2019-20 Texas Academic Performance Report

District Name: DALLAS ISD
Campus Name: PIEDMONT GLOBAL ACADEMY
Campus Number: 057905052

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

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

| Grade 6 Reading | At Approaches Grade Level or Above | 2019 | 68% | 59% | 39% | 50% | 38% | - | - | - | * | - | - | * | 26% | 29% | 42% | 27% | 40% | 36% |
| At Meets Grade Level or Above | 2018 | 69% | 58% | 50% | 47% | 50% | * | - | - | - | * | 39% | * | 49% | 50% | 50% | 47% |
| At Masters Grade Level | 2019 | 37% | 29% | 14% | 24% | 13% | - | - | - | - | - | * | 23% | 0% | 16% | 8% | 13% | 10% |
| 2018 | 39% | 30% | 21% | 6% | 23% | * | - | - | - | - | - | * | 33% | * | 21% | 20% | 22% | 20% |
| At Masters Grade Level | 2019 | 18% | 12% | 4% | 9% | 3% | - | - | - | - | - | * | 9% | 0% | 4% | 5% | 4% | 1% |
| 2018 | 19% | 12% | 6% | 0% | 7% | * | - | - | - | - | - | * | 11% | * | 6% | 8% | 6% | 6% |

| Grade 6 Mathematics | At Approaches Grade Level or Above | 2019 | 81% | 76% | 69% | 79% | 68% | - | - | - | * | - | - | - | * | 37% | 71% | 71% | 60% | 69% | 67% |
| At Meets Grade Level or Above | 2018 | 77% | 69% | 65% | 34% | 68% | - | * | - | - | - | * | 45% | * | 64% | 66% | 64% | 69% |
| At Masters Grade Level | 2019 | 47% | 40% | 29% | 26% | 29% | - | * | - | - | - | * | 26% | 0% | 32% | 18% | 29% | 29% |
| 2018 | 44% | 36% | 29% | 3% | 33% | * | - | - | - | - | - | * | 33% | * | 29% | 30% | 29% | 33% |

| Grade 7 Reading | At Approaches Grade Level or Above | 2019 | 76% | 67% | 62% | 43% | 65% | - | - | - | - | - | - | - | * | 30% | * | 64% | 55% | 62% | 64% |
| At Meets Grade Level or Above | 2018 | 74% | 65% | 54% | 55% | 54% | - | - | - | - | - | - | - | - | * | 50% | * | 55% | 52% | 55% | 50% |
| At Masters Grade Level | 2019 | 49% | 40% | 32% | 18% | 34% | - | - | - | - | - | - | - | - | * | 16% | * | 33% | 28% | 32% | 33% |
| 2018 | 48% | 37% | 26% | 32% | 25% | * | - | - | - | - | - | - | - | - | * | 44% | * | 25% | 30% | 27% | 21% |

| Grade 7 Mathematics | At Approaches Grade Level or Above | 2019 | 75% | 60% | 59% | 40% | 62% | - | - | - | - | - | - | - | - | * | 41% | * | 62% | 48% | 58% | 63% |
| At Meets Grade Level or Above | 2018 | 72% | 56% | 41% | 48% | 40% | * | - | - | - | - | - | - | - | - | * | 47% | * | 41% | 41% | 41% | 36% |
| At Masters Grade Level | 2019 | 43% | 24% | 21% | 5% | 23% | - | - | - | - | - | - | - | - | - | * | 23% | * | 21% | 21% | 21% | 26% |
| 2018 | 40% | 20% | 15% | 18% | 14% | * | - | - | - | - | - | - | - | - | - | * | 34% | * | 14% | 20% | 15% | 13% |

| Grade 7 Writing | At Approaches Grade Level or Above | 2019 | 70% | 60% | 49% | 30% | 51% | - | - | - | - | - | - | - | - | * | 18% | * | 50% | 44% | 48% | 49% |
| At Meets Grade Level or Above | 2018 | 69% | 59% | 43% | 43% | 44% | * | - | - | - | - | - | - | - | - | * | 42% | * | 44% | 41% | 46% | 40% |
| At Masters Grade Level | 2019 | 42% | 32% | 19% | 7% | 20% | - | - | - | - | - | - | - | - | - | * | 16% | * | 19% | 18% | 18% | 19% |
| 2018 | 43% | 33% | 15% | 19% | 14% | * | - | - | - | - | - | - | - | - | - | * | 34% | * | 15% | 16% | 11% | 11% |

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<th>Special Ed (Current)</th>
<th>Special Ed (Former)</th>
<th>Two or More Races</th>
<th>Pacific Islander</th>
<th>Asian</th>
<th>White</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>African American</th>
<th>Econ Disadv</th>
<th>EL (Current &amp; Monitored)</th>
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School: PIEDMONT GLOBAL ACADEMY

### Texas Academic Performance Report

**Grade Span**: 06 - 08

**Total Students**: 983

**Campus Number**: 057905052

**District**: DALLAS ISD

#### 2019-20 Campus STAAR Performance

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

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<td>2018</td>
<td>2019</td>
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<td>86% 76% 70% 62% 71% *</td>
<td>49% 37% 25% 21% 26% *</td>
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<td>2019</td>
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<td>86% 80% 76% 76% 76%</td>
<td>86% 76% 70% 62% 71% *</td>
<td>49% 37% 25% 21% 26% *</td>
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<td>2019</td>
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<td>86% 80% 76% 76% 76%</td>
<td>86% 76% 70% 62% 71% *</td>
<td>49% 37% 25% 21% 26% *</td>
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<td>86% 76% 70% 62% 71% *</td>
<td>49% 37% 25% 21% 26% *</td>
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<td>86% 76% 70% 62% 71% *</td>
<td>49% 37% 25% 21% 26% *</td>
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<td>86% 76% 70% 62% 71% *</td>
<td>49% 37% 25% 21% 26% *</td>
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[^1]: STAAR: State of Texas Assessments of Academic Readiness

**Special Ed (Current)**

**Special Ed (Former)**

**Continuously Enrolled**

**Non-Continuously Enrolled**

**Econ Disadv**

**EL (Current & Monitored)**
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>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (Current)</th>
<th>Special Ed (Former)</th>
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<th>Non-Continuously Enrolled</th>
<th>EL (Current &amp; Monitored)</th>
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**All Grades ELA/Reading**

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<th>Special Ed (Former)</th>
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</tr>
<tr>
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<td>At Masters Grade Level</td>
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**All Grades Mathematics**

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<tr>
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<tr>
<td>2019</td>
<td>At Masters Grade Level</td>
<td>24%</td>
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**All Grades Writing**

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<th>EL (Current &amp; Monitored)</th>
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<tbody>
<tr>
<td>2018</td>
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<td>18%</td>
<td>27%</td>
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<tr>
<td>2019</td>
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<td>24%</td>
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**All Grades Science**

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<th>Special Ed (Current)</th>
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<th>Non-Continuously Enrolled</th>
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**All Grades Social Studies**

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<th>Special Ed (Former)</th>
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School Progress Domain - Academic Growth Score by Grade and Subject

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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.

### State Academic Performance Report

#### District Name: DALLAS ISD
#### Campus Name: PIEDMONT GLOBAL ACADEMY
#### Campus Number: 057905052
#### Total Students: 983
#### Grade Span: 06 - 08
#### School Type: Middle

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<th>District</th>
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<th>Hispanic</th>
<th>White</th>
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<th>Two or More Races</th>
<th>Special Ed</th>
<th>Econ Disadv</th>
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<td>82%</td>
<td>73%</td>
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<td>14%</td>
<td>73%</td>
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<td>98%</td>
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</table>
Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

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

### STAAR Performance Rate by Subject and Performance Level

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<thead>
<tr>
<th>Subject</th>
<th>All Grades</th>
<th>All Grades ELA/Reading</th>
<th>All Grades Mathematics</th>
<th>All Grades Writing</th>
<th>All Grades Science</th>
<th>All Grades Social Studies</th>
<th>School Progress Domain - Academic Growth Score</th>
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<td>59%</td>
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<tr>
<td>At Meets Grade Level or Above</td>
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<td>41%</td>
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</tr>
<tr>
<td>At Masters Grade Level</td>
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<td>73%</td>
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<tr>
<td>At Meets Grade Level or Above</td>
<td>81%</td>
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<td>76%</td>
<td>75%</td>
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<tr>
<td>At Meets Grade Level or Above</td>
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<td>School Progress Domain - Academic Growth Score</td>
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<tr>
<td>All Grades ELA/Reading</td>
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<tr>
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<td>-</td>
</tr>
<tr>
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<tr>
<td>All Grades Social Studies</td>
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<td>71%</td>
<td>63%</td>
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</tbody>
</table>
Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

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

| 2018  | State | 70%  | District | 71%  | Campus | 60%  | Education | Early Exit | Late Exit | BE-Trans | BE-Dual | Two-Way | One-Way | ESL | 58%  | ESL | 58%  | ESL | 58%  | ESL | 58%  | ESL | 58%  | ESL | 58%  | ESL | 58%  | ESL | 58%  | ESL | 58%  | Total EL | 58%  |
|-------|-------|------|----------|------|--------|------|-----------|------------|-----------|----------|---------|---------|---------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|------|
| Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR) |
| Reading  |
| 2019  | 41%  | 41%  | 39%  | -    | -    | -    | -    | 47%  | 47%  | -    | 21%  | 47%  | 44%  |
| 2018  | 38%  | 39%  | 33%  | -    | -    | -    | -    | 35%  | 35%  | -    | 27%  | 35%  | 34%  |
| Mathematics  |
| 2019  | 45%  | 48%  | 50%  | -    | -    | -    | -    | 59%  | 59%  | -    | 26%  | 59%  | 56%  |
| 2018  | 47%  | 48%  | 38%  | -    | -    | -    | -    | 39%  | 39%  | -    | 48%  | 39%  | 40%  |
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.

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<tr>
<th>2019 STAAR Participation</th>
<th>State</th>
<th>District</th>
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<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</th>
<th>Disadv</th>
<th>EL (Current)</th>
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<td>97%</td>
<td>95%</td>
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<td>95%</td>
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</tr>
<tr>
<td>Included in Accountability</td>
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<td>91%</td>
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<td>89%</td>
<td>72%</td>
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<td>78%</td>
<td>95%</td>
<td>89%</td>
<td>90%</td>
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</tr>
<tr>
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<td>5%</td>
<td>10%</td>
<td>5%</td>
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<td>4%</td>
<td>5%</td>
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<tr>
<td></td>
<td>Other Exclusions</td>
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<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
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<td>-</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
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<td></td>
</tr>
<tr>
<td>Not Tested</td>
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Texas Education Agency  
Texas Academic Performance Report  
2019-20 Campus Attendance, Graduation, and Dropout Rates  

District Name: DALLAS ISD  
Campus Name: PIEDMONT GLOBAL ACADEMY  
Campus Number: 057905052  

Total Students: 983  
Grade Span: 06 - 08  
School Type: Middle  

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| 4-Year Longitudinal Rate (Gr 9-12) | Class of 2019 | Graduated | 90.0% | 85.4% |      |      |      |     |     |     |     |     |     |
|------------------------------------|----------------|-----------|-------|-------|------|------|------|-----|-----|-----|-----|-----|
| Graduated                          | 90.0%          | 87.3%     |      |      |      |      |      |     |     |     |     |     |
| Received TxCHSE                    | 0.5%           | 0.1%      |      |      |      |      |      |     |     |     |     |     |
| Continued HS                       | 3.7%           | 4.2%      |      |      |      |      |      |     |     |     |     |     |
| Dropped Out                        | 5.9%           | 10.3%     |      |      |      |      |      |     |     |     |     |     |
| Graduates and TxCHSE               | 90.4%          | 85.6%     |      |      |      |      |      |     |     |     |     |     |
| Graduates, TxCHSE, and Continuers  | 94.1%          | 89.7%     |      |      |      |      |      |     |     |     |     |     |

| Class of 2018 | Graduated | 90.0% | 87.3% |      |      |      |     |     |     |     |     |     |     |
|----------------|-----------|-------|-------|------|------|------|-----|-----|-----|-----|-----|-----|
| Graduated     | 90.0%     | 88.3% |      |      |      |      |     |     |     |     |     |     |
| Received TxCHSE | 0.4%   | 0.1% |      |      |      |      |     |     |     |     |     |     |
| Continued HS  | 3.8%      | 3.9%  |      |      |      |      |     |     |     |     |     |     |
| Dropped Out   | 5.7%      | 8.7%  |      |      |      |      |     |     |     |     |     |     |
| Graduates and TxCHSE | 90.4% | 87.4% |      |      |      |      |     |     |     |     |     |     |
| Graduates, TxCHSE, and Continuers | 94.3% | 91.3% |      |      |      |      |     |     |     |     |     |     |

| 5-Year Extended Longitudinal Rate (Gr 9-12) | Class of 2017 | Graduated | 92.2% | 90.0% |      |      |      |     |     |     |     |     |     |
|---------------------------------------------|----------------|-----------|-------|-------|------|------|------|-----|-----|-----|-----|-----|
| Graduated                                   | 92.0%          | 91.2%     |      |      |      |      |      |     |     |     |     |     |
| Received TxCHSE                             | 0.6%           | 0.2%      |      |      |      |      |      |     |     |     |     |     |
| Continued HS                                | 1.1%           | 0.4%      |      |      |      |      |      |     |     |     |     |     |
| Dropped Out                                 | 6.1%           | 9.4%      |      |      |      |      |      |     |     |     |     |     |
| Graduates and TxCHSE                        | 92.8%          | 90.2%     |      |      |      |      |      |     |     |     |     |     |
| Graduates, TxCHSE, and Continuers           | 93.6%          | 90.6%     |      |      |      |      |      |     |     |     |     |     |

| 6-Year Extended Longitudinal Rate (Gr 9-12) | Class of 2017 | Graduated | 92.4% | 91.4% |      |      |      |     |     |     |     |     |     |
|---------------------------------------------|----------------|-----------|-------|-------|------|------|------|-----|-----|-----|-----|-----|
| Graduated                                   | 92.4%          | 91.4%     |      |      |      |      |      |     |     |     |     |     |

TEA | Governance and Accountability | Performance Reporting  
Page 966  
November 2020
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### RHSP/DAP Graduates (Longitudinal Rate)

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### FHSP-DLA Graduates (Longitudinal Rate)

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

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### RHSP/DAP Graduates (Annual Rate)

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### FHSP-E Graduates (Annual Rate)

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<tr>
<td>2017-18</td>
<td>4.9%</td>
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### FHSP-DLA Graduates (Annual Rate)

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

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<tr>
<td>2017-18</td>
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### Texas Academic Performance Report

**2019-20 Campus Graduation Profile**

**District Name:** DALLAS ISD  
**Campus Name:** PIEDMONT GLOBAL ACADEMY  
**Campus Number:** 057905052  
**Total Students:** 983  
**Grade Span:** 06 - 08  
**School Type:** Middle

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<th>Campus Percent</th>
<th>District Count</th>
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Texas Education Agency  
Texas Academic Performance Report  
2019-20 Campus College, Career, and Military Readiness (CCMR)

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<th>Special Ed</th>
<th>Econ</th>
<th>Disadv</th>
<th>EL (Current)</th>
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<tr>
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| 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%    |        |                  |          |       |                |       |                 |                  |            |      |        |             |
| Mathematics                                                              |       |          |        |                  |          |       |                |       |                 |                  |            |      |        |             |
| 2018-19                        | 48.6%  | 29.7%    |        |                  |          |       |                |       |                 |                  |            |      |        |             |
| 2017-18                        | 46.0%  | 29.4%    |        |                  |          |       |                |       |                 |                  |            |      |        |             |
| Both Subjects                                                            |       |          |        |                  |          |       |                |       |                 |                  |            |      |        |             |
| 2018-19                        | 44.2%  | 27.6%    |        |                  |          |       |                |       |                 |                  |            |      |        |             |
| 2017-18                        | 42.1%  | 27.1%    |        |                  |          |       |                |       |                 |                  |            |      |        |             |

| 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 Academic Performance Report

### 2019-20 Campus College, Career, and Military Readiness (CCMR)

**District Name:** DALLAS ISD  
**Campus Name:** PIEDMONT GLOBAL ACADEMY  
**Campus Number:** 057905052  
**Total Students:** 983  
**Grade Span:** 06 - 08  
**School Type:** Middle

### Demographic Data

<table>
<thead>
<tr>
<th>Year</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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<tr>
<td>2017-18</td>
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### CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

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<th>District</th>
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### U.S. Armed Forces Enlistment (Annual Graduates)

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### Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

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### Graduates with Level I or Level II Certificate (Annual Graduates)

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## Texas Academic Performance Report
### 2019-20 Campus CCMR-Related Indicators

#### Total Students: 983
Grade Span: 06 - 08
School Type: Middle

<table>
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<tr>
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| CTE Coherent Sequence (Annual Graduates)                 |       |          |        |                  |          |       |                |       |                 |                   |            |             |             |
| 2018-19                                                 | 59.0% | 56.3%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| 2017-18                                                 | 58.4% | 73.4%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |

| Completed and Received Credit for College Prep Courses (Annual Graduates) |
| English Language Arts                                         |       |          |        |                  |          |       |                |       |                 |                   |            |             |             |
| 2018-19                                                 | 5.1%  | 0.0%     | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| 2017-18                                                 | 2.0%  | 0.0%     | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| Mathematics                                             |       |          |        |                  |          |       |                |       |                 |                   |            |             |             |
| 2018-19                                                 | 7.3%  | 0.0%     | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| 2017-18                                                 | 3.9%  | 0.0%     | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| Both Subjects                                            |       |          |        |                  |          |       |                |       |                 |                   |            |             |             |
| 2018-19                                                 | 2.6%  | 0.0%     | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| 2017-18                                                 | 0.9%  | 0.0%     | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |

| API/IB Results (Participation) (Grades 11-12) |
| All Subjects                                           |       |          |        |                  |          |       |                |       |                 |                   |            |             |             |
| 2019                                                  | 25.2% | 38.3%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| 2018                                                  | 25.8% | 39.9%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| English Language Arts                                   |       |          |        |                  |          |       |                |       |                 |                   |            |             |             |
| 2019                                                  | 14.5% | 23.0%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| 2018                                                  | 15.3% | 25.9%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| Mathematics                                             |       |          |        |                  |          |       |                |       |                 |                   |            |             |             |
| 2019                                                  | 7.4%  | 9.6%     | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| 2018                                                  | 7.3%  | 9.2%     | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| Science                                                |       |          |        |                  |          |       |                |       |                 |                   |            |             |             |
| 2019                                                  | 10.4% | 15.2%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| 2018                                                  | 10.8% | 16.7%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| Social Studies                                         |       |          |        |                  |          |       |                |       |                 |                   |            |             |             |
| 2019                                                  | 13.9% | 21.2%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| 2018                                                  | 14.5% | 22.5%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |

| API/IB Results (Examinees >= Criterion) (Grades 11-12) |
| All Subjects                                           |       |          |        |                  |          |       |                |       |                 |                   |            |             |             |
| 2019                                                  | 51.0% | 34.9%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| 2018                                                  | 50.7% | 32.6%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| English Language Arts                                   |       |          |        |                  |          |       |                |       |                 |                   |            |             |             |
| 2019                                                  | 41.2% | 19.4%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| 2018                                                  | 42.5% | 18.3%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
| Mathematics                                             |       |          |        |                  |          |       |                |       |                 |                   |            |             |             |
| 2019                                                  | 52.2% | 41.5%    | -      | -                | -        | -     | -              | -     |                 |                   |            |             |             |
### Texas Education Agency

#### Texas Academic Performance Report

**2019-20 Campus CCMR-Related Indicators**

**Campus Name:** PIEDMONT GLOBAL ACADEMY  
**Campus Number:** 057905052

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#### SAT/ACT Results (Annual Graduates)

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**At/Above Criterion for All Examinees**

|          | 2018-19| 36.1%    | 19.0%    | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |
|          | 2017-18| 37.9%    | 18.7%    | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |

#### Average SAT Score (Annual Graduates)

**All Subjects**

|          | 2018-19| 1027     | 928      | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |
|          | 2017-18| 1036     | 929      | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |

**English Language Arts and Writing**

|          | 2018-19| 517      | 465      | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |
|          | 2017-18| 521      | 466      | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |

**Mathematics**

|          | 2018-19| 510      | 463      | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |
|          | 2017-18| 515      | 463      | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |

#### Average ACT Score (Annual Graduates)

**All Subjects**

|          | 2018-19| 20.6     | 17.1     | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |
|          | 2017-18| 20.6     | 16.7     | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |

**English Language Arts**

|          | 2018-19| 20.3     | 16.2     | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |
|          | 2017-18| 20.3     | 15.9     | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |

**Mathematics**

|          | 2018-19| 20.4     | 17.9     | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |
|          | 2017-18| 20.6     | 17.3     | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |

**Science**

|          | 2018-19| 20.8     | 17.5     | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |
|          | 2017-18| 20.9     | 17.3     | -        | -        | -        | -        | -        | -        | -        | -        | -        | n/a       |
### Advanced Dual-Credit Course Completion (Grades 9-12)

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### Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

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

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## 2019-20 Campus Student Information

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### Students by Grade:

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<td>34.1%</td>
<td>7.1%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>354</td>
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<td>7.5%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>0</td>
<td>0.0%</td>
<td>8.3%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>0</td>
<td>0.0%</td>
<td>7.0%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>0</td>
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<td>6.0%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Grade 12</td>
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<td>5.4%</td>
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</table>

### 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>125</td>
<td>12.7%</td>
<td>21.6%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>838</td>
<td>85.2%</td>
<td>69.8%</td>
<td>52.8%</td>
</tr>
<tr>
<td>White</td>
<td>11</td>
<td>1.1%</td>
<td>5.8%</td>
<td>27.0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>5</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0.0%</td>
<td>1.2%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4</td>
<td>0.4%</td>
<td>1.0%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

### Sex:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>421</td>
<td>42.8%</td>
<td>48.9%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Male</td>
<td>562</td>
<td>57.2%</td>
<td>51.1%</td>
<td>51.2%</td>
</tr>
</tbody>
</table>

### Economically Disadvantaged

<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>899</td>
<td>91.5%</td>
<td>85.9%</td>
<td>60.3%</td>
</tr>
<tr>
<td>Non-Educationally Disadvantaged</td>
<td>84</td>
<td>8.5%</td>
<td>14.1%</td>
<td>39.7%</td>
</tr>
</tbody>
</table>

### Section 504 Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 504</td>
<td>53</td>
<td>5.4%</td>
<td>4.3%</td>
<td>6.9%</td>
</tr>
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</table>

### English Learners (EL)

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners (EL)</td>
<td>586</td>
<td>59.6%</td>
<td>45.6%</td>
<td>20.3%</td>
</tr>
</tbody>
</table>

### At-Risk

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students w/ Disciplinary Placements (2018-19)</td>
<td>24</td>
<td>2.1%</td>
<td>1.2%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Students w/ Dyslexia</td>
<td>37</td>
<td>3.8%</td>
<td>2.4%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Foster Care</td>
<td>1</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Homeless</td>
<td>14</td>
<td>1.4%</td>
<td>1.7%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Immigrant</td>
<td>41</td>
<td>4.2%</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>983</td>
<td>100.0%</td>
<td>96.5%</td>
<td>65.5%</td>
</tr>
<tr>
<td>Military Connected</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.9%</td>
</tr>
<tr>
<td>At-Risk</td>
<td>849</td>
<td>86.4%</td>
<td>65.2%</td>
<td>50.5%</td>
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</table>
Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

---Membership---

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Count</th>
<th>Percent</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
<th>Count</th>
<th>Percent</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/ESL Education</td>
<td>533</td>
<td>54.2%</td>
<td>44.1%</td>
<td>20.6%</td>
<td></td>
<td>533</td>
<td>54.2%</td>
<td>44.0%</td>
<td>20.6%</td>
<td></td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>183</td>
<td>18.6%</td>
<td>23.2%</td>
<td>27.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career &amp; Technical Education (9-12 grades only)</td>
<td>0</td>
<td>0.0%</td>
<td>25.3%</td>
<td>50.8%</td>
<td></td>
<td>0</td>
<td>-</td>
<td></td>
<td>25.3%</td>
<td>50.8%</td>
</tr>
<tr>
<td>Gifted &amp; Talented Education</td>
<td>123</td>
<td>12.5%</td>
<td>14.3%</td>
<td>8.1%</td>
<td></td>
<td>123</td>
<td>12.5%</td>
<td>14.2%</td>
<td>8.1%</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>129</td>
<td>13.1%</td>
<td>9.4%</td>
<td>10.5%</td>
<td></td>
<td>129</td>
<td>13.1%</td>
<td>9.4%</td>
<td>10.7%</td>
<td></td>
</tr>
</tbody>
</table>

---Enrollment---

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Count</th>
<th>Percent</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
<th>Count</th>
<th>Percent</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities by Type of Primary Disability:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Students with Disabilities</td>
<td>129</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By Type of Primary Disability</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Intellectual Disabilities</td>
<td>78</td>
<td>60.5%</td>
<td>41.2%</td>
<td>42.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Physical Disabilities</td>
<td>9</td>
<td>7.0%</td>
<td>16.3%</td>
<td>21.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Autism</td>
<td>13</td>
<td>10.1%</td>
<td>23.1%</td>
<td>13.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Behavioral Disabilities</td>
<td>29</td>
<td>22.5%</td>
<td>19.4%</td>
<td>20.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Non-Categorical Early Childhood</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mobility (2018-19):

| Total Mobile Students | 181 | 15.9% | 19.0% | 15.3% |

By Ethnicity:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>47</td>
<td>4.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>124</td>
<td>10.9%</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>0.5%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Student Attrition (2018-19):

| Total Student Attrition | 124 | 17.7% |

---Non-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>-</td>
<td>1.0%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>-</td>
<td>2.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>-</td>
<td>2.5%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>-</td>
<td>1.5%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>-</td>
<td>0.8%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>-</td>
<td>0.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>1.1%</td>
<td>1.1%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>5.4%</td>
<td>1.6%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>3.4%</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>-</td>
<td>2.3%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>-</td>
<td>2.9%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>-</td>
<td>2.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>-</td>
<td>0.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>-</td>
<td>0.7%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>-</td>
<td>0.8%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0.0%</td>
<td>1.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>2.1%</td>
<td>0.8%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>0.0%</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>
</tbody>
</table>
## Class Size Information

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

### Elementary:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>-</td>
<td>17.7</td>
<td>19.0</td>
</tr>
<tr>
<td>Grade 1</td>
<td>-</td>
<td>16.9</td>
<td>18.9</td>
</tr>
<tr>
<td>Grade 2</td>
<td>-</td>
<td>18.0</td>
<td>18.8</td>
</tr>
<tr>
<td>Grade 3</td>
<td>-</td>
<td>17.6</td>
<td>19.0</td>
</tr>
<tr>
<td>Grade 4</td>
<td>-</td>
<td>17.4</td>
<td>19.2</td>
</tr>
<tr>
<td>Grade 5</td>
<td>-</td>
<td>18.5</td>
<td>20.9</td>
</tr>
<tr>
<td>Grade 6</td>
<td>16.0</td>
<td>19.5</td>
<td>20.4</td>
</tr>
</tbody>
</table>

### Secondary:

<table>
<thead>
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<th>Subject</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>17.1</td>
<td>17.3</td>
<td>16.4</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>22.3</td>
<td>20.8</td>
<td>18.7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>23.9</td>
<td>19.0</td>
<td>17.8</td>
</tr>
<tr>
<td>Science</td>
<td>20.1</td>
<td>19.1</td>
<td>18.8</td>
</tr>
<tr>
<td>Social Studies</td>
<td>20.2</td>
<td>19.9</td>
<td>19.3</td>
</tr>
<tr>
<td>Staff Information</td>
<td>Count/Average</td>
<td>Percent</td>
<td>District</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>Total Staff</td>
<td>82.9</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Professional Staff:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>73.0</td>
<td>88.1%</td>
<td>64.2%</td>
</tr>
<tr>
<td>Professional Support</td>
<td>62.0</td>
<td>74.8%</td>
<td>47.8%</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>5.0</td>
<td>6.0%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Educational Aides:</td>
<td>6.0</td>
<td>7.2%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Total Minority Staff:</td>
<td>73.9</td>
<td>89.2%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Librarians &amp; Counselors (Headcount):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarians</td>
<td>0.0</td>
<td>n/a</td>
<td>169.0</td>
</tr>
<tr>
<td>Part-time</td>
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<td>6.0</td>
</tr>
<tr>
<td>Counselors</td>
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</tr>
<tr>
<td>Full-time</td>
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<td>n/a</td>
<td>414.0</td>
</tr>
<tr>
<td>Part-time</td>
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<td>n/a</td>
<td>4.0</td>
</tr>
<tr>
<td>Total Minority Staff:</td>
<td>73.9</td>
<td>89.2%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Teachers by Ethnicity and Sex:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>46.0</td>
<td>74.2%</td>
<td>33.5%</td>
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<tr>
<td>Hispanic</td>
<td>8.0</td>
<td>12.9%</td>
<td>31.7%</td>
</tr>
<tr>
<td>White</td>
<td>6.0</td>
<td>9.7%</td>
<td>28.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.0</td>
<td>3.2%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.0</td>
<td>0.0%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Males</td>
<td>23.0</td>
<td>37.1%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Females</td>
<td>39.0</td>
<td>62.9%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Teachers by Highest Degree Held:</td>
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</tr>
<tr>
<td>No Degree</td>
<td>2.0</td>
<td>3.2%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>41.0</td>
<td>66.1%</td>
<td>70.7%</td>
</tr>
<tr>
<td>Masters</td>
<td>18.0</td>
<td>29.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1.0</td>
<td>1.6%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Teachers by Years of Experience:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>8.0</td>
<td>12.9%</td>
<td>8.1%</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>28.0</td>
<td>45.2%</td>
<td>35.3%</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>5.0</td>
<td>8.1%</td>
<td>18.1%</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>14.0</td>
<td>22.6%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Over 20 Years Experience</td>
<td>7.0</td>
<td>11.3%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Number of Students per Teacher</td>
<td>15.9</td>
<td>n/a</td>
<td>15.4</td>
</tr>
<tr>
<td>Staff Information</td>
<td>Campus</td>
<td>District</td>
<td>State</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>--------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>Experience of Campus Leadership:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Years Experience of Principals</td>
<td>6.0</td>
<td>6.1</td>
<td>6.2</td>
</tr>
<tr>
<td>Average Years Experience of Principals with District</td>
<td>6.0</td>
<td>5.8</td>
<td>5.3</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals</td>
<td>3.0</td>
<td>4.6</td>
<td>5.3</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals with District</td>
<td>2.7</td>
<td>4.3</td>
<td>4.7</td>
</tr>
<tr>
<td>Average Years Experience of Teachers:</td>
<td>8.4</td>
<td>10.0</td>
<td>11.1</td>
</tr>
<tr>
<td>Average Years Experience of Teachers with District:</td>
<td>6.6</td>
<td>7.7</td>
<td>7.2</td>
</tr>
<tr>
<td>Average Teacher Salary by Years of Experience (regular duties only):</td>
<td></td>
<td></td>
<td></td>
</tr>
<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>$55,176</td>
<td>$56,667</td>
<td>$52,823</td>
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<tr>
<td>6-10 Years Experience</td>
<td>$55,576</td>
<td>$61,464</td>
<td>$55,756</td>
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<tr>
<td>11-20 Years Experience</td>
<td>$59,934</td>
<td>$63,019</td>
<td>$59,308</td>
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<tr>
<td>Over 20 Years Experience</td>
<td>$64,902</td>
<td>$66,464</td>
<td>$65,449</td>
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<tr>
<td>Average Actual Salaries (regular duties only):</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>$57,229</td>
<td>$60,146</td>
<td>$57,091</td>
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<tr>
<td>Professional Support</td>
<td>$70,183</td>
<td>$76,337</td>
<td>$67,352</td>
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<tr>
<td>Campus Administration (School Leadership)</td>
<td>$79,577</td>
<td>$81,806</td>
<td>$82,512</td>
</tr>
<tr>
<td>Instructional Staff Percent:</td>
<td>n/a</td>
<td>62.8%</td>
<td>64.6%</td>
</tr>
<tr>
<td>Contracted Instructional Staff (not incl. above):</td>
<td>0.0</td>
<td>0.0</td>
<td>6,309.0</td>
</tr>
</tbody>
</table>
### Program Information

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/ESL Education</td>
<td>10.8</td>
<td>17.4%</td>
<td>3.9%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>1.0</td>
<td>1.6%</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>3.3</td>
<td>5.3%</td>
<td>2.7%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Regular Education</td>
<td>33.1</td>
<td>53.3%</td>
<td>74.6%</td>
<td>70.9%</td>
</tr>
<tr>
<td>Special Education</td>
<td>11.0</td>
<td>17.7%</td>
<td>9.8%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Other</td>
<td>2.9</td>
<td>4.7%</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.

-1 Indicates results are masked due to small numbers to protect student confidentiality.

-2 When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

-3 Indicates there are no students in the group.

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

-?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report**