  | 76%      | 72%    | 64%              | 57%      | 65%   | 60%            | -    | -                | *                 | 15%                 | *                    | 65%                    | 61%                     | 64%                      | 62%                      |
| At Meets Grade Level or Above      | 2018  | 77%      | 73%    | 72%              | 85%      | 73%   | 40%            | -    | -                | *                 | 33%                 | *                    | 72%                    | 72%                     | 70%                      | 81%                      |
| At Masters Grade Level             | 2019  | 45%      | 42%    | 33%              | 36%      | 32%   | 40%            | -    | -                | *                 | 15%                 | *                    | 37%                    | 17%                     | 36%                      | 32%                      |
| At Masters Grade Level             | 2018  | 43%      | 40%    | 34%              | 38%      | 36%   | 10%            | -    | -                | *                 | 33%                 | *                    | 35%                    | 28%                     | 32%                      | 43%                      |

### Grade 3 Mathematics

|                | 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 Approaches Grade Level or Above | 2019  | 79%      | 77%    | 67%              | 71%      | 66%   | 60%            | -    | -                | *                 | 23%                 | -                    | 71%                    | 52%                     | 67%                      | 63%                      |
| At Meets Grade Level or Above      | 2018  | 78%      | 76%    | 72%              | 85%      | 71%   | 64%            | -    | -                | *                 | 56%                 | *                    | 69%                    | 80%                     | 67%                      | 71%                      |
| At Masters Grade Level             | 2019  | 49%      | 45%    | 34%              | 36%      | 32%   | 40%            | -    | -                | *                 | 8%                  | -                    | 35%                    | 26%                     | 33%                      | 28%                      |
| At Masters Grade Level             | 2018  | 47%      | 44%    | 33%              | 31%      | 36%   | 9%             | -    | -                | *                 | 11%                 | *                    | 34%                    | 28%                     | 33%                      | 39%                      |

### Grade 4 Reading

|                | 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 Approaches Grade Level or Above | 2019  | 75%      | 69%    | 62%              | 73%      | 61%   | 56%            | -    | -                | *                 | 27%                 | *                    | 59%                    | 71%                     | 58%                      | 65%                      |
| At Meets Grade Level or Above      | 2018  | 73%      | 66%    | 74%              | 85%      | 73%   | 67%            | -    | -                | *                 | 40%                 | *                    | 74%                    | 71%                     | 75%                      | 73%                      |
| At Masters Grade Level             | 2019  | 44%      | 40%    | 25%              | 18%      | 24%   | 33%            | -    | -                | *                 | 23%                 | *                    | 24%                    | 29%                     | 27%                      | 25%                      |
| At Masters Grade Level             | 2018  | 22%      | 19%    | 5%               | 0%       | 6%    | 0%             | -    | -                | *                 | 5%                  | 5%                   | 5%                     | 6%                      | 6%                      | 6%                      |

### Grade 4 Mathematics

|                | 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 Approaches Grade Level or Above | 2019  | 75%      | 76%    | 64%              | 73%      | 62%   | 67%            | -    | -                | *                 | 27%                 | *                    | 60%                    | 74%                     | 61%                      | 57%                      |
| At Meets Grade Level or Above      | 2018  | 78%      | 76%    | 67%              | 64%      | 70%   | 29%            | -    | -                | *                 | 50%                 | *                    | 70%                    | 60%                     | 70%                      | 72%                      |
| At Masters Grade Level             | 2019  | 48%      | 47%    | 33%              | 27%      | 33%   | 33%            | -    | -                | *                 | 18%                 | *                    | 32%                    | 35%                     | 34%                      | 32%                      |
| At Masters Grade Level             | 2018  | 49%      | 46%    | 37%              | 57%      | 36%   | 29%            | -    | -                | *                 | 36%                 | *                    | 40%                    | 31%                     | 40%                      | 38%                      |

### Grade 4 Writing

|                | 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 Approaches Grade Level or Above | 2019  | 67%      | 66%    | 60%              | 55%      | 61%   | 56%            | -    | -                | *                 | 23%                 | *                    | 59%                    | 65%                     | 58%                      | 67%                      |
| At Meets Grade Level or Above      | 2018  | 63%      | 61%    | 70%              | 71%      | 71%   | 50%            | -    | -                | *                 | 38%                 | *                    | 69%                    | 71%                     | 70%                      | 80%                      |
| At Masters Grade Level             | 2019  | 35%      | 38%    | 29%              | 18%      | 31%   | 33%            | -    | -                | *                 | 23%                 | *                    | 28%                    | 32%                     | 30%                      | 32%                      |
| At Masters Grade Level             | 2018  | 39%      | 37%    | 43%              | 50%      | 43%   | 33%            | -    | -                | *                 | 31%                 | *                    | 47%                    | 44%                     | 46%                      | 46%                      |
Texas Education Agency  
Texas Academic Performance Report  
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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 Performance section of this year's report is not updated.

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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 Performance section of this year’s report is not updated.

| School Progress Domain - Academic Growth Score by Grade and Subject | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races (Current) | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EL (Current & Monitored) |
| Grade 4 ELA/Reading | 2019 | 61 | 57 | 43 | 41 | 46 | 17 | - | - | - | * | 39 | * | 42 | 48 | 42 | 45 |
| 2018 | 63 | 62 | 66 | 65 | 65 | 83 | - | - | - | * | 90 | * | 67 | 62 | 67 | 64 |
| Grade 4 Mathematics | 2019 | 65 | 68 | 59 | 59 | 56 | 83 | - | - | - | * | 57 | * | 60 | 55 | 58 | 52 |
| 2018 | 65 | 70 | 61 | 64 | 60 | 79 | - | - | - | * | 64 | * | 62 | 60 | 64 | 63 |
| Grade 5 ELA/Reading | 2019 | 81 | 85 | 84 | 63 | 88 | 60 | - | - | - | * | 54 | * | 85 | 80 | 83 | 91 |
| 2018 | 80 | 86 | 84 | 100 | 77 | 92 | - | - | - | * | 82 | - | 82 | 88 | 83 | 89 |
| Grade 5 Mathematics | 2019 | 83 | 84 | 77 | 92 | 75 | 100 | - | - | - | * | 64 | * | 77 | 77 | 78 | 74 |
| 2018 | 81 | 83 | 81 | 89 | 81 | 77 | - | - | - | * | 59 | * | 83 | 77 | 81 | 84 |
| All Grades Both Subjects | 2019 | 69 | 70 | 66 | 64 | 67 | 61 | - | - | - | * | 52 | * | 66 | 65 | 66 | 67 |
| 2018 | 69 | 71 | 71 | 77 | 69 | 83 | - | - | - | * | 73 | * | 71 | 70 | 72 | 69 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 64 | 52 | 68 | 32 | - | - | - | * | 44 | * | 64 | 64 | 64 | 71 |
| 2018 | 69 | 70 | 72 | 80 | 68 | 89 | - | - | - | * | 86 | * | 72 | 72 | 72 | 67 |
| All Grades Mathematics | 2019 | 70 | 71 | 68 | 76 | 66 | 89 | - | - | - | * | 60 | * | 69 | 66 | 68 | 64 |
| 2018 | 70 | 71 | 70 | 74 | 69 | 78 | - | - | - | * | 62 | * | 71 | 68 | 72 | 71 |
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.

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<th>Progress of Prior-Year Non-Proficient Students</th>
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<td>2019 45% 48% 34% 60% 33% 33% - - - * * 16% 33% 31%</td>
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<tr>
<td>2018 47% 48% 41% * 41% * - - - * * 40% 43%</td>
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Student Success Initiative

Grade 5 Reading
Students Meeting Approaches Grade Level on First STAAR Administration
2019 78% 78% 80% 80% 81% 67% - - - * 10% 79% 81%
Students Requiring Accelerated Instruction
2019 22% 22% 20% 20% 19% 33% - - - * 90% 21% 19%
STAAR Cumulative Met Standard
2019 86% 85% 84% 80% 86% 67% - - - * 30% 84% 86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee
2018 97% 94% 76% * 75% * - - - - 100% 77% 63%
STAAR Met Standard (Non-Proficient in Previous Year)
Retained in Grade 5
2019 63% 64% * - * * - - - - * *

Grade 5 Mathematics
Students Meeting Approaches Grade Level on First STAAR Administration
2019 83% 82% 71% 80% 71% 83% - - - * 40% 70% 70%
Students Requiring Accelerated Instruction
2019 17% 18% 29% 20% 29% 17% - - - * 60% 30% 30%
STAAR Cumulative Met Standard
2019 90% 89% 77% 90% 76% 83% - - - * 50% 76% 76%
STAAR Non-Proficient Students Promoted by Grade Placement Committee
2018 97% 93% 83% - 80% * - - - - - - 100% 78% 71%
STAAR Met Standard (Non-Proficient in Previous Year)
Retained in Grade 5
2019 65% 56% * - * - - - - - - * *
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 Performance Rate by Subject and Performance Level

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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.

### 2019 STAAR Participation  
(All Grades)

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<th>Special Ed</th>
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### 2018 STAAR Participation  
(All Grades)

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## Attendance Rate

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## Annual Dropout Rate (Gr 7-8)

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## Annual Dropout Rate (Gr 9-12)

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## 4-Year Longitudinal Rate (Gr 9-12)

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### Class of 2018

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## 5-Year Extended Longitudinal Rate (Gr 9-12)

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<td>91.9%</td>
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<td><strong>African American</strong></td>
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<tr>
<td><strong>White</strong></td>
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<tr>
<td><strong>Pacific Islander</strong></td>
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<td><strong>Two or More Races</strong></td>
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<tr>
<td><strong>Special Ed</strong></td>
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<tr>
<td><strong>Econ Disadv</strong></td>
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<tr>
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## 6-Year Extended Longitudinal Rate (Gr 9-12)

### Class of 2017

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<tr>
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<th>Graduated</th>
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<tbody>
<tr>
<td><strong>State</strong></td>
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</tr>
<tr>
<td><strong>District</strong></td>
<td>91.4%</td>
</tr>
<tr>
<td><strong>Campus</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>-</td>
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<tr>
<td><strong>White</strong></td>
<td>-</td>
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<tr>
<td><strong>American Indian</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Pacific Islander</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Two or More Races</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Special Ed</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Econ Disadv</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>EL (Current)</strong></td>
<td>-</td>
</tr>
</tbody>
</table>
### 2019-20 Campus Attendance, Graduation, and Dropout Rates

**Texas Education Agency**  
**Texas Academic Performance Report**  
**District Name:** DALLAS ISD  
**Campus Name:** SEAGOVILLE NORTH EL  
**Campus Number:** 057905244

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>PK - 05</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State</strong></td>
<td><strong>District</strong></td>
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<tr>
<td>Received TxCHSE</td>
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</tr>
<tr>
<td>Continued HS</td>
<td>0.6%</td>
</tr>
<tr>
<td>Dropped Out</td>
<td>6.3%</td>
</tr>
<tr>
<td>Graduates and TxCHSE</td>
<td>93.2%</td>
</tr>
<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>93.7%</td>
</tr>
</tbody>
</table>

**Class of 2016**

| Graduated | 92.1% | 91.8% | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.3% | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.5% | 0.2% | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.6% | 7.7% | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.9% | 92.1% | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.4% | 92.3% | - | - | - | - | - | - | - | - | - | - |

**4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)**

| Class of 2019 | 90.0% | 84.8% | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 90.0% | 86.7% | - | - | - | - | - | - | - | - | - | - |

| RHSP/DAP Graduates (Longitudinal Rate) | **Class of 2019** | 73.3% | 84.2% | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | **2018-19** | 32.7% | 6.0% | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | **2017-18** | 37.7% | 36.0% | - | - | - | - | - | - | - | - | - |

| FHSP-E Graduates (Longitudinal Rate) | **Class of 2019** | 4.2% | 4.9% | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | **2018-19** | 4.4% | 5.1% | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | **Class of 2019** | 83.5% | 86.9% | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | **Class of 2019** | 87.6% | 91.8% | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | **2018-19** | 85.9% | 90.6% | - | - | - | - | - | - | - | - | - |

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

| Class of 2019 | 86.8% | 85.2% | - | - | - | - | - | - | - | - | - | - |

| FHSP-DLA Graduates (Annual Rate) | **2018-19** | 82.1% | 86.0% | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | **2018-19** | 85.9% | 90.6% | - | - | - | - | - | - | - | - | - |

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

| Class of 2018 | 81.5% | 83.0% | - | - | - | - | - | - | - | - | - | - |
## 2019-20 Campus Graduation Profile

### Graduates (2018-19 Annual Graduates)

<table>
<thead>
<tr>
<th></th>
<th>Campus Count</th>
<th>Campus Percent</th>
<th>District Count</th>
<th>State Count</th>
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<tbody>
<tr>
<td>Total Graduates</td>
<td>-</td>
<td>-</td>
<td>8,293</td>
<td>355,615</td>
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<tr>
<td>By Ethnicity:</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>-</td>
<td>-</td>
<td>1,781</td>
<td>43,953</td>
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<tr>
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<td>5,886</td>
<td>180,673</td>
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<tr>
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<td>-</td>
<td>-</td>
<td>438</td>
<td>105,577</td>
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<tr>
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<td>-</td>
<td>21</td>
<td>1,293</td>
</tr>
<tr>
<td>Asian</td>
<td>-</td>
<td>-</td>
<td>129</td>
<td>16,564</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>937</td>
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<tr>
<td>Two or More Races</td>
<td>-</td>
<td>-</td>
<td>35</td>
<td>7,018</td>
</tr>
<tr>
<td>By Graduation Type:</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Minimum H.S. Program</td>
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<td>47</td>
<td>2,248</td>
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<tr>
<td>Recommended H.S. Program/Distinguished Achievement Program</td>
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<tr>
<td>Foundation H.S. Program (No Endorsement)</td>
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<td>815</td>
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<td>Foundation H.S. Program (Endorsement)</td>
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<td>416</td>
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<td>Foundation H.S. Program (DLA)</td>
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<td>7,012</td>
<td>285,538</td>
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<td>606</td>
<td>27,598</td>
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<td>Economically Disadvantaged Graduates</td>
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<td>6,353</td>
<td>186,364</td>
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<tr>
<td>LEP Graduates</td>
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<td>1,747</td>
<td>25,189</td>
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<tr>
<td>At-Risk Graduates</td>
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<td>3,880</td>
<td>146,432</td>
</tr>
</tbody>
</table>
Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

| College, Career, and Military Ready Graduates (Student Achievement) | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | | |
| 2017-18 | 65.5% | 56.5% | | | | | | | | | | | | |

| College Ready Graduates | College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 53.0% | 39.9% | | | | | | | | | | | | |
| 2017-18 | 50.0% | 37.5% | | | | | | | | | | | | |

| TSI Criteria Graduates (Annual Graduates) | English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 60.7% | 48.2% | | | | | | | | | | | | |
| 2017-18 | 58.2% | 48.7% | | | | | | | | | | | | |

| Dual Course Credits (Annual Graduates) | Any Subject | | | | | | | | | | | | | |
| 2018-19 | 23.1% | 13.8% | | | | | | | | | | | | |
| 2017-18 | 20.7% | 11.0% | | | | | | | | | | | | |

| AP/IB Met Criteria in Any Subject (Annual Graduates) | Any Subject | | | | | | | | | | | | | |
| 2018-19 | 21.1% | 23.4% | | | | | | | | | | | | |
| 2017-18 | 20.4% | 21.8% | | | | | | | | | | | | |

| Associate's Degree | Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 1.9% | 3.0% | | | | | | | | | | | | |
| 2017-18 | 1.4% | 1.7% | | | | | | | | | | | | |

| OnRamps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 2.3% | 0.2% | | | | | | | | | | | | |
| 2017-18 | 1.0% | 0.0% | | | | | | | | | | | | |

| Career/Military Ready Graduates | Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 40.4% | 31.9% | | | | | | | | | | | | |
| 2017-18 | 28.7% | 27.8% | | | | | | | | | | | | |

| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 10.7% | 1.7% | | | | | | | | | | | | |
| 2017-18 | 4.8% | 0.8% | | | | | | | | | | | | |

| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
Texas Education Agency  
Texas Academic Performance Report  
2019-20 Campus College, Career, and Military Readiness (CCMR)  

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
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<th>Special Ed</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
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<tbody>
<tr>
<td>2018-19</td>
<td>2.3%</td>
<td>2.3%</td>
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<td>-</td>
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<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>2017-18</td>
<td>1.7%</td>
<td>2.5%</td>
<td>-</td>
<td>-</td>
<td>-</td>
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CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

<table>
<thead>
<tr>
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<th>2018-19</th>
<th>2017-18</th>
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</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>55.6%</td>
<td>38.7%</td>
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<tr>
<td>2017-18</td>
<td>53.1%</td>
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U.S. Armed Forces Enlistment (Annual Graduates)

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<th>2017-18</th>
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<tr>
<td>2018-19</td>
<td>5.0%</td>
<td>4.3%</td>
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<tr>
<td>2017-18</td>
<td>0.3%</td>
<td>0.2%</td>
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Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

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<th>2017-18</th>
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<td>2018-19</td>
<td>2.7%</td>
<td>2.6%</td>
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<td>2017-18</td>
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Graduates with Level I or Level II Certificate (Annual Graduates)

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<th>2017-18</th>
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<td>2018-19</td>
<td>0.6%</td>
<td>0.6%</td>
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<tr>
<td>2017-18</td>
<td>0.9%</td>
<td>0.3%</td>
</tr>
<tr>
<td>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</td>
<td>State</td>
<td>District</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>Reading</td>
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<tr>
<td>2018-19</td>
<td>33.4%</td>
<td>21.8%</td>
</tr>
<tr>
<td>Mathematics</td>
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<tr>
<td>2018-19</td>
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</tr>
<tr>
<td>Both Subjects</td>
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<td>2018-19</td>
<td>18.8%</td>
<td>8.3%</td>
</tr>
<tr>
<td>CTE Coherent Sequence (Annual Graduates)</td>
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<tr>
<td>2018-19</td>
<td>59.0%</td>
<td>56.3%</td>
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<tr>
<td>Completed and Received Credit for College Prep Courses (Annual Graduates)</td>
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<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
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<td>0.0%</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
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<td>0.0%</td>
</tr>
<tr>
<td>Both Subjects</td>
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<td>2018-19</td>
<td>2.6%</td>
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<tr>
<td>API/IB Results (Participation) (Grades 11-12)</td>
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<tr>
<td>All Subjects</td>
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<td>2019</td>
<td>25.2%</td>
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<td>2019</td>
<td>7.4%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Science</td>
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<td>2019</td>
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<td>21.2%</td>
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<td>API/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</td>
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<tr>
<td>All Subjects</td>
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<tr>
<td>2019</td>
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<td>34.9%</td>
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<td>English Language Arts</td>
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<td>2019</td>
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<td>Mathematics</td>
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<td>2019</td>
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</table>
Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

<table>
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<th>Econ Disadv</th>
<th>EL (Current)</th>
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<td>52.8%</td>
<td>44.8%</td>
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<td>-</td>
<td>n/a</td>
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<tr>
<td></td>
<td>2018</td>
<td>44.6%</td>
<td></td>
<td></td>
<td>18.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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SAT/ACT Results (Annual Graduates)

Tested

<table>
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<tr>
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<th>2017-18</th>
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<tr>
<td>2018-19</td>
<td>75.0%</td>
<td>74.6%</td>
</tr>
<tr>
<td>2018-18</td>
<td>100.0%</td>
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At/Above Criterion for All Examinees

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<tr>
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<th>2017-18</th>
</tr>
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<tr>
<td>2018-19</td>
<td>36.1%</td>
<td>37.9%</td>
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Average SAT Score (Annual Graduates)

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<th></th>
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<th>2017-18</th>
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<tr>
<td>All Subjects</td>
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English Language Arts and Writing

<table>
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<th>2017-18</th>
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<tbody>
<tr>
<td>2018-19</td>
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<td>465</td>
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<td>2018-18</td>
<td>521</td>
<td>466</td>
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Mathematics

<table>
<thead>
<tr>
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<td>510</td>
<td>463</td>
</tr>
<tr>
<td>2018-18</td>
<td>515</td>
<td>463</td>
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</tbody>
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Average ACT Score (Annual Graduates)

<table>
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<th></th>
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<th>2017-18</th>
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<td>2018-18</td>
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English Language Arts

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<td>16.2</td>
</tr>
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<td>2018-18</td>
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<td>15.9</td>
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Mathematics

<table>
<thead>
<tr>
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<td>2018-18</td>
<td>20.6</td>
<td>17.3</td>
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Science

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<th>2017-18</th>
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<td>2018-18</td>
<td>20.9</td>
<td>17.3</td>
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</table>
### Texas Education Agency

#### Texas Academic Performance Report

2019-20 Campus Other Postsecondary Indicators

<table>
<thead>
<tr>
<th>Campus Name: SEAGOVILLE NORTH EL</th>
<th>Total Students: 778</th>
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<tbody>
<tr>
<td>District Name: DALLAS ISD</td>
<td>Grade Span: PK - 05</td>
</tr>
<tr>
<td>Campus Number: 057905244</td>
<td>School Type: Elementary</td>
</tr>
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#### Advanced Dual-Credit Course Completion (Grades 9-12)

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
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<tbody>
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<td>2017-18</td>
<td>43.4%</td>
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<tr>
<td>2018-19</td>
<td>17.8%</td>
<td>19.9%</td>
<td>-</td>
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<tr>
<td>2017-18</td>
<td>17.3%</td>
<td>18.0%</td>
<td>-</td>
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<td></td>
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<td>Mathematics</td>
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<tr>
<td>2018-19</td>
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<td>-</td>
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<td>2017-18</td>
<td>20.7%</td>
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<tr>
<td>2018-19</td>
<td>21.7%</td>
<td>17.9%</td>
<td>-</td>
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<tr>
<td>2017-18</td>
<td>21.2%</td>
<td>18.0%</td>
<td>-</td>
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</tr>
<tr>
<td>2018-19</td>
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<td>28.2%</td>
<td>-</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>2017-18</td>
<td>22.8%</td>
<td>24.4%</td>
<td>-</td>
<td></td>
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#### Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>53.4%</td>
<td>52.3%</td>
<td>-</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td>54.6%</td>
<td>51.3%</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

#### Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed</th>
<th>Econ Disadv</th>
<th>EL (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>60.7%</td>
<td>39.9%</td>
<td>-</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2016-17</td>
<td>59.2%</td>
<td>42.6%</td>
<td>-</td>
<td></td>
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</tbody>
</table>
# Texas Academic Performance Report

## 2019-20 Campus Student Information

### Membership

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>778</td>
<td>100.0%</td>
<td>153,784</td>
<td>5,479,173</td>
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</table>

#### Students by Grade:

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Grade</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
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</thead>
<tbody>
<tr>
<td>PK - 05</td>
<td>0</td>
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<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
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<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
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#### Ethnic Distribution:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>95</td>
<td>12.2%</td>
<td>21.6%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>620</td>
<td>79.7%</td>
<td>69.8%</td>
<td>52.8%</td>
</tr>
<tr>
<td>White</td>
<td>52</td>
<td>6.7%</td>
<td>5.8%</td>
<td>27.0%</td>
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</tbody>
</table>

#### Sex:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
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<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>383</td>
<td>49.2%</td>
<td>48.9%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Male</td>
<td>395</td>
<td>50.8%</td>
<td>51.1%</td>
<td>51.2%</td>
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</table>

### Enrollment

<table>
<thead>
<tr>
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<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>778</td>
<td>100.0%</td>
<td>153,861</td>
<td>5,493,940</td>
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## 2019-20 School Year Performance Data

- **Total Students:** 778
- **Grade Span:** PK - 05
- **School Type:** Elementary

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>705</td>
<td>90.6%</td>
<td>85.9%</td>
<td>60.3%</td>
</tr>
<tr>
<td>Non-Educationally Disadvantaged</td>
<td>73</td>
<td>9.4%</td>
<td>14.1%</td>
<td>39.7%</td>
</tr>
<tr>
<td>Section 504 Students</td>
<td>20</td>
<td>2.6%</td>
<td>4.3%</td>
<td>6.9%</td>
</tr>
<tr>
<td>English Learners (EL)</td>
<td>429</td>
<td>55.1%</td>
<td>45.6%</td>
<td>20.3%</td>
</tr>
<tr>
<td>Students w/ Disciplinary Placements (2018-19)</td>
<td>2</td>
<td>0.2%</td>
<td>1.2%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Students w/ Dyslexia</td>
<td>11</td>
<td>1.4%</td>
<td>2.4%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Foster Care</td>
<td>2</td>
<td>0.3%</td>
<td>0.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Homeless</td>
<td>30</td>
<td>3.9%</td>
<td>1.7%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Immigrant</td>
<td>41</td>
<td>5.3%</td>
<td>5.8%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Migrant</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Title I</td>
<td>778</td>
<td>100.0%</td>
<td>96.9%</td>
<td>65.1%</td>
</tr>
<tr>
<td>Military Connected</td>
<td>2</td>
<td>0.3%</td>
<td>0.0%</td>
<td>1.9%</td>
</tr>
<tr>
<td>At-Risk</td>
<td>509</td>
<td>65.4%</td>
<td>65.2%</td>
<td>50.5%</td>
</tr>
</tbody>
</table>

### At-Risk

- **Total Students:** 509
- **Grade Span:** PK - 05
- **School Type:** Elementary

- **Economically Disadvantaged:** 395
- **Non-Educationally Disadvantaged:** 11
- **Section 504 Students:** 11
- **English Learners (EL):** 41
- **Students w/ Disciplinary Placements (2018-19):** 2
- **Students w/ Dyslexia:** 30
- **Foster Care:** 2
- **Homeless:** 11
- **Immigrant:** 41
- **Migrant:** 0
- **Title I:** 778
- **Military Connected:** 2
- **At-Risk:** 509
### Texas Academic Performance Report

#### 2019-20 Campus Student Information

**District Name:** DALLAS ISD  
**Campus Name:** SEAGOVILLE NORTH EL  
**Campus Number:** 057905244

**Total Students:** 778  
**Grade Span:** PK - 05  
**School Type:** Elementary

---

### Membership

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Count</th>
<th>Campus</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
<th>Count</th>
<th>Campus</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
<th>Percent</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/ESL Education</td>
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<td>54.4%</td>
<td>44.1%</td>
<td>20.6%</td>
<td></td>
<td>423</td>
<td>54.4%</td>
<td>44.0%</td>
<td>20.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>0</td>
<td>0.0%</td>
<td>23.2%</td>
<td>27.6%</td>
<td></td>
<td>0</td>
<td>-</td>
<td>25.3%</td>
<td>50.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted &amp; Talented Education</td>
<td>54</td>
<td>6.9%</td>
<td>14.3%</td>
<td>8.1%</td>
<td></td>
<td>54</td>
<td>6.9%</td>
<td>14.2%</td>
<td>8.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>69</td>
<td>8.9%</td>
<td>9.4%</td>
<td>10.5%</td>
<td></td>
<td>69</td>
<td>8.9%</td>
<td>9.4%</td>
<td>10.7%</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Enrollment

- **Total Students with Disabilities:** 69
- **By Type of Primary Disability:**
  - Students with Intellectual Disabilities: 26 (37.7%)
  - Students with Physical Disabilities: 11 (15.9%)
  - Students with Autism: 16 (23.2%)
  - Students with Behavioral Disabilities: 16 (23.2%)
  - Students with Non-Categorical Early Childhood: 0 (0.0%)

### Mobility (2018-19):

- **Total Mobile Students:** 99 (14.8%)
- **By Ethnicity:**
  - African American: 26 (3.9%)
  - Hispanic: 58 (8.7%)
  - White: 14 (2.1%)
  - American Indian: 0 (0.0%)
  - Asian: 1 (0.1%)
  - Pacific Islander: 0 (0.0%)
  - Two or More Races: 0 (0.0%)

### Student Attrition (2018-19):

- **Total Student Attrition:** 141 (21.6%)

---

### Non-Special Education Rates

<table>
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<th>Student Information</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>0.0%</td>
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<td>1.6%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>0.0%</td>
<td>2.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>0.0%</td>
<td>2.5%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>0.0%</td>
<td>1.5%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>0.0%</td>
<td>0.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>3.4%</td>
<td>0.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>-</td>
<td>1.1%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>-</td>
<td>1.6%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>-</td>
<td>1.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>-</td>
<td>13.9%</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

### Special Education Rates

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>0.0%</td>
<td>2.3%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>0.0%</td>
<td>2.9%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>0.0%</td>
<td>2.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>0.0%</td>
<td>0.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>0.0%</td>
<td>0.7%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>0.0%</td>
<td>0.8%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>-</td>
<td>1.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>-</td>
<td>0.8%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>-</td>
<td>1.4%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>-</td>
<td>20.4%</td>
<td>13.1%</td>
</tr>
<tr>
<td>Class Size Information</td>
<td>Campus</td>
<td>District</td>
<td>State</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>19.8</td>
<td>17.7</td>
<td>19.0</td>
</tr>
<tr>
<td>Grade 1</td>
<td>19.9</td>
<td>16.9</td>
<td>18.9</td>
</tr>
<tr>
<td>Grade 2</td>
<td>20.8</td>
<td>18.0</td>
<td>18.8</td>
</tr>
<tr>
<td>Grade 3</td>
<td>21.7</td>
<td>17.6</td>
<td>19.0</td>
</tr>
<tr>
<td>Grade 4</td>
<td>19.4</td>
<td>17.4</td>
<td>19.2</td>
</tr>
<tr>
<td>Grade 5</td>
<td>21.5</td>
<td>18.5</td>
<td>20.9</td>
</tr>
<tr>
<td>Grade 6</td>
<td>-</td>
<td>19.5</td>
<td>20.4</td>
</tr>
<tr>
<td>Secondary:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>-</td>
<td>17.3</td>
<td>16.4</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>-</td>
<td>20.8</td>
<td>18.7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-</td>
<td>19.0</td>
<td>17.8</td>
</tr>
<tr>
<td>Science</td>
<td>-</td>
<td>19.1</td>
<td>18.8</td>
</tr>
<tr>
<td>Social Studies</td>
<td>-</td>
<td>19.9</td>
<td>19.3</td>
</tr>
</tbody>
</table>
### Campus Staff Information

<table>
<thead>
<tr>
<th>Staff Information</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Staff</td>
<td>61.9</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Professional Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>51.0</td>
<td>82.4%</td>
<td>64.2%</td>
<td>63.7%</td>
</tr>
<tr>
<td>Professional Support</td>
<td>42.0</td>
<td>67.9%</td>
<td>47.8%</td>
<td>49.4%</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>3.0</td>
<td>4.8%</td>
<td>10.8%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Educational Aides</td>
<td>10.9</td>
<td>17.6%</td>
<td>10.2%</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

Librarians & Counselors (Headcount):

| Librarians                                |               |         |          |       |
| Full-time                                  | 1.0           | n/a     | 169.0    | 4,373.0 |
| Part-time                                  | 0.0           | n/a     | 6.0      | 595.0  |

| Counselors                                 |               |         |          |       |
| Full-time                                  | 1.0           | n/a     | 414.0    | 12,901.0 |
| Part-time                                  | 0.0           | n/a     | 4.0      | 1,103.0 |

Total Minority Staff: 48.9 79.0% 78.0% 51.1%

Teachers by Ethnicity and Sex:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>9.0</td>
<td>21.4%</td>
<td>33.5%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>22.0</td>
<td>52.4%</td>
<td>31.7%</td>
<td>28.1%</td>
</tr>
<tr>
<td>White</td>
<td>8.0</td>
<td>19.0%</td>
<td>28.6%</td>
<td>57.7%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.0</td>
<td>2.4%</td>
<td>0.7%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.0</td>
<td>2.4%</td>
<td>3.2%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.0</td>
<td>2.4%</td>
<td>2.2%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

| Males | 7.0 | 16.7% | 29.9% | 23.8% |
| Females | 35.0 | 83.3% | 70.1% | 76.2% |

Teachers by Highest Degree Held:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Degree</td>
<td>1.0</td>
<td>2.4%</td>
<td>3.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>35.0</td>
<td>83.3%</td>
<td>70.7%</td>
<td>73.4%</td>
</tr>
<tr>
<td>Masters</td>
<td>6.0</td>
<td>14.3%</td>
<td>25.0%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0.0</td>
<td>0.0%</td>
<td>1.3%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

Teachers by Years of Experience:

<table>
<thead>
<tr>
<th>Experience</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>7.0</td>
<td>16.7%</td>
<td>8.1%</td>
<td>7.4%</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>18.0</td>
<td>42.9%</td>
<td>35.3%</td>
<td>27.9%</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>4.0</td>
<td>9.5%</td>
<td>18.1%</td>
<td>19.4%</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>7.0</td>
<td>16.7%</td>
<td>25.5%</td>
<td>29.4%</td>
</tr>
<tr>
<td>Over 20 Years Experience</td>
<td>6.0</td>
<td>14.3%</td>
<td>13.0%</td>
<td>15.9%</td>
</tr>
</tbody>
</table>

Number of Students per Teacher 18.5 n/a 15.4 15.1
<table>
<thead>
<tr>
<th>Experience of Campus Leadership</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Years Experience of Principals</td>
<td>2.0</td>
<td>6.1</td>
<td>6.2</td>
</tr>
<tr>
<td>Average Years Experience of Principals with District</td>
<td>2.0</td>
<td>5.8</td>
<td>5.3</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals</td>
<td>1.5</td>
<td>4.6</td>
<td>5.3</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals with District</td>
<td>1.0</td>
<td>4.3</td>
<td>4.7</td>
</tr>
<tr>
<td>Average Years Experience of Teachers</td>
<td>8.6</td>
<td>10.0</td>
<td>11.1</td>
</tr>
<tr>
<td>Average Years Experience of Teachers with District</td>
<td>6.4</td>
<td>7.7</td>
<td>7.2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>$54,000</td>
<td>$53,154</td>
<td>$49,868</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>$55,222</td>
<td>$56,667</td>
<td>$52,823</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>$62,113</td>
<td>$61,464</td>
<td>$55,756</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>$60,399</td>
<td>$63,019</td>
<td>$59,308</td>
</tr>
<tr>
<td>Over 20 Years Experience</td>
<td>$60,889</td>
<td>$66,464</td>
<td>$65,449</td>
</tr>
</tbody>
</table>

Average Actual Salaries (regular duties only):

<table>
<thead>
<tr>
<th>Category</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>$57,347</td>
<td>$60,146</td>
<td>$57,091</td>
</tr>
<tr>
<td>Professional Support</td>
<td>$65,690</td>
<td>$76,337</td>
<td>$67,352</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>$69,887</td>
<td>$81,806</td>
<td>$82,512</td>
</tr>
</tbody>
</table>

Instructional Staff Percent:
- n/a
- 62.8%
- 64.6%

Contracted Instructional Staff (not incl. above):
- 0.0
- 0.0
- 6,309.0

District Name: DALLAS ISD
Campus Name: SEAGOVILLE NORTH EL
Campus Number: 057905244
Total Students: 778
Grade Span: PK - 05
School Type: Elementary
<table>
<thead>
<tr>
<th>Program Information</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/ESL Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.9%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.5%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Compensatory Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Gifted &amp; Talented Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>2.7%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Regular Education</td>
<td>40.0</td>
<td>95.2%</td>
<td>74.6%</td>
<td>70.9%</td>
</tr>
<tr>
<td>Special Education</td>
<td>2.0</td>
<td>4.8%</td>
<td>9.8%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0</td>
<td>0.0%</td>
<td>5.3%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

\(^{W}\) 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.

\(\sim\) Indicates there are no students in the group.

\(\text{’n/a’}\) Indicates data reporting is not applicable for this group.

\(\text{’?’}\) Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.