

Guidelines

2018–19 Texas Academic Performance Report

December 2019

The intent of these guidelines is to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code, §61.1022.

TEC, §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report."

Statute requires that each district's board of trustees hold a public hearing to discuss the district's annual report within 90 days of receiving the PDF TAPR; however, because this year's release date coincides with the start of winter break for many districts, the 90 day count will begin on the first day the district returns from winter break. Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places.

- 1. Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online TAPR system as well, but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, district accreditation status, each campus awarded a distinction designation or rated *F*, the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, and information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB). Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in late spring. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

- 2. PEIMS Financial Standard Reports (2017–18 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

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3. **District Accreditation Status** Each district's annual report must include the 2018–19 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>. The report must also include any campuses that earned a distinction designation or was rated *F*.
4. **Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus's progress toward meeting those objectives must be included in the district's annual report.
5. **Special Education Determination Status** (*district PDF TAPR only*) The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.
6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:
 - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

For more information about the report of violent or criminal incidents, please see the Safe and Healthy Schools website at

[http://tea.texas.gov/Texas Schools/Safe and Healthy Schools/](http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/).

7. **Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

The Texas Higher Education Coordinating Board (THECB) publishes a report listing this information for each high school in Texas (sorted by county and district) on its website at <http://www.txhighereddata.org/index.cfm?objectid=B299B000-3F79-11E9-B09D0050560100A9>. The report is titled *Report of 2016–2017 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2018*. The first page explains the purpose of the report and data calculation methods.

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If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

8. **Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR; however, because this year's release date coincides with the start of winter break for many districts, the 90 day count will begin on the first day the district returns from winter break. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.
9. **Accessing the PDF TAPR** The TAPR is available through TEAL Accountability (<https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet>) or the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

TEAL Accountability is for district use only and provides basic materials districts need to meet the legal requirements related to TAPR.

10. **Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.
11. **Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2018–19 TAPR.

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12. Data Modification By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct TSDS PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.

13. Summary Report In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.

14. Common Questions Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists sources for data in the TAPR, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.

- **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
- **PDF and System Data Sources** Although the online TAPR system will be updated as new data become available, the TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
- **The Accountability Subset** The PDF TAPR includes the STAAR results of only those students enrolled in the campus or district as of October 26, 2018 (for the spring 2019 test). See the *TAPR Glossary* or the [2019 Accountability Manual](#) for a more complete explanation of the accountability subset criteria.
- **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/masking.html>.

15. Recommended Meetings Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

2018-19 Texas Academic Performance Report

District Name: **KRUM ISD**

District Number: **061905**

2019 Accountability Rating: **B**

2019 Special Education Determination Status:

Meets Requirements

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

District Name: KRUM ISD
County Name: DENTON
District Number: 061905

	Region		African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		Econ Disadv	EL (Current & Monitored)
	State	11	District																					
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																								
Grade 3 Reading At Approaches Grade Level or Above	2019	76%	77%	71%	*	53%	81%	-	*	-	-	86%	48%	*					71%	75%		55%	42%	
	2018	77%	79%	78%	*	72%	80%	-	*	-	-	*	61%	86%					78%	73%		70%	77%	
	2019	45%	46%	38%	*	25%	46%	-	-	-	-	29%	12%	*					37%	42%		20%	16%	
	2018	43%	46%	30%	*	20%	34%	-	*	-	-	*	13%	29%					31%	27%		20%	19%	
	2019	27%	29%	18%	*	16%	20%	-	-	-	-	14%	3%	*					17%	25%		13%	5%	
Grade 3 Mathematics At Approaches Grade Level or Above	2018	25%	27%	19%	*	8%	23%	-	*	-	-	*	13%	29%					20%	13%		7%	4%	
	2019	79%	79%	71%	*	57%	78%	-	-	-	-	100%	58%	*					71%	71%		62%	32%	
	2018	78%	78%	68%	*	52%	75%	-	*	-	-	*	30%	86%					68%	68%		53%	46%	
	2019	49%	49%	34%	*	18%	42%	-	-	-	-	57%	15%	*					34%	33%		23%	16%	
	2018	47%	47%	37%	*	20%	43%	-	-	-	-	*	17%	57%					39%	26%		23%	12%	
Grade 4 Reading At Approaches Grade Level or Above	2019	25%	25%	13%	*	6%	18%	-	-	-	-	0%	3%	*					12%	17%		8%	0%	
	2018	23%	23%	11%	*	4%	14%	-	*	-	-	*	9%	14%					12%	10%		9%	4%	
	2019	75%	75%	69%	*	58%	74%	-	*	-	-	*	38%	71%					72%	57%		56%	65%	
	2018	73%	75%	79%	*	60%	88%	-	*	-	-	*	39%	*					77%	86%		74%	58%	
	2019	44%	45%	39%	*	28%	45%	-	*	-	-	*	19%	57%					41%	32%		20%	26%	
Grade 4 Mathematics At Approaches Grade Level or Above	2018	46%	49%	47%	*	31%	52%	-	*	-	-	*	17%	*					41%	63%		41%	26%	
	2019	22%	23%	20%	*	10%	25%	-	*	-	-	*	5%	29%					24%	8%		8%	9%	
	2018	24%	26%	21%	*	11%	24%	-	*	-	-	*	6%	*					19%	26%		16%	0%	
	2019	75%	75%	60%	*	50%	63%	-	*	-	-	*	36%	71%					63%	49%		44%	52%	
	2018	78%	79%	82%	*	69%	89%	-	*	-	-	*	28%	*					80%	88%		74%	68%	
Grade 5 Reading At Approaches Grade Level or Above	2019	48%	47%	29%	*	12%	37%	-	*	-	-	*	14%	57%					31%	22%		10%	13%	
	2018	49%	49%	46%	*	33%	50%	-	*	-	-	*	17%	*					43%	53%		39%	32%	
	2019	28%	28%	13%	*	4%	17%	-	*	-	-	*	0%	29%					11%	19%		5%	4%	
	2018	27%	27%	22%	*	18%	23%	-	*	-	-	*	6%	*					19%	28%		18%	11%	
	2019	67%	67%	59%	*	49%	62%	-	*	-	-	*	29%	71%					63%	47%		41%	48%	
Grade 5 Mathematics At Approaches Grade Level or Above	2018	63%	64%	56%	*	41%	60%	-	*	-	-	*	22%	*					52%	65%		48%	44%	
	2019	35%	36%	24%	*	12%	29%	-	*	-	-	*	0%	29%					25%	17%		22%	17%	
	2018	39%	41%	31%	*	18%	35%	-	*	-	-	*	0%	*					29%	35%		20%	11%	
	2019	11%	11%	4%	*	0%	6%	-	*	-	-	*	0%	14%					4%	3%		0%	0%	
	2018	11%	12%	8%	*	9%	7%	-	*	-	-	*	0%	*					9%	7%		7%	6%	
Grade 5 Reading ^a At Approaches Grade Level or Above	2019	86%	87%	93%	*	88%	96%	-	*	-	-	*	63%	*					90%	98%		88%	83%	
	2018	84%	86%	83%	60%	75%	88%	-	*	-	-	*	50%	76%					84%	80%		72%	71%	
	2019	54%	57%	66%	*	56%	71%	-	*	-	-	*	26%	*					67%	65%		60%	50%	
	2018	54%	56%	46%	40%	31%	51%	-	*	-	-	*	21%	35%					49%	38%		25%	19%	
	2019	54%	56%	46%	40%	31%	51%	-	*	-	-	*	21%	35%					49%	38%		25%	19%	

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

District Name: KRUM ISD
County Name: DENTON
District Number: 061905

	Region		African American				Hispanic		White		American Indian		Pacific Islander	Two or More Races		Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Non-EL (Current & Monitored)	
	State	11	District	American	African	Hispanic	White	Indian	Asian	Pacific Islander	More	Special Ed (Current)	Special Ed (Former)	Enrolled	Enrolled	Disadv	Econ	Disadv	Monitored	6%	5%
At Masters Grade Level	2019	29%	32%	34%	40%	19%	40%	17%	-	-	-	-	-	-	-	21%	18%	33%	37%	31%	6%
2018	26%	28%	16%	40%	40%	14%	17%	17%	-	-	-	-	-	-	-	0%	18%	17%	15%	6%	5%
Grade 5 Mathematics^																					
At Approaches Grade Level or Above	2019	90%	90%	96%	*	93%	98%	*	*	-	*	74%	*	95%	98%	92%	89%				
2018	91%	91%	94%	80%	86%	98%	98%	*	-	-	*	71%	94%	95%	90%	87%	86%				
At Meets Grade Level or Above	2019	58%	58%	70%	*	56%	76%	*	-	-	*	32%	*	65%	78%	60%	50%				
2018	58%	57%	49%	60%	36%	54%	54%	*	-	-	*	14%	41%	50%	48%	34%	33%				
At Masters Grade Level	2019	36%	37%	50%	*	35%	55%	*	-	-	*	16%	*	46%	57%	38%	39%				
2018	30%	29%	21%	20%	11%	24%	24%	*	-	-	*	0%	18%	24%	15%	13%	14%				
Grade 5 Science																					
At Approaches Grade Level or Above	2019	75%	75%	77%	*	60%	85%	*	*	-	*	32%	*	72%	88%	72%	50%				
2018	76%	76%	63%	60%	42%	72%	72%	*	-	-	*	31%	69%	65%	58%	49%	32%				
At Meets Grade Level or Above	2019	49%	50%	56%	*	37%	64%	*	-	-	*	21%	*	51%	65%	49%	11%				
2018	41%	42%	26%	0%	17%	31%	31%	*	-	-	*	15%	38%	29%	16%	16%	9%				
At Masters Grade Level	2019	24%	25%	29%	*	14%	36%	*	-	-	*	5%	*	30%	25%	20%	0%				
2018	17%	17%	8%	0%	3%	11%	11%	*	-	-	*	8%	13%	10%	3%	4%	0%				
Grade 6 Reading																					
At Approaches Grade Level or Above	2019	68%	71%	63%	*	54%	69%	*	-	-	*	31%	54%	61%	66%	54%	48%				
2018	69%	72%	71%	63%	68%	74%	74%	-	-	-	67%	30%	78%	70%	73%	61%	67%				
At Meets Grade Level or Above	2019	37%	40%	28%	*	17%	34%	-	-	-	*	19%	34%	29%	27%	13%	13%				
2018	39%	42%	36%	36%	21%	45%	45%	-	-	-	17%	15%	44%	38%	31%	21%	17%				
At Masters Grade Level	2019	18%	19%	14%	*	7%	18%	-	-	-	*	6%	23%	13%	18%	4%	0%				
2018	19%	21%	15%	15%	14%	16%	16%	-	-	-	0%	7%	22%	17%	10%	12%	13%				
Grade 6 Mathematics																					
At Approaches Grade Level or Above	2019	81%	82%	86%	*	78%	91%	*	-	-	*	50%	85%	90%	77%	79%	74%				
2018	77%	79%	85%	86%	80%	88%	88%	-	-	-	100%	61%	89%	87%	80%	77%	80%				
At Meets Grade Level or Above	2019	47%	49%	58%	*	46%	63%	*	-	-	*	19%	46%	60%	52%	54%	48%				
2018	44%	47%	51%	51%	39%	58%	58%	-	-	-	33%	14%	56%	52%	47%	32%	33%				
At Masters Grade Level	2019	21%	23%	21%	*	17%	23%	-	-	-	*	0%	15%	22%	18%	13%	17%				
2018	18%	20%	22%	22%	16%	26%	26%	-	-	-	17%	7%	22%	20%	29%	13%	10%				
Grade 7 Reading																					
At Approaches Grade Level or Above	2019	76%	78%	70%	*	63%	75%	*	-	-	57%	21%	86%	72%	62%	61%	58%				
2018	74%	77%	70%	60%	61%	73%	73%	*	-	-	*	18%	43%	72%	63%	57%	53%				
At Meets Grade Level or Above	2019	49%	52%	44%	*	39%	48%	*	-	-	14%	14%	71%	43%	44%	29%	32%				
2018	48%	52%	48%	40%	47%	47%	47%	*	-	-	*	6%	14%	48%	47%	33%	33%				
At Masters Grade Level	2019	29%	32%	26%	*	27%	27%	-	-	-	14%	7%	43%	28%	22%	18%	23%				
2018	29%	32%	20%	0%	19%	21%	21%	*	-	-	*	0%	0%	19%	21%	12%	13%				
Grade 7 Mathematics																					
At Approaches Grade Level or Above	2019	75%	74%	67%	*	63%	72%	*	-	-	43%	24%	100%	70%	58%	60%	55%				
2018	72%	72%	70%	50%	62%	74%	74%	*	-	-	*	36%	88%	72%	66%	59%	53%				
At Meets Grade Level or Above	2019	43%	41%	41%	*	34%	45%	-	-	-	29%	17%	57%	41%	40%	25%	26%				
2018	40%	39%	37%	17%	31%	42%	42%	*	-	-	*	18%	13%	38%	36%	25%	29%				
At Masters Grade Level	2019	17%	15%	14%	*	9%	18%	-	-	-	0%	3%	43%	14%	16%	9%	6%				

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

District Name: KRUM ISD
County Name: DENTON
District Number: 061905

	Region 11		African American		Hispanic	White	American Indian		Pacific Islander	Two or More Races		Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	State	2018	District	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018
Grade 7 Writing	18%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%
At Approaches Grade Level or Above	70%	72%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%
At Meets Grade Level or Above	69%	73%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%
At Masters Grade Level	42%	45%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%
At Masters Grade Level	43%	48%	43%	43%	43%	43%	43%	43%	43%	43%	43%	43%	43%	43%	43%	43%	43%
At Masters Grade Level	18%	20%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%
At Masters Grade Level	15%	17%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%
Grade 8 Reading	86%	87%	84%	84%	84%	84%	84%	84%	84%	84%	84%	84%	84%	84%	84%	84%	84%
At Approaches Grade Level or Above	86%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%
At Meets Grade Level or Above	55%	57%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%
At Masters Grade Level	49%	52%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
At Masters Grade Level	28%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%
At Masters Grade Level	27%	29%	28%	28%	28%	28%	28%	28%	28%	28%	28%	28%	28%	28%	28%	28%	28%
Grade 8 Mathematics	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%
At Approaches Grade Level or Above	86%	86%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%	82%
At Meets Grade Level or Above	57%	51%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%	48%
At Masters Grade Level	17%	17%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%
At Masters Grade Level	15%	15%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%
Grade 8 Science	81%	82%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%
At Approaches Grade Level or Above	76%	78%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%
At Meets Grade Level or Above	51%	53%	43%	43%	43%	43%	43%	43%	43%	43%	43%	43%	43%	43%	43%	43%	43%
At Masters Grade Level	25%	27%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%
At Masters Grade Level	28%	30%	26%	26%	26%	26%	26%	26%	26%	26%	26%	26%	26%	26%	26%	26%	26%
Grade 8 Social Studies	69%	70%	68%	68%	68%	68%	68%	68%	68%	68%	68%	68%	68%	68%	68%	68%	68%
At Approaches Grade Level or Above	65%	68%	58%	58%	58%	58%	58%	58%	58%	58%	58%	58%	58%	58%	58%	58%	58%
At Meets Grade Level or Above	37%	39%	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%
At Masters Grade Level	21%	22%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%
At Masters Grade Level	21%	23%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%
End of Course English I	68%	71%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%
At Approaches Grade Level or Above	65%	69%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%
At Meets Grade Level or Above	50%	54%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%
At Masters Grade Level	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%
At Masters Grade Level	7%	7%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%

District Name: KRUM ISD
County Name: DENTON
District Number: 061905

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

	State	Region T1	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English II															
At Approaches Grade Level or Above	2019 68%	71%	80%	*	70%	85%	*	*	*	44%	*	81%	76%	70%	43%
	2018 67%	71%	78%	40%	73%	81%	*	-	*	17%	-	80%	73%	65%	33%
At Meets Grade Level or Above	2019 49%	53%	51%	*	54%	65%	*	*	*	33%	*	53%	41%	43%	7%
	2018 48%	53%	61%	40%	51%	65%	*	-	*	6%	-	62%	59%	48%	11%
At Masters Grade Level	2019 8%	9%	6%	*	5%	6%	*	*	*	7%	-	7%	3%	6%	0%
	2018 8%	9%	5%	20%	4%	5%	*	-	*	0%	-	6%	4%	3%	0%
End of Course Algebra I															
At Approaches Grade Level or Above	2019 85%	85%	87%	*	86%	88%	*	*	*	56%	*	87%	89%	82%	78%
	2018 83%	85%	89%	83%	86%	92%	*	*	80%	58%	90%	92%	81%	84%	85%
At Meets Grade Level or Above	2019 61%	62%	61%	*	59%	65%	*	*	*	19%	*	61%	62%	50%	43%
	2018 55%	58%	49%	33%	37%	56%	*	*	40%	13%	80%	50%	44%	38%	26%
At Masters Grade Level	2019 37%	38%	30%	*	35%	30%	*	*	*	4%	*	27%	36%	27%	26%
	2018 32%	31%	29%	17%	12%	37%	*	*	20%	8%	40%	30%	26%	17%	11%
End of Course Biology															
At Approaches Grade Level or Above	2019 88%	90%	93%	*	87%	96%	*	*	*	73%	*	94%	90%	85%	86%
	2018 87%	89%	95%	67%	92%	97%	*	-	100%	83%	*	95%	95%	89%	84%
At Meets Grade Level or Above	2019 62%	66%	69%	*	53%	80%	*	*	*	30%	*	68%	72%	44%	38%
	2018 59%	63%	74%	50%	68%	77%	*	-	89%	56%	*	75%	70%	62%	64%
At Masters Grade Level	2019 25%	28%	31%	*	19%	38%	*	*	*	7%	*	28%	35%	15%	14%
	2018 24%	26%	30%	33%	19%	35%	*	-	44%	11%	*	33%	19%	24%	16%
End of Course U.S. History															
At Approaches Grade Level or Above	2019 93%	94%	98%	*	97%	99%	*	*	*	57%	-	98%	100%	95%	83%
	2018 92%	93%	95%	60%	94%	96%	-	-	*	57%	*	97%	87%	86%	83%
At Meets Grade Level or Above	2019 73%	76%	83%	*	79%	85%	*	*	*	29%	-	85%	71%	79%	67%
	2018 70%	74%	76%	60%	64%	81%	-	-	*	29%	-	79%	65%	56%	67%
At Masters Grade Level	2019 45%	48%	48%	*	47%	47%	*	-	*	0%	-	49%	38%	44%	33%
	2018 40%	44%	35%	40%	22%	40%	-	-	*	14%	-	38%	23%	25%	0%
All Grades All Subjects															
At Approaches Grade Level or Above	2019 78%	79%	77%	61%	68%	82%	100%	*	82%	43%	74%	77%	76%	67%	61%
	2018 77%	79%	78%	61%	69%	82%	100%	*	78%	40%	75%	79%	75%	67%	63%
At Meets Grade Level or Above	2019 50%	52%	48%	30%	37%	55%	80%	*	38%	17%	47%	48%	48%	35%	27%
	2018 48%	51%	46%	38%	35%	51%	83%	*	54%	18%	41%	47%	44%	33%	26%
At Masters Grade Level	2019 24%	25%	21%	20%	15%	24%	50%	*	13%	4%	21%	20%	22%	14%	10%
	2018 22%	23%	18%	17%	12%	20%	42%	*	16%	6%	15%	18%	16%	11%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019 75%	77%	77%	62%	66%	83%	50%	*	76%	41%	63%	77%	75%	66%	60%
	2018 74%	76%	78%	62%	71%	81%	38%	*	79%	36%	76%	79%	74%	68%	65%
At Meets Grade Level or Above	2019 48%	51%	48%	38%	37%	54%	68%	*	35%	19%	46%	49%	45%	33%	26%
	2018 46%	50%	44%	34%	34%	51%	56%	*	59%	16%	38%	47%	45%	33%	22%
At Masters Grade Level	2019 21%	22%	19%	28%	14%	22%	0%	*	15%	6%	24%	19%	20%	13%	9%
	2018 19%	21%	16%	18%	11%	17%	22%	*	9%	5%	16%	16%	14%	9%	7%

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

District Name: KRUM ISD
County Name: DENTON
District Number: 061905

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

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

District Name: KRUM ISD
 County Name: DENTON
 District Number: 061905

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	60	59	*	62	59	-	*	-	*	43	75	62	50	58	81
	2018	63	64	69	*	78	66	*	*	-	*	75	*	68	72	74	77
	2019	65	65	48	*	49	47	-	*	-	*	43	79	48	50	53	67
	2018	65	66	72	*	70	73	*	*	-	*	56	*	73	69	69	56
Grade 5 ELA/Reading	2019	81	81	84	*	78	86	*	*	-	*	83	*	86	80	86	75
	2018	80	80	80	40	83	81	*	-	-	*	79	84	83	71	72	77
	2019	83	83	93	*	86	95	*	*	-	*	94	*	91	96	89	83
	2018	81	80	81	60	89	81	*	-	-	*	82	81	83	78	83	85
Grade 6 ELA/Reading	2019	42	44	37	*	31	40	*	-	-	*	33	35	37	38	24	25
	2018	47	49	38	*	35	39	-	*	-	25	29	50	38	36	35	40
	2019	54	58	64	*	63	65	*	-	-	*	37	46	70	50	57	61
	2018	56	61	66	*	66	67	-	*	-	67	66	67	67	65	64	75
Grade 7 ELA/Reading	2019	77	78	70	*	71	72	*	-	-	50	43	79	71	69	67	62
	2018	76	76	69	50	72	70	*	-	-	*	59	43	68	73	67	80
	2019	63	61	42	*	38	47	*	-	-	14	22	64	42	43	37	37
	2018	67	66	55	42	60	55	*	-	-	*	52	63	54	60	59	56
Grade 8 ELA/Reading	2019	77	77	78	90	74	80	*	-	-	*	76	*	80	72	82	74
	2018	79	78	74	*	84	72	-	-	-	*	69	81	71	81	80	75
	2019	84	81	88	80	88	89	*	-	-	*	73	*	88	91	90	92
	2018	81	75	74	*	76	75	-	-	-	*	61	*	73	76	72	79
End of Course English II	2019	69	69	64	*	64	63	*	*	*	*	60	*	62	77	61	60
	2018	67	66	70	*	59	74	*	*	-	*	*	-	73	63	63	57
End of Course Algebra I	2019	75	76	72	*	70	74	*	-	-	*	32	*	71	76	62	61
	2018	72	74	65	60	61	68	-	-	*	40	38	80	64	66	61	52
All Grades Both Subjects	2019	69	69	66	68	64	68	59	90	*	52	52	62	66	66	64	62
	2018	69	70	67	53	68	68	58	100	*	51	59	73	67	67	66	66
All Grades ELA/Reading	2019	68	68	66	67	64	67	50	*	*	57	56	60	67	65	64	61
	2018	69	69	66	53	66	67	57	100	-	45	59	70	66	66	64	65
All Grades Mathematics	2019	70	70	66	69	63	68	70	*	-	48	48	65	66	67	63	63
	2018	70	70	68	54	69	69	60	*	*	57	58	75	68	68	67	67

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

District Name: KRUM ISD
 County Name: DENTON
 District Number: 061905

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students													
Sum of Grades 4-8													
Reading	2019 41%	41%	39%	33%	28%	47%	*	-	-	*	16%	34%	27%
Mathematics	2018 38%	39%	42%	*	38%	47%	*	-	-	*	22%	40%	37%
	2019 45%	44%	43%	33%	43%	43%	*	-	-	*	32%	42%	39%
	2018 47%	46%	46%	*	42%	53%	*	-	-	*	24%	41%	46%
Student Success Initiative													
Grade 5 Reading													
Students Meeting Approaches Grade Level on First STAAR Administration	2019 78%	80%	84%	*	74%	89%	*	-	-	*	47%	75%	73%
Students Requiring Accelerated Instruction	2019 22%	20%	16%	*	26%	11%	*	-	-	*	53%	25%	27%
STAAR Cumulative Met Standard	2019 86%	87%	93%	*	88%	96%	*	-	-	*	63%	88%	80%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018 97%	98%	94%	*	100%	88%	-	-	-	-	*	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)	2019 9%	10%	18%	*	13%	33%	-	-	-	*	0%	13%	0%
Promoted to Grade 6	2019 63%	61%	*	-	-	*	-	-	-	-	-	*	-
Retained in Grade 5													
Grade 5 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration	2019 83%	84%	94%	*	93%	95%	*	-	-	*	63%	89%	87%
Students Requiring Accelerated Instruction	2019 17%	16%	6%	*	7%	5%	*	-	-	*	37%	11%	13%
STAAR Cumulative Met Standard	2019 90%	90%	96%	*	93%	98%	*	-	-	*	74%	92%	87%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018 97%	97%	100%	*	*	*	-	-	-	-	*	*	*
STAAR Met Standard (Non-Proficient in Previous Year)	2019 24%	25%	38%	*	*	*	-	-	-	*	*	*	*
Promoted to Grade 6													
Grade 8 Reading													
Students Meeting Approaches Grade Level on First STAAR Administration	2019 78%	80%	76%	60%	68%	78%	*	-	-	*	33%	66%	45%
Students Requiring Accelerated Instruction	2019 22%	20%	24%	40%	32%	22%	*	-	-	*	67%	34%	55%
STAAR Cumulative Met Standard	2019 85%	87%	84%	80%	74%	87%	*	-	-	*	43%	75%	55%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018 99%	99%	100%	-	*	*	-	-	-	*	*	*	*
STAAR Met Standard (Non-Proficient in Previous Year)	2019 13%	15%	17%	-	*	*	-	-	-	*	*	*	*
Promoted to Grade 9													
Grade 8 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration	2019 82%	83%	83%	80%	78%	85%	-	-	-	*	43%	74%	82%
Students Requiring Accelerated Instruction													

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

District Name: KRUM ISD
 County Name: DENTON
 District Number: 061905

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019	18%	17%	17%	20%	22%	15%	-	-	-	*	57%	26%	18%
STAAR Cumulative Met Standard													
2019	88%	88%	88%	80%	84%	90%	-	-	-	*	57%	83%	82%
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	98%	99%	100%	-	*	*	-	-	-	*	*	*	*
STAAR Met Standard (Non-Proficient in Previous Year)													
2019	50%	53%	57%	-	*	*	-	-	-	*	*	*	*
Promoted to Grade 9													

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

District Name: KRUMISD
 County Name: DENTON
 District Number: 061905

STAAR Performance Rate by Subject and Performance Level		State	Region 11	District	Bilingual Education		BE-Trans	BE-Dual	BE-Dual	ESL	ESL	ESL	LEP No	LEP with	Total
					Early Exit	Late Exit	Two-Way	One-Way	ESL	Content	Pull-Out	Services	Services	EL	EL
All Grades All Subjects	At Approaches Grade Level or Above	2019	78%	79%	77%	55%	-	55%	-	50%	46%	50%	40%	51%	51%
		2018	77%	79%	78%	61%	-	61%	-	47%	-	47%	-	52%	52%
	At Meets Grade Level or Above	2019	50%	52%	48%	21%	-	21%	-	15%	18%	15%	0%	17%	17%
		2018	48%	51%	46%	18%	-	18%	-	12%	-	12%	-	14%	14%
	At Masters Grade Level	2019	24%	25%	21%	6%	-	6%	-	4%	0%	4%	0%	5%	5%
		2018	22%	23%	18%	6%	-	6%	-	2%	2%	2%	-	4%	4%
All Grades ELA/Reading	At Approaches Grade Level or Above	2019	75%	77%	77%	64%	-	64%	-	46%	45%	46%	*	52%	52%
		2018	74%	76%	78%	72%	-	72%	-	43%	43%	-	-	54%	54%
	At Meets Grade Level or Above	2019	48%	51%	48%	27%	-	27%	-	10%	18%	9%	*	16%	16%
		2018	46%	50%	46%	21%	-	21%	-	10%	-	-	-	14%	14%
	At Masters Grade Level	2019	21%	22%	19%	5%	-	5%	-	4%	0%	5%	*	4%	4%
		2018	19%	21%	16%	5%	-	5%	-	3%	3%	-	-	4%	4%
All Grades Mathematics	At Approaches Grade Level or Above	2019	82%	82%	79%	55%	-	55%	-	58%	44%	60%	*	57%	57%
		2018	81%	82%	82%	63%	-	63%	-	61%	61%	-	-	62%	62%
	At Meets Grade Level or Above	2019	52%	52%	49%	25%	-	25%	-	21%	0%	24%	*	22%	22%
		2018	50%	50%	45%	19%	-	19%	-	14%	14%	-	-	16%	16%
	At Masters Grade Level	2019	26%	27%	21%	11%	-	11%	-	6%	0%	6%	*	8%	8%
		2018	24%	24%	19%	9%	-	9%	-	2%	2%	-	-	5%	5%
All Grades Writing	At Approaches Grade Level or Above	2019	68%	70%	63%	47%	-	47%	-	26%	*	21%	*	35%	34%
		2018	66%	69%	61%	46%	-	46%	-	27%	27%	-	-	36%	36%
	At Meets Grade Level or Above	2019	38%	40%	32%	6%	-	6%	-	13%	*	5%	*	10%	10%
		2018	41%	45%	37%	15%	-	15%	-	7%	7%	-	-	11%	11%
	At Masters Grade Level	2019	14%	16%	10%	0%	-	0%	-	0%	*	0%	*	0%	0%
		2018	13%	15%	11%	8%	-	8%	-	7%	7%	-	-	7%	7%
All Grades Science	At Approaches Grade Level or Above	2019	81%	83%	81%	33%	-	33%	-	59%	*	58%	-	51%	51%
		2018	80%	81%	79%	20%	-	20%	-	40%	40%	-	-	34%	34%
	At Meets Grade Level or Above	2019	54%	57%	57%	8%	-	8%	-	15%	*	13%	-	13%	13%
		2018	51%	53%	52%	10%	-	10%	-	12%	12%	-	-	11%	11%
	At Masters Grade Level	2019	25%	27%	25%	0%	-	0%	-	0%	*	0%	-	0%	0%
		2018	23%	25%	22%	0%	-	0%	-	0%	0%	-	-	0%	0%
All Grades Social Studies	At Approaches Grade Level or Above	2019	81%	82%	82%	-	-	-	-	50%	*	53%	-	50%	50%
		2018	78%	81%	77%	-	-	-	-	30%	-	-	-	30%	30%
	At Meets Grade Level or Above	2019	55%	57%	54%	-	-	-	-	19%	*	20%	-	19%	19%
		2018	53%	57%	49%	-	-	-	-	20%	-	-	-	20%	20%
	At Masters Grade Level	2019	33%	35%	28%	-	-	-	-	6%	*	7%	-	6%	6%
		2018	31%	34%	22%	-	-	-	-	0%	0%	-	-	0%	0%
School Progress Domain - Academic Growth Score	All Grades Both Subjects	2019	69%	69%	66%	71%	-	71%	-	52%	82%	48%	*	57%	57%
		2018	69%	70%	67%	66%	-	66%	-	69%	69%	-	-	68%	68%
	All Grades ELA/Reading	2019	68%	68%	66%	70%	-	70%	-	52%	86%	48%	*	57%	57%
		2018	69%	69%	66%	65%	-	65%	-	73%	73%	-	-	72%	72%
	All Grades Mathematics	2019	70%	70%	66%	72%	-	72%	-	51%	79%	47%	*	57%	57%
		2018	70%	70%	68%	67%	-	67%	-	65%	65%	-	-	66%	66%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)		2019	41%	41%	39%	60%	-	60%	-	20%	*	19%	-	27%	27%

District Name: KRUM ISD
 County Name: DENTON
 District Number: 061905

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

	State	Region 11	District	Bilingual BE-Trans				BE-Dual Two-Way One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
				Education	Early	Exit	Late							
Mathematics	2018	38%	39%	42%	*	-	-	*	39%	39%	-	-	37%	37%
	2019	45%	44%	43%	40%	-	-	40%	40%	50%	36%	*	40%	39%
	2018	47%	46%	46%	*	-	-	*	48%	48%	-	-	46%	46%

District Name: KRUM ISD
County Name: DENTON
District Number: 061905

TEA | Governance and Accountability | Performance Reporting

District Name: KRUM ISD
County Name: DENTON
District Number: 061905

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.5%	95.9%	96.6%	95.8%	95.9%	93.1%	97.8%	*	96.4%	95.2%	95.3%	96.5%
2016-17	95.7%	95.8%	96.6%	97.8%	96.6%	96.6%	96.5%	97.1%	*	96.6%	96.0%	96.3%	97.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	1.9%	1.4%	1.1%	0.0%	2.1%	0.9%	*	*	-	0.0%	5.9%	2.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	90.6%	100.0%	*	100.0%	100.0%	*	-	-	100.0%	100.0%	100.0%	*
Received TxCHSE	0.4%	0.5%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	3.8%	4.2%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	5.7%	4.7%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	91.1%	100.0%	*	100.0%	100.0%	*	-	-	100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	94.3%	95.3%	100.0%	*	100.0%	100.0%	*	-	-	100.0%	100.0%	100.0%	*
Class of 2017													
Graduated	89.7%	90.5%	95.7%	*	88.2%	98.0%	*	-	-	*	77.8%	90.2%	*
Received TxCHSE	0.4%	0.4%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	4.0%	4.3%	1.4%	*	2.9%	1.0%	*	-	-	*	11.1%	2.4%	*
Dropped Out	5.9%	4.7%	2.9%	*	8.8%	1.0%	*	-	-	*	11.1%	7.3%	*
Graduates and TxCHSE	90.1%	90.9%	95.7%	*	88.2%	98.0%	*	-	-	*	77.8%	90.2%	*
Graduates, TxCHSE, and Continuers	94.1%	95.3%	97.1%	*	91.2%	99.0%	*	-	-	*	88.9%	92.7%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	93.2%	97.1%	*	91.2%	99.0%	*	-	-	*	88.9%	92.7%	*
Received TxCHSE	0.6%	0.6%	0.7%	*	2.9%	0.0%	*	-	-	*	0.0%	2.4%	*
Continued HS	1.1%	1.2%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	5.0%	2.1%	*	5.9%	1.0%	*	-	-	*	11.1%	4.9%	*
Graduates and TxCHSE	92.6%	93.8%	97.9%	*	94.1%	99.0%	*	-	-	*	88.9%	95.1%	*
Graduates, TxCHSE, and Continuers	93.7%	95.0%	97.9%	*	94.1%	99.0%	*	-	-	*	88.9%	95.1%	*
Class of 2016													
Graduated	91.6%	92.6%	96.2%	*	100.0%	94.9%	*	-	-	-	100.0%	97.0%	*
Received TxCHSE	0.7%	0.7%	1.5%	*	0.0%	2.0%	*	-	-	-	0.0%	3.0%	*
Continued HS	1.2%	1.4%	0.0%	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	*
Dropped Out	6.6%	5.3%	2.3%	*	0.0%	3.0%	*	-	-	-	0.0%	0.0%	*
Graduates and TxCHSE	92.2%	93.3%	97.7%	*	100.0%	97.0%	*	-	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.4%	94.7%	97.7%	*	100.0%	97.0%	*	-	-	-	100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.3%	96.2%	*	100.0%	94.9%	*	-	-	-	100.0%	97.0%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

District Name: KRUM ISD
County Name: DENTON
District Number: 061905

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.8%	1.5%	*	0.0%	2.0%	*	-	-	-	0.0%	3.0%	*
Continued HS	0.5%	0.7%	0.0%	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	*
Dropped Out	6.6%	5.2%	2.3%	*	0.0%	3.0%	*	-	-	-	0.0%	0.0%	*
Graduates and TxCHSE	92.9%	94.1%	97.7%	*	100.0%	97.0%	*	-	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.4%	94.8%	97.7%	*	100.0%	97.0%	*	-	-	-	100.0%	100.0%	*
Class of 2015													
Graduated	91.8%	92.7%	99.3%	*	100.0%	99.1%	*	-	-	*	100.0%	97.0%	*
Received TxCHSE	1.0%	0.9%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.7%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.7%	5.7%	0.7%	*	0.0%	0.9%	*	-	-	*	0.0%	3.0%	*
Graduates and TxCHSE	92.8%	93.6%	99.3%	*	100.0%	99.1%	*	-	-	*	100.0%	97.0%	*
Graduates, TxCHSE, and Continuers	93.3%	94.3%	99.3%	*	100.0%	99.1%	*	-	-	*	100.0%	97.0%	*
Class of 2017													
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	90.6%	99.3%	*	96.2%	100.0%	*	-	-	100.0%	100.0%	97.4%	*
Class of 2017	89.7%	90.5%	95.0%	*	88.2%	97.0%	*	-	-	*	70.0%	90.2%	*
RHSPDAP Graduates (Longitudinal Rate)													
Class of 2018	68.2%	68.2%	92.1%	*	92.9%	92.4%	*	-	-	-	33.3%	82.9%	*
Class of 2017	88.5%	87.8%		*			*	-	-	*			*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	8.1%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Class of 2017	6.0%	9.9%	0.0%	-	*	0.0%	-	-	-	-			-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	77.7%	96.5%	*	100.0%	96.2%	*	-	-	100.0%	73.3%	91.7%	*
Class of 2017	60.8%	47.6%	100.0%	-	*	100.0%	-	-	-	-	*	*	-
RHSPDAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	85.6%	96.5%	*	100.0%	96.2%	*	-	-	100.0%	73.3%	91.9%	*
Class of 2017	85.9%	84.8%	92.5%	*	93.3%	92.8%	*	-	-	*	42.9%	83.8%	*
RHSPDAP Graduates (Annual Rate)													
2017-18	37.7%	30.9%	*	-	*	91.4%	-	-	-	-	33.3%	81.8%	-
2016-17	87.2%	86.7%	90.6%	*	89.7%		*	-	-	*			*
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	7.9%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2016-17	7.2%	10.2%	0.0%	-	*	0.0%	-	-	-	-	*	*	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	76.9%	95.1%	*	100.0%	94.3%	*	-	-	100.0%	68.8%	87.1%	*
2016-17	56.5%	45.6%	100.0%	-	*	100.0%	-	-	-	-	*	*	-
RHSPDAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	83.7%	94.5%	*	96.2%	94.3%	*	-	-	100.0%	68.8%	84.4%	*
2016-17	84.0%	83.0%	91.2%	*	90.3%	91.9%	*	-	-	*	42.9%	82.4%	*

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

Graduates (2017-18 Annual Graduates)					
	District Count	District Percent	State Count	State Percent	
Total Graduates	145	100.0%	347,893	100.0%	
By Ethnicity:					
African American	3	2.1%	43,502	12.5%	
Hispanic	26	17.9%	173,272	49.8%	
White	106	73.1%	107,052	30.8%	
American Indian	4	2.8%	1,226	0.4%	
Asian	0	0.0%	15,589	4.5%	
Pacific Islander	0	0.0%	528	0.2%	
Two or More Races	6	4.1%	6,724	1.9%	
By Graduation Type:					
Minimum H.S. Program	1	0.7%	5,855	1.7%	
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	3,538	1.0%	
Foundation H.S. Program (No Endorsement)	7	4.8%	49,432	14.2%	
Foundation H.S. Program (Endorsement)	0	0.0%	16,542	4.8%	
Foundation H.S. Program (DLA)	137	94.5%	272,526	78.3%	
Special Education Graduates	16	11.0%	25,962	7.5%	
Economically Disadvantaged Graduates	32	22.1%	166,956	48.0%	
LEP Graduates	1	0.7%	21,359	6.1%	
At-Risk Graduates	36	24.8%	144,805	41.6%	

District Name: KRUM ISD
County Name: DENTON
District Number: 061905

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

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Annual Graduates)													
College, Career, or Military Ready (Annual Graduates)	65.5%	62.8%	63.1%	*	57.7%	63.2%	*	-	-	75.0%	75.0%	40.6%	*
College Ready Graduates ***													
College Ready (Annual Graduates)	50.0%	49.1%	37.9%	*	23.1%	40.6%	*	-	-	50.0%	0.0%	3.1%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts	58.2%	60.3%	50.3%	*	38.5%	50.0%	*	-	-	66.7%	0.0%	18.8%	*
Mathematics	46.0%	45.4%	33.1%	*	19.2%	34.9%	*	-	-	50.0%	6.3%	6.3%	*
Both Subjects	42.1%	43.0%	31.7%	*	19.2%	33.0%	*	-	-	50.0%	0.0%	3.1%	*
Dual Course Credits (Annual Graduates)													
Any Subject	20.7%	16.4%	18.6%	*	11.5%	22.6%	*	-	-	0.0%	0.0%	0.0%	*
2017-18	19.9%	15.0%	25.0%	*	16.1%	28.3%	*	-	-	0.0%	0.0%	2.9%	*
2016-17													
API/B Met Criteria in Any Subject (Annual Graduates)													
Any Subject	20.4%	22.3%	6.9%	*	3.8%	8.5%	*	-	-	0.0%	0.0%	0.0%	*
2017-18	20.1%	22.7%	22.8%	*	29.0%	22.2%	*	-	-	0.0%	0.0%	5.9%	*
2016-17													
Associate's Degree													
Associate's Degree (Annual Graduates)	1.4%	0.4%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2017-18	0.8%	0.1%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2016-17													
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	1.6%	11.0%	*	3.8%	14.2%	*	-	-	0.0%	0.0%	0.0%	*
2016-17													
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)	24.5%	24.5%	34.5%	*	40.4%	32.1%	*	-	-	41.7%	75.0%	39.1%	*
2017-18	28.7%	10.6%	5.9%	*	6.5%	5.6%	*	-	-	0.0%	7.1%	10.3%	*
2016-17													
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.4%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2016-17	2.7%	1.9%	1.5%	*	3.2%	1.0%	*	-	-	0.0%	0.0%	5.9%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.9%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2016-17	1.0%	0.7%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	31.7%	43.4%	*	53.8%	39.6%	*	-	-	50.0%	31.3%	37.5%	*
2016-17	17.3%	12.5%	10.3%	*	9.7%	10.1%	*	-	-	0.0%	14.3%	14.7%	*

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

District Name: KRUM ISD
 County Name: DENTON
 District Number: 061905

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.5%	7.6%	*	11.5%	4.7%	*	-	-	16.7%	0.0%	6.3%	*
2016-17	2.2%	2.7%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.1%	7.6%	*	3.8%	9.4%	*	-	-	0.0%	68.8%	15.6%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2016-17	0.5%	0.1%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*

District Name: KRUM ISD
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TEA | Governance and Accountability | Performance Reporting

District Name: KRUM ISD
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TEXAS EDUCATION AGENCY Texas Academic Performance Report 2018-19 District CCMR-Related Indicators

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	51.0%	*	-	*	*	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	37.8%	25.0%	-	*	33.3%	-	-	-	-	n/a	-	n/a
2017	38.3%	38.8%	50.0%	-	*	45.5%	-	-	-	-	n/a	*	n/a
Social Studies													
2018	44.6%	51.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	46.6%	*	-	*	*	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	69.4%	57.9%	*	30.8%	62.3%	*	-	-	83.3%	n/a	26.3%	n/a
2016-17	73.5%	68.3%	61.8%	50.0%	54.8%	63.6%	100.0%	-	-	66.7%	n/a	25.6%	n/a
Above Criterion													
2017-18	37.9%	47.1%	36.9%	*	25.0%	40.9%	*	-	-	20.0%	n/a	40.0%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects	1036	1067	1034	*	*	1036	*	-	-	*	n/a	963	n/a
English Language Arts and Writing													
2017-18	521	538	528	*	*	526	*	-	-	*	n/a	476	n/a
Mathematics													
2017-18	515	529	506	*	*	509	*	-	-	*	n/a	486	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects	20.6	22.6	21.0	*	19.8	21.3	*	-	-	*	n/a	20.8	n/a
English Language Arts													
2017-18	20.3	22.5	21.0	*	19.2	21.4	*	-	-	*	n/a	20.6	n/a
Mathematics													
2017-18	20.6	22.2	20.2	*	19.5	20.4	*	-	-	*	n/a	19.6	n/a
Science													
2017-18	20.9	22.7	21.5	*	20.3	21.8	*	-	-	*	n/a	22.0	n/a

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

District Name: KRUM ISD
 County Name: DENTON
 District Number: 061905

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	43.4%	41.9%	33.4%	29.4%	26.2%	36.0%	42.9%	*	*	38.9%	17.5%	20.8%	4.3%
2017-18	37.1%	36.9%	23.9%	7.7%	20.3%	26.0%	*	*	-	20.0%	8.5%	14.0%	0.0%
English Language Arts													
2016-17	17.3%	16.4%	13.9%	5.9%	8.2%	16.7%	14.3%	*	*	5.9%	0.0%	2.5%	0.0%
2017-18	16.8%	16.3%	10.3%	8.3%	7.5%	11.6%	*	*	-	0.0%	0.0%	3.8%	0.0%
Mathematics													
2016-17	20.7%	19.7%	23.4%	25.0%	17.1%	25.2%	33.3%	*	*	29.4%	5.5%	13.0%	4.5%
2017-18	19.5%	19.7%	19.0%	8.3%	17.2%	20.4%	*	*	-	10.0%	4.8%	11.8%	0.0%
Science													
2016-17	21.2%	21.3%	26.2%	12.5%	22.6%	27.7%	50.0%	*	*	35.3%	14.8%	18.4%	0.0%
2017-18	5.7%	6.5%	6.5%	9.1%	6.6%	6.6%	*	*	-	0.0%	0.0%	1.4%	0.0%
Social Studies													
2016-17	22.8%	24.4%	9.9%	0.0%	4.3%	12.5%	14.3%	*	*	5.6%	1.8%	0.6%	0.0%
2017-18	21.8%	23.9%	9.9%	0.0%	6.6%	11.3%	*	*	-	10.0%	0.0%	2.5%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	64.7%	*	67.7%	62.6%	*	-	-	*	14.3%	48.7%	*
2015-16	54.7%	54.7%	55.1%	*	43.3%	58.1%	*	-	-	*	16.7%	31.3%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	66.4%	56.1%	*	52.6%	58.6%	-	-	-	*	*	50.0%	-
2015-16	55.7%	60.5%	55.1%	*	50.0%	55.8%	-	-	-	*	*	36.4%	-

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

District Name: KRUM ISD
County Name: DENTON
District Number: 061905

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	2,045	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	4	0.2%	15,122	0.3%
Pre-Kindergarten	60	2.9%	238,810	4.4%
Kindergarten	103	5.0%	373,435	6.9%
Grade 1	146	7.1%	386,567	7.1%
Grade 2	139	6.8%	387,490	7.2%
Grade 3	140	6.8%	395,637	7.3%
Grade 4	166	8.1%	411,805	7.6%
Grade 5	159	7.8%	417,388	7.7%
Grade 6	150	7.3%	417,587	7.7%
Grade 7	178	8.7%	406,716	7.5%
Grade 8	168	8.2%	404,933	7.5%
Grade 9	169	8.3%	436,449	8.1%
Grade 10	179	8.8%	400,571	7.4%
Grade 11	141	6.9%	372,899	6.9%
Grade 12	143	7.0%	350,991	6.5%
Ethnic Distribution:				
African American	49	2.4%	684,349	12.6%
Hispanic	595	29.1%	2,847,629	52.6%
White	1,319	64.5%	1,484,069	27.4%
American Indian	14	0.7%	20,362	0.4%
Asian	11	0.5%	242,247	4.5%
Pacific Islander	1	0.0%	8,254	0.2%
Two or More Races	56	2.7%	129,490	2.4%
Economically Disadvantaged	773	37.8%	3,283,812	60.6%
Non-Educationally Disadvantaged	1,272	62.2%	2,132,588	39.4%
Section 504 Students	216	10.6%	354,440	6.5%
English Learners (EL)	212	10.4%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	40	1.8%	75,963	1.4%
Students w/ Dyslexia	97	4.7%	194,074	3.6%
At-Risk	998	48.8%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	248		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	88	35.5%	221,426	42.4%
Students with Physical Disabilities	69	27.8%	114,118	21.9%
Students with Autism	**	**	71,373	13.7%
Students with Behavioral Disabilities	68	27.4%	107,604	20.6%
Students with Non-Categorical Early Childhood	*	*	7,387	1.4%

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

District Name: KRUM ISD
County Name: DENTON
District Number: 061905

Student Information

	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.5%	1.7%	0.0%	6.2%
Grade 1	1.7%	3.1%	0.0%	5.5%
Grade 2	0.9%	1.8%	0.0%	2.3%
Grade 3	0.0%	1.1%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.8%	0.5%	0.0%	0.6%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.6%	0.0%	0.6%
Grade 8	0.7%	0.4%	0.0%	0.7%
Grade 9	2.9%	7.2%	12.5%	12.7%

	District		State	
	Count	Percent	Count	Percent

Data Quality:				
Underreported Students	0	0.0%	6,321	0.3%

Class Size Information

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

	District		State	
	Count	Percent	Count	Percent
Elementary:				
Kindergarten	12.5		18.9	
Grade 1	18.2		18.8	
Grade 2	18.4		18.7	
Grade 3	18.3		18.9	
Grade 4	19.6		19.2	
Grade 5	22.8		21.2	
Grade 6	20.7		20.4	
Secondary:				
English/Language Arts	16.9		16.6	
Foreign Languages	18.2		18.9	
Mathematics	17.5		17.8	
Science	19.2		18.9	
Social Studies	21.0		19.3	

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

District Name: KRUM ISD
County Name: DENTON
District Number: 061905

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	297.3	100.0%	719,502.5	100.0%
Professional Staff:				
Teachers	195.4	65.7%	461,380.1	64.1%
Professional Support	157.8	53.1%	358,450.1	49.8%
Campus Administration (School Leadership)	21.9	7.4%	72,848.5	10.1%
Central Administration	10.7	3.6%	21,812.7	3.0%
Educational Aides:	5.0	1.7%	8,268.8	1.1%
Auxiliary Staff:	28.5	9.6%	74,292.4	10.3%
	73.3	24.7%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	4,414.0	n/a
Part-time	0.0	n/a	572.0	n/a
Counselors				
Full-time	6.0	n/a	12,433.0	n/a
Part-time	0.0	n/a	1,097.0	n/a
Total Minority Staff:	45.2	15.2%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	37,875.6	10.6%
Hispanic	15.0	9.5%	99,261.7	27.7%
White	136.6	86.5%	209,288.6	58.4%
American Indian	2.0	1.3%	1,236.1	0.3%
Asian	0.3	0.2%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	4.0	2.5%	4,074.5	1.1%
Males	37.4	23.7%	85,138.1	23.8%
Females	120.4	76.3%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,932.1	1.4%
Bachelors	121.3	76.8%	263,991.5	73.6%
Masters	36.6	23.2%	87,059.6	24.3%
Doctorate	0.0	0.0%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	9.0	5.7%	24,953.3	7.0%
1-5 Years Experience	38.0	24.1%	103,762.4	28.9%
6-10 Years Experience	39.2	24.8%	68,136.0	19.0%
11-20 Years Experience	46.0	29.1%	105,158.7	29.3%
Over 20 Years Experience	25.7	16.3%	56,439.7	15.7%
Number of Students per Teacher	13.0	n/a	15.1	n/a

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

District Name: KRUM ISD
County Name: DENTON
District Number: 061905

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.4	6.3
Average Years Experience of Principals with District	5.8	5.4
Average Years Experience of Assistant Principals	2.6	5.3
Average Years Experience of Assistant Principals with District	2.2	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	11.6	11.1
	5.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$43,470	\$47,218
1-5 Years Experience	\$44,121	\$50,408
6-10 Years Experience	\$46,915	\$52,786
11-20 Years Experience	\$54,213	\$56,041
Over 20 Years Experience	\$60,793	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$50,432	\$54,122
Professional Support	\$63,508	\$64,069
Campus Administration (School Leadership)	\$81,981	\$78,947
Central Administration	\$107,692	\$103,400
Instructional Staff Percent:	60.8%	64.5%
Turnover Rate for Teachers:	13.0%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District Staff Information

District Name: KRUM ISD
County Name: DENTON
District Number: 061905

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	267	13.1%	1,066,099	19.7%
Career & Technical Education	734	35.9%	1,424,391	26.3%
Gifted & Talented Education	120	5.9%	436,361	8.1%
Special Education	248	12.1%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	97	6.1%	23,092.5	6.4%
Career & Technical Education	83	5.3%	17,483.0	4.9%
Compensatory Education	11.2	7.1%	9,548.1	2.7%
Gifted & Talented Education	10	0.6%	7,164.0	2.0%
Regular Education	112.3	71.2%	255,885.2	71.4%
Special Education	12.7	8.1%	32,449.2	9.1%
Other	2.6	1.6%	12,828.0	3.6%

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

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

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

'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: KRUM ISD

Campus Name: KRUM EARLY EDUCATION CENTER

Campus Number: 061905103

2019 Accountability Rating: B

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

Total Students: 313
Grade Span: EE - 01
School Type: Elementary

There is no data for this campus.

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

Total Students: 313
Grade Span: EE - 01
School Type: Elementary

District Name: KRUM ISD
Campus Name: KRUM EARLY EDUCATION CENTER
Campus Number: 061905103

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

District Name: KRUM ISD
Campus Name: KRUM EARLY EDUCATION CENTER
Campus Number: 061905103

Total Students: 313
Grade Span: EE - 01
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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2019 STAAR Participation
(All Grades)

All Tests	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Assessment Participant Included in Accountability	94%	96%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	3%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

2018 STAAR Participation
(All Grades)

All Tests	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Assessment Participant Included in Accountability	94%	95%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 313
 Grade Span: EE - 01
 School Type: Elementary

District Name: KRUM ISD
 Campus Name: KRUM EARLY EDUCATION CENTER
 Campus Number: 061905103

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.9%	95.7%	*	95.3%	95.9%	*	-	-	*	95.2%	95.0%	95.4%
2016-17	95.7%	96.6%	96.9%	*	96.6%	96.9%	*	-	-	97.4%	96.8%	96.4%	96.4%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 313
 Grade Span: EE - 01
 School Type: Elementary

District Name: KRUM ISD
 Campus Name: KRUM EARLY EDUCATION CENTER
 Campus Number: 061905103

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	92.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	92.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	90.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	95.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	94.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: KRUM ISD
Campus Name: KRUM EARLY EDUCATION CENTER
Campus Number: 061905103

Graduates (2017-18 Annual Graduates)				
Total Graduates	Campus Count	Campus Percent	District Count	State Count
By Ethnicity:	-	-	145	347,893
African American	-	-	3	43,502
Hispanic	-	-	26	173,272
White	-	-	106	107,052
American Indian	-	-	4	1,226
Asian	-	-	0	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	6	6,724
By Graduation Type:	-	-	1	5,855
Minimum H.S. Program	-	-	0	3,538
Recommended H.S. Program/Distinguished Achievement Program	-	-	7	49,432
Foundation H.S. Program (No Endorsement)	-	-	0	16,542
Foundation H.S. Program (Endorsement)	-	-	137	272,526
Foundation H.S. Program (DLA)	-	-		
Special Education Graduates	-	-	16	25,962
Economically Disadvantaged Graduates	-	-	32	166,956
LEP Graduates	-	-	1	21,359
At-Risk Graduates	-	-	36	144,805

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

Total Students: 313
 Grade Span: EE - 01
 School Type: Elementary

District Name: KRUM ISD
 Campus Name: KRUM EARLY EDUCATION CENTER
 Campus Number: 061905103

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Annual Graduates)													
College, Career, or Military Ready (Annual Graduates)	65.5%	63.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)	50.0%	37.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts	58.2%	50.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	46.0%	33.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	42.1%	31.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject	20.7%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	19.9%	25.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17			-	-	-	-	-	-	-	-	-	-	-
API/B Met Criteria in Any Subject (Annual Graduates)													
Any Subject	20.4%	6.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.1%	22.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17			-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	11.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)	28.7%	34.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	13.2%	5.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17			-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	43.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.3%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 313
 Grade Span: EE - 01
 School Type: Elementary

District Name: KRUM ISD
 Campus Name: KRUM EARLY EDUCATION CENTER
 Campus Number: 061905103

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 313
Grade Span: EE - 01
School Type: Elementary

District Name: KRUM ISD
Campus Name: KRUM EARLY EDUCATION CENTER
Campus Number: 061905103

TSIA Results (Graduates >= Criterion) (Annual Graduates)	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)

Reading													
2017-18	32.1%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	15.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	15.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	8.8%	-	-	-	-	-	-	-	-	-	-	-

CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	55.1%	-	-	-	-	-	-	-	-	-	-	-

Completed and Received Credit for College Prep Courses (Annual Graduates)

English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-

APIB Results (Participation) (Grades 11-12)

All Subjects													
2018	25.8%	13.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	20.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	1.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

APIB Results (Examinees >= Criterion) (Grades 11-12)

All Subjects													
2018	50.7%	41.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	48.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	40.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 313
Grade Span: EE - 01
School Type: Elementary

District Name: KRUM ISD
Campus Name: KRUM EARLY EDUCATION CENTER
Campus Number: 061905103

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	25.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	57.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	61.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Above Criterion													
2017-18	37.9%	36.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1034	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	528	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	21.5	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 313
Grade Span: EE - 01
School Type: Elementary

District Name: KRUM ISD
Campus Name: KRUM EARLY EDUCATION CENTER
Campus Number: 061905103

	State	District	Campus	African	Hispanic	White	American	Asian	Pacific	Two or	Special	Econ	EL
	Completion	Grades 9-12		American			Indian		Islander	More	Ed	Disadv	(Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	33.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	23.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	13.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	23.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	26.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	9.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	64.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	55.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	56.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	55.1%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 313
Grade Span: EE - 01
School Type: Elementary

District Name: KRUM ISD
Campus Name: KRUM EARLY EDUCATION CENTER
Campus Number: 061905103

Student Information	Campus		District	State
	Count	Percent		
Total Students	313	100.0%	2,045	5,416,400
Students by Grade:				
Early Childhood Education	4	1.3%	0.2%	0.3%
Pre-Kindergarten	60	19.2%	2.9%	4.4%
Kindergarten	103	32.9%	5.0%	6.9%
Grade 1	146	46.6%	7.1%	7.1%
Grade 2	0	0.0%	6.8%	7.2%
Grade 3	0	0.0%	6.8%	7.3%
Grade 4	0	0.0%	8.1%	7.6%
Grade 5	0	0.0%	7.8%	7.7%
Grade 6	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	8.7%	7.5%
Grade 8	0	0.0%	8.2%	7.5%
Grade 9	0	0.0%	8.3%	8.1%
Grade 10	0	0.0%	8.8%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	7.0%	6.5%
Ethnic Distribution:				
African American	6	1.9%	2.4%	12.6%
Hispanic	105	33.5%	29.1%	52.6%
White	181	57.8%	64.5%	27.4%
American Indian	4	1.3%	0.7%	0.4%
Asian	4	1.3%	0.5%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	13	4.2%	2.7%	2.4%
Economically Disadvantaged	167	53.4%	37.8%	60.6%
Non-Educationally Disadvantaged	146	46.6%	62.2%	39.4%
Section 504 Students	10	3.2%	10.6%	6.5%
English Learners (EL)	61	19.5%	10.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.8%	1.4%
Students w/ Dyslexia	0	0.0%	4.7%	3.6%
At-Risk	187	59.7%	48.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	24			
By Type of Primary Disability				
Students with Intellectual Disabilities	0	0.0%	35.5%	42.4%
Students with Physical Disabilities	16	66.7%	27.8%	21.9%
Students with Autism	*	*	**	13.7%
Students with Behavioral Disabilities	*	*	27.4%	20.6%
Students with Non-Categorical Early Childhood	*	*	*	1.4%
Mobility (2017-18):				
Total Mobile Students	13	8.6%	8.9%	15.4%

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

Total Students: 313
Grade Span: EE - 01
School Type: Elementary

District Name: KRUM ISD
Campus Name: KRUM EARLY EDUCATION CENTER
Campus Number: 061905103

Student Information	Campus		State
	Count	Percent	
By Ethnicity:			
African American	2	1.3%	
Hispanic	2	1.3%	
White	9	6.0%	
American Indian	0	0.0%	
Asian	0	0.0%	
Pacific Islander	0	0.0%	
Two or More Races	0	0.0%	

Student Information	Non-Special Education Rates		Special Education Rates	
	Campus	District	Campus	District
Retention Rates by Grade:				
Kindergarten				
Grade 1	1.5%	1.5%	0.0%	0.0%
Grade 2	1.7%	1.7%	0.0%	0.0%
Grade 3	-	0.9%	-	0.0%
Grade 4	-	0.0%	-	0.0%
Grade 5	-	0.0%	-	0.0%
Grade 6	-	0.8%	-	0.0%
Grade 7	-	0.0%	-	0.0%
Grade 8	-	0.0%	-	0.0%
Grade 9	-	0.7%	-	0.0%
		2.9%	-	12.5%
				12.7%

Class Size Information	Campus		District	
	Campus	District	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):				
Elementary:				
Kindergarten	12.5	12.5	12.5	18.9
Grade 1	18.2	18.2	18.2	18.8
Grade 2	-	18.4	18.4	18.7
Grade 3	-	18.3	18.3	18.9
Grade 4	-	19.6	19.6	19.2
Grade 5	-	22.8	22.8	21.2
Grade 6	-	20.7	20.7	20.4
Secondary:				
English/Language Arts	-	16.9	16.9	16.6
Foreign Languages	-	18.2	18.2	18.9
Mathematics	-	17.5	17.5	17.8
Science	-	19.2	19.2	18.9
Social Studies	-	21.0	21.0	19.3

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

Total Students: 313
Grade Span: EE - 01
School Type: Elementary

District Name: KRUM ISD
Campus Name: KRUM EARLY EDUCATION CENTER
Campus Number: 061905103

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	35.5	100.0%	100.0%	100.0%
Professional Staff:				
Teachers	27.6	77.7%	65.7%	64.1%
Professional Support	24.6	69.3%	53.1%	49.8%
Campus Administration (School Leadership)	1.0	2.8%	7.4%	10.1%
Educational Aides:	2.0	5.6%	3.6%	3.0%
	7.9	22.3%	9.6%	10.3%
Librarians & Counselors (Headcount):				
Librarians	0.0	n/a	1.0	4,414.0
Full-time	0.0	n/a	0.0	572.0
Part-time				
Counselors				
Full-time	1.0	n/a	6.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	4.0	11.3%	15.2%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.6%
Hispanic	3.0	12.2%	9.5%	27.7%
White	21.6	87.8%	86.5%	58.4%
American Indian	0.0	0.0%	1.3%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	2.5%	1.1%
Males	1.6	6.4%	23.7%	23.8%
Females	23.1	93.6%	76.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	20.1	81.4%	76.8%	73.6%
Masters	4.6	18.6%	23.2%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.7%	7.0%
1-5 Years Experience	7.6	30.7%	24.1%	28.9%
6-10 Years Experience	10.1	40.8%	24.8%	19.0%
11-20 Years Experience	6.0	24.4%	29.1%	29.3%
Over 20 Years Experience	1.0	4.1%	16.3%	15.7%
Number of Students per Teacher	12.7	n/a	13.0	15.1

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

District Name: KRUM ISD
Campus Name: KRUM EARLY EDUCATION CENTER
Campus Number: 061905103

Total Students: 313
Grade Span: EE - 01
School Type: Elementary

Staff Information

	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	6.4	6.3
Average Years Experience of Principals with District	11.0	5.8	5.4
Average Years Experience of Assistant Principals	5.0	2.6	5.3
Average Years Experience of Assistant Principals with District	3.0	2.2	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers with District:	8.3	11.6	11.1
	6.5	5.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$43,470	\$47,218
1-5 Years Experience	\$43,242	\$44,121	\$50,408
6-10 Years Experience	\$45,754	\$46,915	\$52,786
11-20 Years Experience	\$53,913	\$54,213	\$56,041
Over 20 Years Experience	\$57,925	\$60,793	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$47,464	\$50,432	\$54,122
Professional Support	\$64,995	\$63,508	\$64,069
Campus Administration (School Leadership)	\$80,235	\$81,981	\$78,947
Instructional Staff Percent:	n/a	60.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 313
Grade Span: EE - 01
School Type: Elementary

District Name: KRUM ISD
Campus Name: KRUM EARLY EDUCATION CENTER
Campus Number: 061905103

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	95	30.4%	13.1%	19.7%
Career & Technical Education	0	0.0%	35.9%	26.3%
Gifted & Talented Education	2	0.6%	5.9%	8.1%
Special Education	24	7.7%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	4.0	16.2%	6.1%	6.4%
Career & Technical Education	0.0	0.0%	5.3%	4.9%
Compensatory Education	4.0	16.2%	7.1%	2.7%
Gifted & Talented Education	0.1	0.2%	0.6%	2.0%
Regular Education	13.4	54.3%	71.2%	71.4%
Special Education	3.2	13.0%	8.1%	9.1%
Other	0.0	0.0%	1.6%	3.6%

'W' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'sp' Indicates results are masked due to small numbers to protect student confidentiality.
'tsp' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'tsp=nt' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'.' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **KRUM ISD**

Campus Name: **DYER EL**

Campus Number: **061905101**

2019 Accountability Rating: **F**

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: KRUM ISD
Campus Name: DYER EL
Campus Number: 061905101

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

		African American					American Indian			Pacific Islander	Two or More Races		Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Non-Continuously Enrolled	EL (Current & Disadv Monitored)
		State	District	Campus	Hispanic	White	Hispanic	White	Indian	Asian								

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 3 Reading At Approaches Grade Level or Above	2019	76%	71%	71%	53%	81%	-	-	-	-	86%	48%	*	*	71%	75%	55%	42%
	2018	77%	78%	78%	72%	80%	-	-	-	-	*	61%	86%	*	78%	73%	70%	77%
	2019	45%	38%	38%	25%	46%	-	-	-	-	29%	12%	*	*	37%	42%	20%	16%
	2018	43%	30%	30%	20%	34%	-	-	-	-	*	13%	29%	*	31%	27%	20%	19%
	2019	27%	18%	18%	16%	20%	-	-	-	-	14%	3%	*	*	17%	25%	13%	5%
Grade 3 Mathematics At Approaches Grade Level or Above	2018	25%	19%	19%	8%	23%	-	-	-	-	*	13%	29%	*	20%	13%	7%	4%
	2019	79%	71%	71%	57%	78%	-	-	-	-	100%	58%	*	*	71%	71%	62%	32%
	2018	78%	68%	68%	52%	75%	-	-	-	-	*	30%	86%	*	68%	68%	53%	46%
	2019	49%	34%	34%	18%	42%	-	-	-	-	57%	15%	*	*	34%	33%	23%	16%
	2018	47%	37%	37%	20%	43%	-	-	-	-	*	17%	57%	*	39%	26%	23%	12%
At Masters Grade Level	2019	25%	13%	13%	6%	18%	-	-	-	-	0%	3%	*	*	12%	17%	8%	0%
	2018	23%	11%	11%	4%	14%	-	-	-	-	*	9%	14%	*	12%	10%	9%	4%
All Grades All Subjects At Approaches Grade Level or Above	2019	78%	77%	71%	55%	80%	-	-	-	-	93%	53%	*	*	71%	73%	58%	37%
	2018	77%	78%	73%	62%	77%	-	-	-	-	100%	46%	86%	*	73%	70%	61%	62%
	2019	50%	48%	36%	22%	44%	-	-	-	-	43%	14%	*	*	35%	38%	22%	16%
	2018	48%	46%	33%	20%	39%	-	-	-	-	88%	15%	43%	*	35%	26%	21%	15%
	2019	24%	21%	15%	11%	19%	-	-	-	-	7%	3%	*	*	14%	21%	11%	3%
All Grades ELA/Reading At Approaches Grade Level or Above	2018	22%	18%	15%	6%	19%	-	-	-	-	38%	11%	21%	*	16%	11%	8%	4%
	2019	75%	77%	71%	53%	81%	-	-	-	-	86%	48%	*	*	71%	75%	55%	42%
	2018	74%	78%	78%	72%	80%	-	-	-	-	*	61%	86%	*	78%	73%	70%	77%
	2019	48%	48%	38%	25%	46%	-	-	-	-	29%	12%	*	*	37%	42%	20%	16%
	2018	46%	46%	30%	20%	34%	-	-	-	-	*	13%	29%	*	31%	27%	20%	19%
At Masters Grade Level	2019	21%	19%	18%	16%	20%	-	-	-	-	14%	3%	*	*	17%	25%	13%	5%
	2018	19%	16%	19%	8%	23%	-	-	-	-	*	13%	29%	*	20%	13%	7%	4%
All Grades Mathematics At Approaches Grade Level or Above	2019	82%	79%	71%	57%	78%	-	-	-	-	100%	58%	*	*	71%	71%	62%	32%
	2018	81%	82%	68%	52%	75%	-	-	-	-	*	30%	86%	*	68%	68%	53%	46%
	2019	52%	49%	34%	18%	42%	-	-	-	-	57%	15%	*	*	34%	33%	23%	16%
	2018	50%	45%	37%	20%	43%	-	-	-	-	*	17%	57%	*	39%	26%	23%	12%
	2019	26%	21%	13%	6%	18%	-	-	-	-	0%	3%	*	*	12%	17%	8%	0%
At Masters Grade Level	2018	24%	19%	11%	4%	14%	-	-	-	-	*	9%	14%	*	12%	10%	9%	4%

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

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

There is no data for this campus.

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

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

There is no data for this campus.

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 279
 Grade Span: 02 - 03
 (Current EL Students)

District Name: KRUM ISD
 Campus Name: DYER EL
 Campus Number: 061905101

STAAR Performance Rate by Subject and Performance Level

	State	District	Bilingual BE-Trans				ESL	ESL	ESL	LEP No	LEP with	Total
			Campus	Education	Early Exit	Late Exit	BE-Dual	BE-Dual	Content	Pull-Out	Services	EL
All Grades All Subjects												
At Approaches Grade Level or Above	2019	78%	77%	71%	37%	-	37%	-	*	-	*	33%
	2018	77%	78%	73%	63%	-	63%	-	38%	-	-	58%
At Meets Grade Level or Above	2019	50%	48%	36%	13%	-	13%	-	*	-	*	12%
	2018	48%	46%	33%	13%	-	13%	-	0%	-	-	10%
At Masters Grade Level	2019	24%	21%	15%	0%	-	0%	-	*	-	*	0%
	2018	22%	18%	15%	3%	-	3%	-	0%	-	-	2%
All Grades ELA/Reading												
At Approaches Grade Level or Above	2019	75%	77%	71%	47%	-	47%	-	*	-	*	39%
	2018	74%	78%	78%	80%	-	80%	-	*	-	-	75%
At Meets Grade Level or Above	2019	48%	48%	38%	13%	-	13%	-	*	-	*	12%
	2018	46%	46%	30%	20%	-	20%	-	*	-	-	17%
At Masters Grade Level	2019	21%	19%	18%	0%	-	0%	-	*	-	*	0%
	2018	19%	16%	19%	5%	-	5%	-	*	-	-	4%
All Grades Mathematics												
At Approaches Grade Level or Above	2019	82%	79%	71%	27%	-	27%	-	*	-	*	28%
	2018	81%	82%	68%	45%	-	45%	-	*	-	-	42%
At Meets Grade Level or Above	2019	52%	49%	34%	13%	-	13%	-	*	-	*	12%
	2018	50%	45%	37%	5%	-	5%	-	*	-	-	4%
At Masters Grade Level	2019	26%	21%	13%	0%	-	0%	-	*	-	*	0%
	2018	24%	19%	11%	0%	-	0%	-	*	-	-	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

District Name: KRUM ISD
Campus Name: DYER EL
Campus Number: 061905101

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	100%	100%	99%	-	-	-	100%	97%	100%	100%
Included in Accountability	94%	96%	94%	80%	96%	94%	-	-	-	100%	97%	92%	90%
Not Included in Accountability													
Mobile	4%	3%	6%	20%	4%	5%	-	-	-	0%	0%	8%	10%
Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
Not Tested	1%	0%	1%	0%	0%	1%	-	-	-	0%	3%	0%	0%
Absent	1%	0%	1%	0%	0%	1%	-	-	-	0%	3%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	100%	100%	99%	100%
Included in Accountability	94%	95%	97%	67%	98%	98%	-	*	-	100%	92%	96%	96%
Not Included in Accountability													
Mobile	4%	4%	2%	33%	2%	2%	-	*	-	0%	8%	3%	4%
Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 279
 Grade Span: 02 - 03
 School Type: Elementary

District Name: KRUM ISD
 Campus Name: DYER EL
 Campus Number: 061905101

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.9%	96.6%	97.5%	96.5%	96.6%	*	*	-	97.7%	95.7%	96.5%	96.5%
2016-17	95.7%	96.6%	97.0%	98.8%	96.8%	97.1%	*	*	-	96.3%	95.5%	96.3%	97.1%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: KRUM ISD
Campus Name: DYER EL
Campus Number: 061905101

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	92.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	92.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	90.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	95.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	94.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

District Name: KRUM ISD
Campus Name: DYER EL
Campus Number: 061905101

Graduates (2017-18 Annual Graduates)				
Total Graduates				
By Ethnicity:				
African American	-	-	145	347,893
Hispanic	-	-	3	43,502
White	-	-	26	173,272
American Indian	-	-	106	107,052
Asian	-	-	4	1,226
Pacific Islander	-	-	0	15,589
Two or More Races	-	-	0	528
	-	-	6	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	1	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	3,538
Foundation H.S. Program (No Endorsement)	-	-	7	49,432
Foundation H.S. Program (Endorsement)	-	-	0	16,542
Foundation H.S. Program (DLA)	-	-	137	272,526
Special Education Graduates				
Economically Disadvantaged Graduates	-	-	16	25,962
LEP Graduates	-	-	32	166,956
At-Risk Graduates	-	-	1	21,359
	-	-	36	144,805

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

District Name: KRUM ISD
Campus Name: DYER EL
Campus Number: 061905101

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Annual Graduates)	65.5%	63.1%	-	-	-	-	-	-	-	-	-	-	-
College, Career, or Military Ready (Annual Graduates)													
2017-18													
College Ready Graduates ***													
College Ready (Annual Graduates)	50.0%	37.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
TSI Criteria Graduates (Annual Graduates)													
English Language Arts	58.2%	50.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
Mathematics	46.0%	33.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
Both Subjects	42.1%	31.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
Dual Course Credits (Annual Graduates)													
Any Subject	20.7%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
2016-17	19.9%	25.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject	20.4%	6.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
2016-17	20.1%	22.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
Associate's Degree													
Associate's Degree (Annual Graduates)	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	11.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
2016-17													
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)	28.7%	34.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
2016-17	13.2%	5.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
2016-17													
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
2016-17													
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
2016-17													
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	43.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.3%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 279
 Grade Span: 02 - 03
 School Type: Elementary

District Name: KRUM ISD
 Campus Name: DYER EL
 Campus Number: 061905101

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: KRUM ISD
Campus Name: DYER EL
Campus Number: 061905101

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

TSIA Results (Graduates >= Criterion) (Annual Graduates)		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Reading														
2017-18	32.1%	36.6%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.6%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics														
2017-18	23.7%	18.6%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	15.4%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects														
2017-18	18.1%	15.2%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	8.8%	-	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)														
2017-18	58.4%	82.1%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	55.1%	-	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts														
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics														
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects														
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
APIB Results (Participation) (Grades 11-12)														
All Subjects														
2018	25.8%	13.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	20.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts														
2018	15.3%	10.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics														
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	1.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science														
2018	10.8%	2.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	4.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies														
2018	14.5%	0.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	1.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
APIB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects														
2018	50.7%	41.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	48.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts														
2018	42.5%	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	39.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics														
2018	52.8%	-	-	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

District Name: KRUM ISD
Campus Name: DYER EL
Campus Number: 061905101

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science	38.0%	25.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	41.4%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
2017													
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	57.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	61.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	36.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects	1036	1034	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18													
English Language Arts and Writing			-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	528	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics	515	506	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18													
Average ACT Score (Annual Graduates) ***													
All Subjects	20.6	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18													
English Language Arts	20.3	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18													
Mathematics	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18													
Science	20.9	21.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18													

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

District Name: KRUM ISD
Campus Name: DYER EL
Campus Number: 061905101

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

Advanced Dual-Credit Course Completion (Grades 9-12)	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Any Subject													
2017-18	43.4%	33.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	23.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	13.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	23.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	26.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	9.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	64.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	55.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	56.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	55.1%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

District Name: KRUM ISD
Campus Name: DYER EL
Campus Number: 061905101

Student Information	Campus		District	State
	Count	Percent		
Total Students	279	100.0%	2,045	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	2.9%	4.4%
Kindergarten	0	0.0%	5.0%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	139	49.8%	6.8%	7.2%
Grade 3	140	50.2%	8.1%	7.3%
Grade 4	0	0.0%	7.8%	7.6%
Grade 5	0	0.0%	7.3%	7.7%
Grade 6	0	0.0%	8.7%	7.5%
Grade 7	0	0.0%	8.2%	7.5%
Grade 8	0	0.0%	8.3%	8.1%
Grade 9	0	0.0%	8.8%	7.4%
Grade 10	0	0.0%	6.9%	6.9%
Grade 11	0	0.0%	7.0%	6.5%
Grade 12	0	0.0%		
Ethnic Distribution:				
African American	7	2.5%	2.4%	12.6%
Hispanic	86	30.8%	29.1%	52.6%
White	172	61.6%	64.5%	27.4%
American Indian	2	0.7%	0.7%	0.4%
Asian	0	0.0%	0.5%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	12	4.3%	2.7%	2.4%
Economically Disadvantaged	120	43.0%	37.8%	60.6%
Non-Educationally Disadvantaged	159	57.0%	62.2%	39.4%
Section 504 Students	24	8.6%	10.6%	6.5%
English Learners (EL)	36	12.9%	10.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.8%	1.4%
Students w/ Dyslexia	15	5.4%	4.7%	3.6%
At-Risk	155	55.6%	48.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	52			
By Type of Primary Disability				
Students with Intellectual Disabilities	18	34.6%	35.5%	42.4%
Students with Physical Disabilities	22	42.3%	27.8%	21.9%
Students with Autism	*	*	**	13.7%
Students with Behavioral Disabilities	**	**	27.4%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2017-18):				
Total Mobile Students	26	8.0%	8.9%	15.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Student Information

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

District Name: KRUM ISD
Campus Name: DYER EL
Campus Number: 061905101

Student Information	Campus		State
	Count	Percent	
By Ethnicity:			
African American	2	0.6%	
Hispanic	9	2.8%	
White	14	4.3%	
American Indian	0	0.0%	
Asian	0	0.0%	
Pacific Islander	0	0.0%	
Two or More Races	1	0.3%	

Student Information	Non-Special Education Rates		Special Education Rates	
	Campus	District	Campus	District
Retention Rates by Grade:				
Kindergarten	-	1.5%	-	0.0%
Grade 1	-	1.7%	-	0.0%
Grade 2	-	0.9%	-	0.0%
Grade 3	0.9%	1.8%	0.0%	0.0%
Grade 4	0.0%	1.1%	0.0%	0.0%
Grade 5	-	0.0%	-	0.0%
Grade 6	-	0.8%	-	0.0%
Grade 7	-	0.0%	-	0.0%
Grade 8	-	0.0%	-	0.0%
Grade 9	-	0.7%	-	0.0%
	-	2.9%	-	12.5%
				6.2%
				5.5%
				2.3%
				0.9%
				0.5%
				0.6%
				0.5%
				0.6%
				0.7%
				12.7%

Class Size Information		Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):				
Elementary:				
Kindergarten	-		12.5	18.9
Grade 1	-		18.2	18.8
Grade 2	18.4		18.4	18.7
Grade 3	18.3		18.3	18.9
Grade 4	-		19.6	19.2
Grade 5	-		22.8	21.2
Grade 6	-		20.7	20.4
Secondary:				
English/Language Arts	-		16.9	16.6
Foreign Languages	-		18.2	18.9
Mathematics	-		17.5	17.8
Science	-		19.2	18.9
Social Studies	-		21.0	19.3

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

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

District Name: KRUM ISD
Campus Name: DYER EL
Campus Number: 061905101

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	35.3	100.0%	100.0%	100.0%
Professional Staff:				
Teachers	28.3	80.1%	65.7%	64.1%
Professional Support	26.3	74.5%	53.1%	49.8%
Campus Administration (School Leadership)	1.0	2.8%	7.4%	10.1%
Educational Aides:	1.0	2.8%	3.6%	3.0%
	7.0	19.9%	9.6%	10.3%
Librarians & Counselors (Headcount):				
Librarians	0.0	n/a	1.0	4,414.0
Full-time	0.0	n/a	0.0	572.0
Part-time				
Counselors	1.0	n/a	6.0	12,433.0
Full-time	0.0	n/a	0.0	1,097.0
Part-time				
Total Minority Staff:	7.0	19.9%	15.2%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.6%
Hispanic	4.0	15.2%	9.5%	27.7%
White	21.3	81.0%	86.5%	58.4%
American Indian	0.0	0.0%	1.3%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	3.8%	2.5%	1.1%
Males	0.0	0.0%	23.7%	23.8%
Females	26.3	100.0%	76.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	22.3	84.8%	76.8%	73.6%
Masters	4.0	15.2%	23.2%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.7%	7.0%
1-5 Years Experience	9.0	34.3%	24.1%	28.9%
6-10 Years Experience	9.3	35.3%	24.8%	19.0%
11-20 Years Experience	5.0	19.0%	29.1%	29.3%
Over 20 Years Experience	3.0	11.4%	16.3%	15.7%
Number of Students per Teacher	10.6	n/a	13.0	15.1

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

District Name: KRUM ISD
Campus Name: DYER EL
Campus Number: 061905101

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	6.4	6.3
Average Years Experience of Principals with District	4.0	5.8	5.4
Average Years Experience of Assistant Principals	0.0	2.6	5.3
Average Years Experience of Assistant Principals with District	0.0	2.2	4.7
Average Years Experience of Teachers:	9.1	11.6	11.1
Average Years Experience of Teachers with District:	5.9	5.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$43,470	\$47,218
1-5 Years Experience	\$43,336	\$44,121	\$50,408
6-10 Years Experience	\$46,526	\$46,915	\$52,786
11-20 Years Experience	\$49,686	\$54,213	\$56,041
Over 20 Years Experience	\$59,725	\$60,793	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$47,542	\$50,432	\$54,122
Professional Support	\$54,534	\$63,508	\$64,069
Campus Administration (School Leadership)	\$82,219	\$81,981	\$78,947
Instructional Staff Percent:	n/a	60.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 279
Grade Span: 02 - 03
School Type: Elementary

District Name: KRUM ISD
Campus Name: DYER EL
Campus Number: 061905101

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	51	18.3%	13.1%	19.7%
Career & Technical Education	0	0.0%	35.9%	26.3%
Gifted & Talented Education	15	5.4%	5.9%	8.1%
Special Education	52	18.6%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	3.0	11.3%	6.1%	6.4%
Career & Technical Education	0.0	0.0%	5.3%	4.9%
Compensatory Education	3.0	11.4%	7.1%	2.7%
Gifted & Talented Education	0.3	1.0%	0.6%	2.0%
Regular Education	18.8	71.7%	71.2%	71.4%
Special Education	1.2	4.6%	8.1%	9.1%
Other	0.0	0.0%	1.6%	3.6%

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

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

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

'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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

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

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

Link to: [PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **KRUM ISD**

Campus Name: **BLANCHE DODD INT**

Campus Number: **061905102**

2019 Accountability Rating: **C**

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: KRUM ISD
Campus Name: BLANCHE DODD INT
Campus Number: 061905102

Total Students: 325
Grade Span: 04 - 05
School Type: Elementary

	STAAR Performance Rates by Tested Grade, Subject, and Performance Level													Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	African American				American Indian			Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled				
	State	District	Campus	Performance Level	Hispanic	White	Asian									
Grade 4 Reading At Approaches Grade Level or Above	2019	75%	69%	69%	69%	58%	74%	*	*	*	38%	71%	72%	57%	56%	65%
	2018	73%	79%	79%	79%	60%	88%	*	*	*	39%	*	77%	86%	74%	58%
	2019	44%	39%	39%	39%	28%	45%	*	*	*	19%	57%	41%	32%	20%	26%
	2018	46%	47%	47%	47%	31%	52%	*	*	*	17%	*	41%	63%	41%	26%
	2019	22%	20%	20%	20%	10%	25%	*	*	*	5%	29%	24%	8%	8%	9%
Grade 4 Mathematics At Approaches Grade Level or Above	2018	24%	21%	21%	21%	11%	24%	*	*	*	6%	*	19%	26%	16%	0%
	2019	75%	60%	60%	60%	50%	63%	*	*	*	36%	71%	63%	49%	44%	52%
	2018	78%	82%	82%	82%	69%	89%	*	*	*	28%	*	80%	88%	74%	68%
	2019	48%	29%	29%	29%	12%	37%	*	*	*	14%	57%	31%	22%	10%	13%
	2018	49%	46%	46%	46%	33%	50%	*	*	*	17%	*	43%	53%	39%	32%
Grade 4 Writing At Approaches Grade Level or Above	2019	28%	13%	13%	13%	4%	17%	*	*	*	0%	29%	11%	19%	5%	4%
	2018	27%	22%	22%	22%	18%	23%	*	*	*	6%	*	19%	28%	18%	11%
	2019	67%	59%	59%	59%	49%	62%	*	*	*	29%	71%	63%	47%	41%	48%
	2018	63%	56%	56%	56%	41%	60%	*	*	*	22%	*	52%	65%	48%	44%
	2019	35%	24%	24%	24%	12%	29%	*	*	*	0%	29%	25%	21%	17%	17%
Grade 5 Reading^ At Approaches Grade Level or Above	2018	39%	31%	31%	31%	18%	35%	*	*	*	0%	*	29%	35%	22%	11%
	2019	11%	4%	4%	4%	0%	6%	*	*	*	0%	14%	4%	3%	0%	0%
	2018	11%	8%	8%	8%	9%	7%	*	*	*	0%	*	9%	7%	7%	6%
	2019	86%	93%	93%	93%	88%	96%	*	*	*	63%	*	90%	98%	88%	83%
	2018	84%	83%	83%	83%	75%	88%	*	*	*	50%	76%	84%	80%	72%	71%
Grade 5 Mathematics^ At Approaches Grade Level or Above	2019	54%	66%	66%	66%	56%	71%	*	*	*	26%	35%	67%	65%	60%	50%
	2018	54%	46%	46%	46%	31%	51%	*	*	*	21%	35%	49%	38%	25%	19%
	2019	29%	34%	34%	34%	19%	40%	*	*	*	21%	*	33%	37%	31%	6%
	2018	26%	16%	16%	16%	14%	17%	*	*	*	0%	18%	17%	15%	6%	5%
	2019	90%	96%	96%	96%	93%	98%	*	*	*	74%	*	95%	98%	92%	89%
Grade 5 Science At Approaches Grade Level or Above	2018	91%	94%	94%	94%	86%	98%	*	*	*	71%	94%	95%	90%	87%	86%
	2019	58%	70%	70%	70%	56%	76%	*	*	*	32%	*	65%	78%	60%	50%
	2018	58%	49%	49%	49%	36%	54%	*	*	*	14%	41%	50%	48%	34%	33%
	2019	36%	50%	50%	50%	35%	55%	*	*	*	16%	*	46%	57%	38%	39%
	2018	30%	21%	21%	21%	11%	24%	*	*	*	0%	18%	24%	15%	13%	14%
Grade 5 Social Studies At Approaches Grade Level or Above	2019	75%	77%	77%	77%	60%	85%	*	*	*	32%	*	72%	88%	72%	50%
	2018	76%	63%	63%	63%	42%	72%	*	*	*	31%	69%	65%	58%	49%	32%
	2019	49%	56%	56%	56%	37%	64%	*	*	*	21%	*	51%	65%	49%	11%
	2018	41%	26%	26%	26%	17%	31%	*	*	*	15%	38%	29%	16%	16%	9%
	2019	24%	29%	29%	29%	14%	36%	*	*	*	5%	*	30%	25%	20%	0%

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

Total Students: 325
Grade Span: 04 - 05
School Type: Elementary

District Name: KRUM ISD
Campus Name: BLANCHE DODD INT
Campus Number: 061905102

	2018	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	Economically Disadvantaged	EL (Current & Monitored)
		17%	8%	8%	0%	3%	11%	*	-	-	*	8%	13%	10%	3%	4%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	77%	75%	57%	65%	80%	67%	100%	-	100%	44%	77%	75%	76%	66%	63%
	2018	77%	78%	76%	70%	62%	82%	55%	*	-	83%	39%	80%	75%	78%	67%	60%
At Meets Grade Level or Above	2019	50%	48%	47%	38%	32%	53%	50%	67%	-	52%	18%	54%	45%	51%	37%	27%
	2018	48%	46%	41%	41%	28%	45%	36%	*	-	56%	14%	36%	40%	42%	30%	22%
At Masters Grade Level	2019	24%	21%	25%	24%	13%	29%	17%	50%	-	33%	7%	27%	24%	27%	17%	9%
	2018	22%	18%	16%	22%	11%	17%	18%	*	-	22%	3%	14%	16%	16%	11%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	81%	57%	72%	85%	*	*	-	100%	50%	78%	81%	81%	72%	73%
	2018	74%	78%	81%	67%	67%	88%	*	*	-	100%	44%	79%	80%	83%	73%	65%
At Meets Grade Level or Above	2019	48%	48%	52%	43%	41%	58%	*	*	-	57%	23%	67%	53%	51%	40%	37%
	2018	46%	46%	46%	44%	31%	52%	*	*	-	83%	19%	32%	45%	51%	33%	23%
At Masters Grade Level	2019	21%	19%	27%	29%	14%	32%	*	*	-	43%	13%	33%	28%	25%	20%	7%
	2018	19%	16%	19%	33%	12%	20%	*	*	-	17%	3%	16%	18%	20%	11%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	79%	78%	57%	70%	80%	*	*	-	100%	54%	78%	78%	77%	69%	68%
	2018	81%	82%	88%	78%	77%	93%	*	*	-	83%	47%	95%	87%	89%	80%	78%
At Meets Grade Level or Above	2019	52%	49%	49%	29%	32%	57%	*	*	-	57%	22%	67%	46%	55%	36%	29%
	2018	50%	45%	47%	56%	35%	52%	*	*	-	50%	16%	42%	46%	51%	37%	33%
At Masters Grade Level	2019	26%	21%	31%	29%	18%	36%	*	*	-	57%	7%	33%	27%	41%	22%	20%
	2018	24%	19%	21%	22%	15%	23%	*	*	-	33%	3%	16%	21%	22%	16%	13%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	63%	59%	*	49%	62%	-	*	-	*	29%	71%	63%	47%	41%	48%
	2018	66%	61%	56%	*	41%	60%	*	*	-	*	22%	*	52%	65%	48%	44%
At Meets Grade Level or Above	2019	38%	32%	24%	*	12%	29%	-	*	-	*	0%	29%	25%	21%	17%	17%
	2018	41%	37%	31%	*	18%	35%	-	*	-	*	0%	*	29%	35%	22%	11%
At Masters Grade Level	2019	14%	10%	4%	*	0%	6%	-	*	-	*	0%	14%	4%	3%	0%	0%
	2018	13%	11%	8%	*	9%	7%	*	*	-	*	0%	*	9%	7%	7%	6%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	77%	*	60%	85%	*	*	-	*	32%	*	72%	88%	72%	50%
	2018	80%	79%	63%	60%	42%	72%	*	-	-	*	31%	69%	65%	58%	49%	32%
At Meets Grade Level or Above	2019	54%	57%	56%	*	37%	64%	*	*	-	*	21%	*	51%	65%	49%	11%
	2018	51%	52%	26%	0%	17%	31%	*	-	-	*	15%	38%	29%	16%	16%	9%
At Masters Grade Level	2019	25%	25%	29%	*	14%	36%	*	*	-	*	5%	*	30%	25%	20%	0%
	2018	23%	22%	8%	0%	3%	11%	*	-	-	*	8%	13%	10%	3%	4%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Progress

District Name: KRUM ISD
 Campus Name: BLANCHE DODD INT
 Campus Number: 061905102

Total Students: 325
 Grade Span: 04 - 05
 School Type: Elementary

		State		District		Campus		African American		Hispanic	White	American Indian		Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																							
Grade 4 ELA/Reading	2019	61	59	59	59	*	62	59	-	*	*	*	*	-	*	*	43	75	62	50	58	81	
	2018	63	69	69	69	*	78	66	*	*	*	*	*	-	*	*	75	*	68	72	74	77	
	2019	65	48	48	48	*	49	47	*	*	*	*	*	-	*	*	43	79	48	50	53	67	
	2018	65	72	72	72	*	70	73	*	*	*	*	*	-	*	*	56	*	73	69	69	56	
Grade 5 ELA/Reading	2019	81	84	84	84	*	78	86	*	*	*	*	*	-	*	*	83	*	86	80	86	75	
	2018	80	80	80	80	40	83	81	*	*	*	*	*	-	*	*	79	84	83	71	72	77	
	2019	83	93	93	93	*	86	95	*	*	*	*	*	-	*	*	94	*	91	96	89	83	
	2018	81	81	81	81	60	89	81	*	*	*	*	*	-	*	*	82	81	83	78	83	85	
All Grades Both Subjects	2019	69	66	66	66	71	68	71	*	*	*	*	*	-	*	*	64	79	70	72	72	76	
	2018	69	67	67	67	75	79	75	63	*	*	*	*	-	*	*	72	82	77	72	74	73	
	2019	68	66	66	66	72	71	72	*	*	*	*	*	-	*	*	62	81	73	68	73	78	
	2018	69	66	66	66	74	50	73	*	*	*	*	*	-	*	*	77	86	75	71	73	77	
All Grades Mathematics	2019	70	66	66	66	70	86	70	*	*	70	66	70	*	*	*	66	78	68	76	71	74	
	2018	70	68	77	75	77	78	77	*	*	78	77	77	*	*	*	68	78	78	73	75	71	

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

Total Students: 325
 Grade Span: 04 - 05
 School Type: Elementary

District Name: KRUM ISD
 Campus Name: BLANCHE DODD INT
 Campus Number: 061905102

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	39%	44%	*	40%	48%	*	-	-	-	20%	34%	44%
	2018	38%	42%	52%	*	35%	66%	*	-	-	*	32%	49%	36%
Mathematics	2019	45%	43%	43%	*	41%	42%	*	-	-	*	37%	39%	41%
	2018	47%	46%	63%	*	50%	77%	*	-	-	*	32%	56%	57%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration			2019	78%	84%	*	74%	*	*	-	*	47%	75%	73%
Students Requiring Accelerated Instruction			2019	22%	16%	*	26%	*	*	-	*	53%	25%	27%
STAAR Cumulative Met Standard			2019	86%	93%	*	88%	*	*	-	*	63%	88%	80%
STAAR Non-Proficient Students Promoted by Grade Placement Committee			2018	97%	94%	*	88%	-	-	-	-	*	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)			2019	63%	*	-	*	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration			2019	83%	94%	*	93%	*	*	-	*	63%	89%	87%
Students Requiring Accelerated Instruction			2019	17%	6%	*	7%	*	*	-	*	37%	11%	13%
STAAR Cumulative Met Standard			2019	90%	96%	*	98%	*	*	-	*	74%	92%	87%
STAAR Non-Proficient Students Promoted by Grade Placement Committee			2018	97%	100%	*	*	-	-	-	-	*	*	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

District Name: KRUM ISD
Campus Name: BLANCHE DODD INT
Campus Number: 061905102

Total Students: 325
Grade Span: 04 - 05
(Current EL Students)

STAAR Performance Rate by Subject and Performance Level		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	77%	75%	61%	-	-	-	61%	57%	-	*	60%	59%
	2018	77%	78%	76%	59%	-	-	-	59%	54%	-	-	57%	57%
	2019	50%	48%	47%	24%	-	-	-	24%	24%	-	*	24%	23%
	2018	48%	46%	41%	22%	-	-	-	22%	15%	-	-	19%	19%
At Masters Grade Level	2019	24%	21%	25%	8%	-	-	-	8%	0%	-	*	6%	6%
	2018	22%	18%	16%	9%	-	-	-	9%	0%	-	-	6%	6%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	77%	81%	72%	-	-	-	72%	57%	-	*	69%	70%
	2018	74%	78%	81%	65%	-	-	-	65%	54%	-	-	61%	61%
	2019	48%	48%	52%	34%	-	-	-	34%	29%	-	*	33%	32%
	2018	46%	46%	46%	22%	-	-	-	22%	15%	-	-	19%	19%
At Masters Grade Level	2019	21%	19%	27%	7%	-	-	-	7%	0%	-	*	6%	5%
	2018	19%	16%	19%	4%	-	-	-	4%	0%	-	-	3%	3%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	79%	78%	69%	-	-	-	69%	57%	-	*	67%	65%
	2018	81%	82%	88%	78%	-	-	-	78%	69%	-	-	75%	75%
	2019	52%	49%	49%	31%	-	-	-	31%	0%	-	*	25%	24%
	2018	50%	45%	47%	30%	-	-	-	30%	23%	-	-	28%	28%
At Masters Grade Level	2019	26%	21%	31%	17%	-	-	-	17%	0%	-	*	14%	14%
	2018	24%	19%	21%	17%	-	-	-	17%	0%	-	-	11%	11%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	63%	59%	47%	-	-	-	47%	*	-	*	48%	45%
	2018	66%	61%	56%	46%	-	-	-	46%	*	-	-	44%	44%
	2019	38%	32%	24%	6%	-	-	-	6%	*	-	*	14%	14%
	2018	41%	37%	31%	15%	-	-	-	15%	*	-	-	13%	13%
At Masters Grade Level	2019	14%	10%	4%	0%	-	-	-	0%	*	-	-	0%	0%
	2018	13%	11%	8%	8%	-	-	-	8%	*	-	-	6%	6%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	81%	77%	33%	-	-	-	33%	*	-	-	40%	40%
	2018	80%	79%	63%	20%	-	-	-	20%	40%	-	-	30%	30%
	2019	54%	57%	56%	8%	-	-	-	8%	*	-	-	13%	13%
	2018	51%	52%	26%	10%	-	-	-	10%	10%	-	-	10%	10%
At Masters Grade Level	2019	25%	25%	29%	0%	-	-	-	0%	*	-	-	0%	0%
	2018	23%	22%	8%	0%	-	-	-	0%	0%	-	-	0%	0%
School Progress Domain - Academic Growth Score														
All Grades Both Subjects	2019	69%	66%	71%	71%	-	-	-	71%	82%	-	*	74%	73%
	2018	69%	67%	75%	66%	-	-	-	66%	85%	-	-	75%	75%
	2019	68%	66%	72%	70%	-	-	-	70%	86%	-	-	74%	75%
	2018	69%	66%	74%	65%	-	-	-	65%	92%	-	-	80%	80%
All Grades Mathematics	2019	70%	66%	70%	72%	-	-	-	72%	79%	-	*	74%	73%
	2018	70%	68%	77%	67%	-	-	-	67%	77%	-	-	71%	71%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading	2019	41%	39%	44%	60%	-	-	-	60%	*	-	-	44%	44%
	2018	38%	42%	52%	*	-	-	-	*	*	-	-	36%	36%
	2019	45%	43%	43%	40%	-	-	-	40%	50%	-	*	44%	41%
	2018	47%	46%	63%	*	-	-	-	*	67%	-	-	57%	57%
Mathematics														

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 325
Grade Span: 04 - 05
School Type: Elementary

District Name: KRUM ISD
Campus Name: BLANCHE DODD INT
Campus Number: 061905102

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests Assessment Participant Included in Accountability Not Included in Accountability Mobile Other Exclusions	99%	100%	99%	100%	99%	100%	100%	100%	-	100%	96%	99%	100%
	94%	96%	95%	88%	96%	97%	100%	100%	-	88%	92%	96%	93%
	4%	3%	4%	13%	4%	3%	0%	0%	-	13%	4%	3%	8%
	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
	1%	0%	1%	0%	1%	0%	0%	0%	-	0%	4%	1%	0%
Not Tested Absent Other	1%	0%	1%	0%	1%	0%	0%	0%	-	0%	4%	1%	0%
	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests Assessment Participant Included in Accountability Not Included in Accountability Mobile Other Exclusions	99%	100%	99%	100%	100%	99%	100%	*	-	100%	100%	100%	100%
	94%	95%	96%	90%	95%	97%	100%	*	-	100%	98%	97%	93%
	4%	4%	3%	10%	5%	2%	0%	*	-	0%	2%	3%	5%
	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	2%
	1%	0%	1%	0%	0%	1%	0%	*	-	0%	0%	0%	0%
Not Tested Absent Other	1%	0%	1%	0%	0%	1%	0%	*	-	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: KRUM ISD
 Campus Name: BLANCHE DODD INT
 Campus Number: 061905102

Total Students: 325
 Grade Span: 04 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.9%	96.3%	95.2%	96.9%	96.2%	*	*	-	94.4%	95.2%	96.0%	97.3%
2016-17	95.7%	96.6%	97.3%	97.8%	97.2%	97.3%	*	*	-	98.7%	96.8%	97.3%	97.5%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 325
 Grade Span: 04 - 05
 School Type: Elementary

District Name: KRUM ISD
 Campus Name: BLANCHE DODD INT
 Campus Number: 061905102

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Class of 2018	90.0%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
RHSP/DAP Graduates (Longitudinal Rate)	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%		-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%		-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)	82.0%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%		-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)	86.8%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	92.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)	37.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	90.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%		-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%		-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)	81.5%	95.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%		-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)	85.1%	94.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	94.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 325
 Grade Span: 04 - 05
 School Type: Elementary

Graduates (2017-18 Annual Graduates)				
Total Graduates	Campus Count	Campus Percent	District Count	State Count
By Ethnicity	-	-	145	347,893
African American	-	-	3	43,502
Hispanic	-	-	26	173,272
White	-	-	106	107,052
American Indian	-	-	4	1,226
Asian	-	-	0	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	6	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	1	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	3,538
Foundation H.S. Program (No Endorsement)	-	-	7	49,432
Foundation H.S. Program (Endorsement)	-	-	0	16,542
Foundation H.S. Program (DLA)	-	-	137	272,526
Special Education Graduates	-	-	16	25,962
Economically Disadvantaged Graduates	-	-	32	166,956
LEP Graduates	-	-	1	21,359
At-Risk Graduates	-	-	36	144,805

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

Total Students: 325
 Grade Span: 04 - 05
 School Type: Elementary

District Name: KRUM ISD
 Campus Name: BLANCHE DODD INT
 Campus Number: 061905102

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)	65.5%	63.1%											
2017-18													
College Ready Graduates ***													
College Ready (Annual Graduates)	50.0%	37.9%											
2017-18													
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	50.3%											
Mathematics													
2017-18	46.0%	33.1%											
Both Subjects													
2017-18	42.1%	31.7%											
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	18.6%											
2016-17	19.9%	25.0%											
API/B Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	6.9%											
2016-17	20.1%	22.8%											
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%											
2016-17	0.8%	0.0%											
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	11.0%											
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	34.5%											
2016-17	13.2%	5.9%											
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%											
2016-17	2.7%	1.5%											
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%											
2016-17	1.0%	0.0%											
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	43.4%											
2016-17	17.3%	10.3%											

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

District Name: KRUM ISD
Campus Name: BLANCHE DODD INT
Campus Number: 061905102

Total Students: 325
Grade Span: 04 - 05
School Type: Elementary

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)												
2017-18	7.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)												
2017-18	7.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)												
2017-18	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 325
Grade Span: 04 - 05
School Type: Elementary

District Name: KRUM ISD
Campus Name: BLANCHE DODD INT
Campus Number: 061905102

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	15.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	15.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	8.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	55.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
APIB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	13.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	20.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	1.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
APIB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	41.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	48.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	40.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus CCMR-Related Indicators

District Name: KRUM ISD
 Campus Name: BLANCHE DODD INT
 Campus Number: 061905102

Total Students: 325
 Grade Span: 04 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%										n/a		n/a
Science													
2018	38.0%	25.0%									n/a		n/a
2017	38.3%	50.0%									n/a		n/a
Social Studies													
2018	44.6%										n/a		n/a
2017	41.4%										n/a		n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	57.9%									n/a		n/a
2016-17	73.5%	61.8%									n/a		n/a
AI/Above Criterion													
2017-18	37.9%	36.9%									n/a		n/a
Average SAT Score (Annual Graduates) ***													
All Subjects	1036	1034									n/a		n/a
2017-18													
English Language Arts and Writing													
2017-18	521	528									n/a		n/a
Mathematics													
2017-18	515	506									n/a		n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	21.0									n/a		n/a
English Language Arts													
2017-18	20.3	21.0									n/a		n/a
Mathematics													
2017-18	20.6	20.2									n/a		n/a
Science													
2017-18	20.9	21.5									n/a		n/a

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

Total Students: 325
 Grade Span: 04 - 05
 School Type: Elementary

District Name: KRUM ISD
 Campus Name: BLANCHE DODD INT
 Campus Number: 061905102

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	33.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	23.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	13.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	23.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	26.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	9.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	64.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	55.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	56.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	55.1%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Student Information

District Name: KRUM ISD
 Campus Name: BLANCHE DODD INT
 Campus Number: 061905102

Total Students: 325
 Grade Span: 04 - 05
 School Type: Elementary

Student Information	Campus		District	State
	Count	Percent		
Total Students	325	100.0%	2,045	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	2.9%	4.4%
Kindergarten	0	0.0%	5.0%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	6.8%	7.2%
Grade 3	0	0.0%	6.8%	7.3%
Grade 4	166	51.1%	8.1%	7.6%
Grade 5	159	48.9%	7.8%	7.7%
Grade 6	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	8.7%	7.5%
Grade 8	0	0.0%	8.2%	7.5%
Grade 9	0	0.0%	8.3%	8.1%
Grade 10	0	0.0%	8.8%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	7.0%	6.5%
Ethnic Distribution:				
African American	7	2.2%	2.4%	12.6%
Hispanic	96	29.5%	29.1%	52.6%
White	211	64.9%	64.5%	27.4%
American Indian	2	0.6%	0.7%	0.4%
Asian	2	0.6%	0.5%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	7	2.2%	2.7%	2.4%
Economically Disadvantaged	130	40.0%	37.8%	60.6%
Non-Educationally Disadvantaged	195	60.0%	62.2%	39.4%
Section 504 Students	49	15.1%	10.6%	6.5%
English Learners (EL)	39	12.0%	10.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	1	0.3%	1.8%	1.4%
Students w/ Dyslexia	22	6.8%	4.7%	3.6%
At-Risk	159	48.9%	48.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	43			
By Type of Primary Disability				
Students with Intellectual Disabilities	14	32.6%	35.5%	42.4%
Students with Physical Disabilities	16	37.2%	27.8%	21.9%
Students with Autism	0	0.0%	**	13.7%
Students with Behavioral Disabilities	13	30.2%	27.4%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2017-18):				
Total Mobile Students	24	7.3%	8.9%	15.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Student Information

Total Students: 325
Grade Span: 04 - 05
School Type: Elementary

District Name: KRUM ISD
Campus Name: BLANCHE DODD INT
Campus Number: 061905102

Student Information	Campus		District	State
	Count	Percent		
By Ethnicity:				
African American	4	1.2%		
Hispanic	6	1.8%		
White	13	4.0%		
American Indian	0	0.0%		
Asian	1	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates		Special Education Rates	
	Campus	District	Campus	District
Retention Rates by Grade:				
Kindergarten	-	1.5%	-	0.0%
Grade 1	-	1.7%	-	0.0%
Grade 2	-	0.9%	-	0.0%
Grade 3	-	0.0%	-	0.0%
Grade 4	0.0%	0.0%	0.0%	0.0%
Grade 5	0.8%	0.8%	0.0%	0.0%
Grade 6	-	0.0%	-	0.0%
Grade 7	-	0.0%	-	0.0%
Grade 8	-	0.7%	-	0.0%
Grade 9	-	2.9%	-	12.5%
				6.2%
				5.5%
				2.3%
				0.9%
				0.5%
				0.6%
				0.5%
				0.6%
				0.7%
				12.7%

Class Size Information		Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):				
Elementary:				
Kindergarten	-	-	12.5	18.9
Grade 1	-	-	18.2	18.8
Grade 2	-	-	18.4	18.7
Grade 3	-	-	18.3	18.9
Grade 4	19.6	19.6	19.6	19.2
Grade 5	22.8	22.8	22.8	21.2
Grade 6	-	-	20.7	20.4
Secondary:				
English/Language Arts	-	-	16.9	16.6
Foreign Languages	-	-	18.2	18.9
Mathematics	-	-	17.5	17.8
Science	-	-	19.2	18.9
Social Studies	-	-	21.0	19.3

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

District Name: KRUM ISD
Campus Name: BLANCHE DODD INT
Campus Number: 061905102

Total Students: 325
Grade Span: 04 - 05
School Type: Elementary

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	32.6	100.0%	100.0%	100.0%
Professional Staff:				
Teachers	27.8	85.2%	65.7%	64.1%
Professional Support	25.8	79.1%	53.1%	49.8%
Campus Administration (School Leadership)	1.0	3.1%	7.4%	10.1%
Educational Aides:	1.0	3.1%	3.6%	3.0%
	4.8	14.8%	9.6%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	6.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	2.0	6.1%	15.2%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.6%
Hispanic	1.0	3.9%	9.5%	27.7%
White	22.8	88.4%	86.5%	58.4%
American Indian	0.0	0.0%	1.3%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.0%
Two or More Races	2.0	7.8%	2.5%	1.1%
Males	7.0	27.2%	23.7%	23.8%
Females	18.8	72.8%	76.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	16.8	65.1%	76.8%	73.6%
Masters	9.0	34.9%	23.2%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.7%	7.0%
1-5 Years Experience	6.5	25.3%	24.1%	28.9%
6-10 Years Experience	4.3	16.7%	24.8%	19.0%
11-20 Years Experience	8.0	31.1%	29.1%	29.3%
Over 20 Years Experience	6.9	27.0%	16.3%	15.7%
Number of Students per Teacher	12.6	n/a	13.0	15.1

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

Total Students: 325
Grade Span: 04 - 05
School Type: Elementary

District Name: KRUM ISD
Campus Name: BLANCHE DODD INT
Campus Number: 061905102

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	6.4	6.3
Average Years Experience of Principals with District	2.0	5.8	5.4
Average Years Experience of Assistant Principals	0.0	2.6	5.3
Average Years Experience of Assistant Principals with District	0.0	2.2	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers with District:	12.6	11.6	11.1
	6.5	5.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$43,470	\$47,218
1-5 Years Experience	\$43,233	\$44,121	\$50,408
6-10 Years Experience	\$46,434	\$46,915	\$52,786
11-20 Years Experience	\$52,909	\$54,213	\$56,041
Over 20 Years Experience	\$57,201	\$60,793	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$50,541	\$50,432	\$54,122
Professional Support	\$69,201	\$63,508	\$64,069
Campus Administration (School Leadership)	\$92,040	\$81,981	\$78,947
Instructional Staff Percent:	n/a	60.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: KRUM ISD
 Campus Name: BLANCHE DODD INT
 Campus Number: 061905102

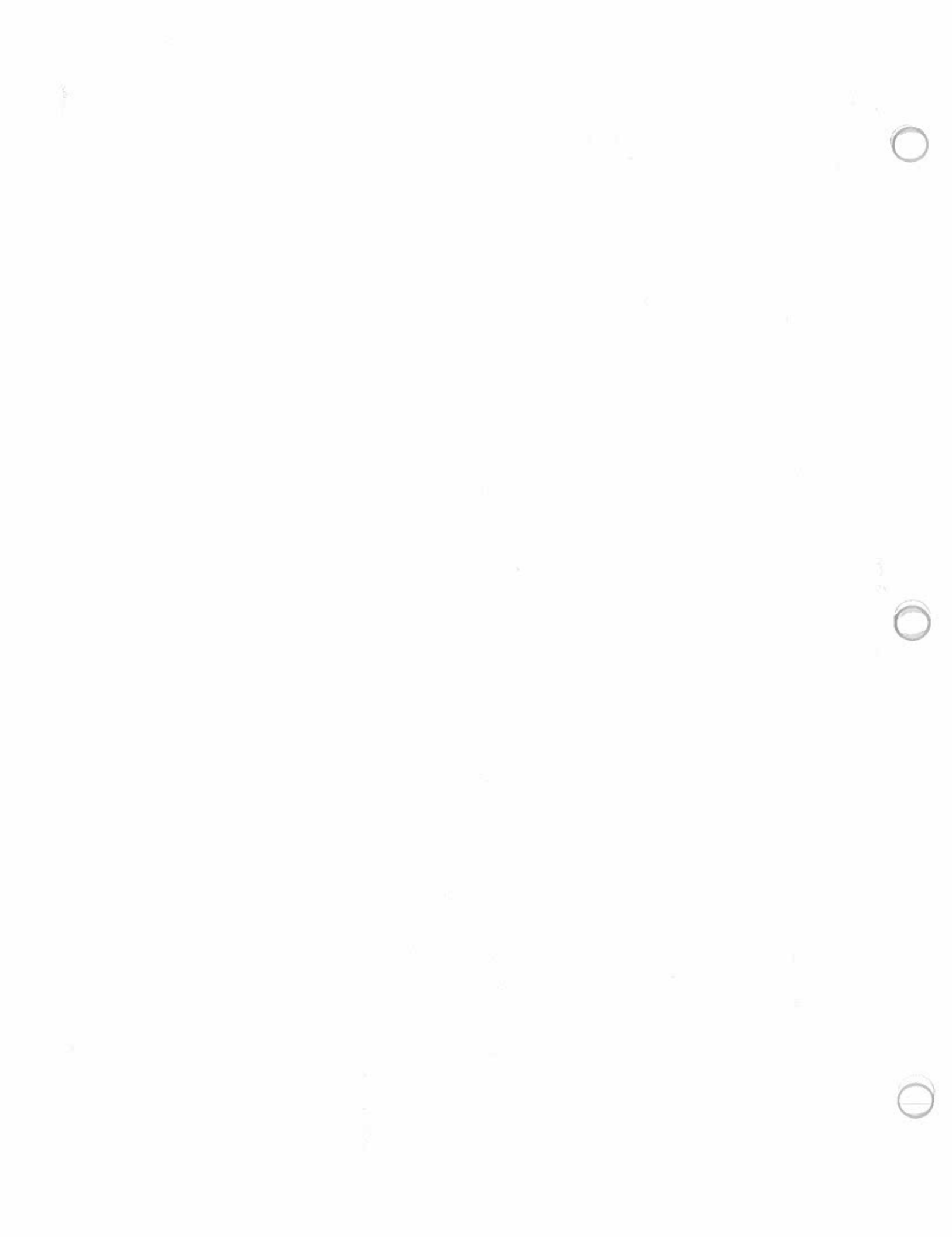
TEXAS EDUCATION AGENCY Texas Academic Performance Report 2018-19 Campus Staff Information

Total Students: 325
 Grade Span: 04 - 05
 School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	45	13.8%	13.1%	19.7%
Career & Technical Education	0	0.0%	35.9%	26.3%
Gifted & Talented Education	30	9.2%	5.9%	8.1%
Special Education	43	13.2%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.7	10.5%	6.1%	6.4%
Career & Technical Education	0.0	0.0%	5.3%	4.9%
Compensatory Education	2.9	11.4%	7.1%	2.7%
Gifted & Talented Education	0.3	1.1%	0.6%	2.0%
Regular Education	17.7	68.9%	71.2%	71.4%
Special Education	2.1	8.1%	8.1%	9.1%
Other	0.0	0.0%	1.6%	3.6%

- 'N' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- 'M' Indicates results are masked due to small numbers to protect student confidentiality.
- '000' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '0000' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report



2018-19 Texas Academic Performance Report

District Name: KRUM ISD

Campus Name: KRUM MIDDLE

Campus Number: 061905041

2019 Accountability Rating: C

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

District Name: KRUM ISD
Campus Name: KRUM MIDDLE
Campus Number: 061905041

Total Students: 496
Grade Span: 06 - 08
School Type: Middle

		African American					American Indian			Pacific Islander	Two or More Races		Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Non-Continuously Enrolled	EL (Current & Disadv Monitored)
		State	District	Campus	Hispanic	White	Hispanic	White	Indian	Asian								

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 6 Reading At Approaches Grade Level or Above	2019	68%	63%	63%	54%	69%	*	*	-	-	*	67%	31%	54%	61%	66%	54%	48%
	2018	69%	71%	71%	68%	74%	-	-	-	-	*	67%	27%	78%	70%	72%	61%	67%
	2019	37%	28%	28%	17%	34%	*	*	-	-	*	17%	19%	31%	29%	27%	13%	13%
	2018	39%	36%	36%	21%	44%	-	-	-	-	*	17%	12%	44%	38%	30%	21%	17%
	2019	18%	14%	14%	7%	18%	*	*	-	-	*	0%	6%	23%	13%	18%	4%	0%
Grade 6 Mathematics At Approaches Grade Level or Above	2018	19%	15%	15%	14%	16%	-	-	-	-	0%	0%	8%	22%	17%	11%	12%	13%
	2019	81%	86%	86%	78%	91%	*	*	-	-	*	100%	50%	85%	90%	77%	79%	74%
	2018	77%	85%	85%	80%	88%	-	-	-	-	100%	100%	59%	89%	87%	79%	77%	80%
	2019	47%	58%	58%	46%	63%	*	*	-	-	*	33%	19%	46%	60%	52%	54%	48%
	2018	44%	51%	50%	39%	58%	-	-	-	-	*	17%	11%	56%	52%	46%	32%	33%
Grade 7 Reading At Approaches Grade Level or Above	2019	21%	21%	21%	17%	23%	*	*	-	-	*	17%	0%	15%	22%	18%	13%	17%
	2018	18%	22%	23%	16%	26%	-	-	-	-	17%	17%	7%	22%	20%	29%	13%	10%
	2019	76%	70%	70%	63%	75%	*	*	-	-	57%	57%	21%	86%	72%	62%	61%	58%
	2018	74%	70%	70%	61%	73%	*	*	-	-	*	14%	18%	43%	72%	63%	57%	53%
	2019	49%	44%	44%	39%	48%	*	*	-	-	*	14%	6%	71%	43%	44%	29%	32%
Grade 7 Mathematics At Approaches Grade Level or Above	2018	29%	26%	26%	27%	27%	*	*	-	-	14%	14%	0%	43%	48%	47%	33%	33%
	2019	29%	20%	20%	19%	21%	*	*	-	-	*	14%	0%	0%	19%	21%	12%	13%
	2018	75%	67%	67%	63%	72%	*	*	-	-	43%	43%	24%	100%	70%	58%	60%	55%
	2019	72%	70%	70%	62%	74%	*	*	-	-	*	29%	36%	88%	72%	66%	59%	53%
	2018	43%	41%	41%	34%	45%	*	*	-	-	*	14%	17%	57%	41%	40%	25%	26%
Grade 7 Writing At Approaches Grade Level or Above	2019	40%	37%	37%	31%	42%	*	*	-	-	0%	0%	3%	13%	38%	36%	25%	29%
	2018	17%	14%	14%	9%	18%	*	*	-	-	*	0%	0%	0%	14%	16%	9%	6%
	2019	18%	17%	17%	13%	19%	*	*	-	-	*	0%	0%	0%	16%	20%	9%	6%
	2018	70%	66%	66%	57%	70%	*	*	-	-	86%	86%	17%	86%	68%	58%	52%	48%
	2019	69%	67%	67%	59%	70%	*	*	-	-	*	14%	19%	50%	67%	67%	58%	41%
Grade 8 Reading At Approaches Grade Level or Above	2018	42%	40%	40%	32%	47%	*	*	-	-	14%	14%	3%	57%	41%	38%	25%	13%
	2019	43%	43%	43%	31%	46%	*	*	-	-	*	0%	5%	13%	44%	40%	26%	24%
	2018	18%	16%	16%	13%	19%	*	*	-	-	0%	0%	0%	14%	17%	13%	6%	3%
	2019	15%	13%	13%	13%	14%	*	*	-	-	*	0%	5%	0%	15%	9%	9%	12%
	2018	86%	84%	84%	74%	88%	*	*	-	-	*	84%	45%	86%	84%	84%	76%	72%
At Meets Grade Level or Above	2019	86%	90%	90%	86%	93%	-	-	-	-	*	92%	100%	100%	92%	85%	83%	86%
	2018	55%	53%	53%	45%	56%	*	*	-	-	*	56%	9%	75%	56%	43%	39%	33%
	2018	49%	50%	50%	29%	57%	*	*	-	-	*	27%	27%	75%	49%	54%	26%	14%

Total Students: 496
Grade Span: 06 - 08
School Type: Middle

Total Students: 496
Grade Span: 06 - 08
School Type: Middle

December 2019

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

District Name: KRUM ISD
Campus Name: KRUM MIDDLE
Campus Number: 061905041

Total Students: 496
Grade Span: 06 - 08
School Type: Middle

	State	District	African American				American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EL (Current & Disadv Monitored)	
			Hispanic	White	Black	Hispanic	White	Black							Econ	Disadv
All Grades Mathematics At Approaches Grade Level or Above	2019	82%	79%	81%	62%	74%	85%	*	-	-	42%	92%	83%	74%	73%	69%
	2018	81%	82%	81%	50%	74%	85%	*	-	-	45%	92%	83%	74%	71%	73%
	2019	52%	49%	52%	38%	42%	57%	*	-	-	18%	50%	53%	49%	40%	39%
	2018	50%	45%	50%	25%	42%	56%	*	-	-	18%	52%	51%	48%	35%	35%
	2019	26%	21%	19%	15%	14%	22%	*	-	-	1%	21%	19%	18%	13%	15%
All Grades Writing At Approaches Grade Level or Above	2018	24%	19%	23%	17%	14%	28%	*	-	-	6%	24%	22%	27%	12%	10%
	2019	68%	63%	68%	*	57%	70%	*	-	-	17%	86%	68%	58%	52%	48%
	2018	66%	61%	67%	67%	59%	70%	*	-	-	19%	50%	67%	67%	58%	41%
	2019	38%	32%	40%	*	32%	47%	*	-	-	3%	57%	41%	38%	25%	13%
	2018	41%	37%	43%	50%	31%	46%	*	-	-	5%	13%	44%	40%	26%	24%
All Grades Science At Approaches Grade Level or Above	2019	14%	10%	16%	*	13%	19%	*	-	-	0%	14%	17%	13%	6%	3%
	2018	13%	11%	13%	17%	13%	14%	*	-	-	5%	0%	15%	9%	9%	12%
	2019	81%	81%	71%	40%	58%	76%	*	-	-	27%	*	69%	76%	56%	50%
	2018	80%	79%	78%	*	58%	84%	-	-	-	29%	88%	77%	74%	60%	50%
	2019	54%	57%	43%	0%	34%	49%	*	-	-	9%	*	43%	43%	20%	28%
All Grades Social Studies At Approaches Grade Level or Above	2018	51%	52%	51%	*	33%	59%	-	-	-	24%	50%	50%	56%	32%	21%
	2019	25%	25%	16%	0%	5%	21%	*	-	-	5%	*	14%	22%	6%	11%
	2018	23%	22%	26%	*	14%	32%	-	-	-	6%	25%	25%	31%	13%	14%
	2019	81%	82%	68%	80%	58%	71%	*	-	-	27%	*	67%	70%	57%	56%
	2018	78%	77%	58%	*	33%	69%	-	-	-	29%	50%	59%	56%	34%	21%
At Meets Grade Level or Above	2019	55%	54%	27%	0%	21%	31%	*	-	-	14%	*	25%	35%	22%	22%
	2018	53%	49%	21%	*	14%	23%	-	-	-	24%	25%	21%	21%	11%	7%
	2019	33%	28%	11%	0%	11%	13%	*	-	-	0%	*	13%	5%	4%	11%
	2018	31%	22%	8%	*	8%	8%	-	-	-	12%	0%	10%	5%	9%	7%

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

Total Students: 496
Grade Span: 06 - 08
School Type: Middle

District Name: KRUM ISD
Campus Name: KRUM MIDDLE
Campus Number: 061905041

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	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 6 ELA/Reading	2019	42	37	37	*	31	40	*	-	-	-	-	*	33	35	37	38	24	25	
	2018	47	38	37	*	35	39	-	-	-	-	-	25	26	50	38	34	35	40	
	2019	54	64	64	*	63	65	*	-	-	-	-	*	37	46	70	50	57	61	
Grade 6 Mathematics	2018	56	66	66	*	66	67	-	-	-	-	-	67	65	67	67	64	64	75	
	2019	77	70	70	*	71	72	*	-	-	-	-	50	43	79	71	69	67	62	
Grade 7 ELA/Reading	2018	76	69	69	50	72	70	*	-	-	-	-	*	59	43	68	73	67	80	
	2019	63	42	42	*	38	47	*	-	-	-	-	14	22	64	42	43	37	37	
Grade 7 Mathematics	2018	67	55	55	42	60	55	*	-	-	-	-	*	52	63	54	60	59	56	
	2019	77	78	78	90	74	80	*	-	-	-	-	*	76	*	80	72	82	74	
Grade 8 ELA/Reading	2018	79	74	74	*	84	72	-	-	-	-	-	*	69	81	71	81	80	75	
	2019	84	88	88	80	88	89	*	-	-	-	-	*	73	*	88	91	90	92	
Grade 8 Mathematics	2018	81	74	74	*	76	75	-	-	-	-	-	*	61	*	73	76	72	79	
	2019	75	72	97	-	100	96	*	-	-	-	-	-	-	-	96	100	100	*	
End of Course Algebra I	2018	72	65	98	*	*	98	-	-	-	-	-	-	*	100	100	91	100	*	
	2019	69	66	64	63	60	66	42	-	-	-	-	35	47	56	65	60	60	56	
All Grades Both Subjects	2018	69	67	63	45	64	64	*	-	-	-	-	44	54	67	63	65	62	65	
	2019	68	66	63	65	61	65	*	-	-	-	-	38	52	54	64	60	60	54	
All Grades ELA/Reading	2018	69	66	59	50	60	61	*	-	-	-	-	21	46	58	58	63	58	60	
	2019	70	66	64	62	60	67	*	-	-	-	-	33	42	58	66	59	59	58	
All Grades Mathematics	2018	70	68	67	41	67	68	*	-	-	-	-	67	60	76	67	68	65	71	

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

District Name: KRUM ISD
Campus Name: KRUM MIDDLE
Campus Number: 061905041

Total Students: 496
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students													
Sum of Grades 4-8													
Reading	2019	41%	39%	36%	29%	47%	-	-	-	*	15%	33%	19%
Mathematics	2018	38%	42%	30%	*	26%	-	-	-	*	*	31%	38%
	2019	45%	43%	43%	33%	43%	-	-	-	-	28%	46%	36%
	2018	47%	46%	23%	*	19%	-	-	-	*	*	26%	36%
Student Success Initiative													
Grade 5 Reading													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 6	2019	9%	18%	18%	*	33%	-	-	-	*	0%	13%	0%
Grade 5 Mathematics													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 6	2019	24%	38%	38%	*	*	-	-	-	*	*	*	*
Grade 8 Reading													
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	76%	76%	60%	78%	*	-	-	*	33%	66%	45%
Students Requiring Accelerated Instruction	2019	22%	24%	24%	40%	22%	*	-	-	*	67%	34%	55%
STAAR Cumulative Met Standard	2019	85%	84%	84%	80%	87%	*	-	-	*	43%	75%	55%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	100%	100%	-	*	-	-	-	*	*	*	*
Grade 8 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	83%	83%	80%	85%	-	-	-	*	43%	74%	82%
Students Requiring Accelerated Instruction	2019	18%	17%	17%	20%	15%	-	-	-	*	57%	26%	18%
STAAR Cumulative Met Standard	2019	88%	88%	88%	80%	90%	-	-	-	*	57%	83%	82%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	100%	100%	-	*	-	-	-	*	*	*	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 496
 Grade Span: 06 - 08
 (Current EL Students)

District Name: KRUM ISD
 Campus Name: KRUM MIDDLE
 Campus Number: 061905041

STAAR Performance Rate by Subject and Performance Level		State	District	Campus	Bilingual				ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
					BE-Trans	BE-Trans	BE-Dual	BE-Dual						
All Grades All Subjects					Education	Early Exit	Late Exit	Two-Way	One-Way					
At Approaches Grade Level or Above	2019	78%	77%	74%	-	-	-	-	-	46%	-	-	46%	46%
	2018	77%	78%	75%	-	-	-	-	-	45%	-	-	45%	45%
	2019	50%	48%	44%	-	-	-	-	-	16%	-	-	16%	16%
	2018	48%	46%	44%	-	-	-	-	-	12%	-	-	12%	12%
At Masters Grade Level	2019	24%	21%	19%	-	-	-	-	-	6%	-	-	6%	6%
	2018	22%	18%	20%	-	-	-	-	-	4%	-	-	4%	4%
All Grades ELA/Reading	2019	75%	77%	72%	-	-	-	-	-	45%	-	-	45%	45%
	2018	74%	78%	77%	-	-	-	-	-	51%	-	-	51%	51%
	2019	48%	48%	42%	-	-	-	-	-	12%	-	-	12%	12%
	2018	46%	46%	44%	-	-	-	-	-	11%	-	-	11%	11%
At Masters Grade Level	2019	21%	19%	24%	-	-	-	-	-	8%	-	-	8%	8%
	2018	19%	16%	21%	-	-	-	-	-	6%	-	-	6%	6%
All Grades Mathematics	2019	82%	79%	81%	-	-	-	-	-	61%	-	-	61%	61%
	2018	81%	82%	81%	-	-	-	-	-	60%	-	-	60%	60%
	2019	52%	49%	52%	-	-	-	-	-	27%	-	-	27%	27%
	2018	50%	45%	50%	-	-	-	-	-	17%	-	-	17%	17%
At Masters Grade Level	2019	26%	21%	19%	-	-	-	-	-	8%	-	-	8%	8%
	2018	24%	19%	23%	-	-	-	-	-	3%	-	-	3%	3%
All Grades Writing	2019	68%	63%	66%	-	-	-	-	-	21%	-	-	21%	21%
	2018	66%	61%	67%	-	-	-	-	-	25%	-	-	25%	25%
	2019	38%	32%	40%	-	-	-	-	-	5%	-	-	5%	5%
	2018	41%	37%	43%	-	-	-	-	-	8%	-	-	8%	8%
At Masters Grade Level	2019	14%	10%	16%	-	-	-	-	-	0%	-	-	0%	0%
	2018	13%	11%	13%	-	-	-	-	-	8%	-	-	8%	8%
All Grades Science	2019	81%	81%	71%	-	-	-	-	-	36%	-	-	36%	36%
	2018	80%	79%	76%	-	-	-	-	-	0%	-	-	0%	0%
	2019	54%	57%	43%	-	-	-	-	-	18%	-	-	18%	18%
	2018	51%	52%	51%	-	-	-	-	-	0%	-	-	0%	0%
At Masters Grade Level	2019	25%	25%	16%	-	-	-	-	-	0%	-	-	0%	0%
	2018	23%	22%	26%	-	-	-	-	-	0%	-	-	0%	0%
All Grades Social Studies	2019	81%	82%	68%	-	-	-	-	-	36%	-	-	36%	36%
	2018	78%	77%	58%	-	-	-	-	-	0%	-	-	0%	0%
	2019	55%	54%	27%	-	-	-	-	-	0%	-	-	0%	0%
	2018	53%	49%	21%	-	-	-	-	-	0%	-	-	0%	0%
At Masters Grade Level	2019	33%	28%	11%	-	-	-	-	-	0%	-	-	0%	0%
	2018	31%	22%	8%	-	-	-	-	-	0%	-	-	0%	0%
School Progress Domain - Academic Growth Score	2019	69%	66%	64%	-	-	-	-	-	48%	-	-	48%	48%
	2018	69%	67%	63%	-	-	-	-	-	68%	-	-	68%	68%
	2019	68%	66%	63%	-	-	-	-	-	46%	-	-	46%	46%
	2018	69%	66%	59%	-	-	-	-	-	66%	-	-	66%	66%
All Grades Mathematics	2019	70%	66%	64%	-	-	-	-	-	51%	-	-	51%	51%
	2018	70%	68%	67%	-	-	-	-	-	70%	-	-	70%	70%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading		2019	41%	39%	36%	-	-	-	-	19%	-	-	19%	19%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 496
Grade Span: 06 - 08
(Current EL Students)

District Name: KRUM ISD
Campus Name: KRUM MIDDLE
Campus Number: 061905041

	State	District	Campus	Bilingual				ESL	ESL	ESL	LEP No	LEP with	Total
				Education	Early Exit	Late Exit	BE-Trans	BE-Dual	Content	Pull-Out	Services	Services	EL
Mathematics	2018	42%	30%	-	-	-	-	-	38%	-	-	38%	38%
	2019	43%	43%	-	-	-	-	-	36%	-	-	36%	36%
	2018	46%	23%	-	-	-	-	-	36%	-	-	36%	36%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

Total Students: 496
Grade Span: 06 - 08
School Type: Middle

District Name: KRUM ISD
Campus Name: KRUM MIDDLE
Campus Number: 061905041

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

2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	-	-	100%	100%	99%	100%
Included in Accountability	94%	95%	94%	94%	91%	95%	-	-	-	100%	90%	91%	94%
Not Included in Accountability													
Mobile	4%	4%	6%	6%	8%	5%	-	-	-	0%	11%	8%	3%
Other Exclusions	1%	0%	0%	0%	1%	0%	-	-	-	0%	0%	1%	3%
Not Tested													
Absent	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: KRUM ISD
 Campus Name: KRUM MIDDLE
 Campus Number: 061905041

Total Students: 496
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.9%	96.1%	97.8%	95.7%	96.1%	*	*	-	98.2%	95.3%	95.2%	96.8%
2016-17	95.7%	96.6%	96.9%	97.7%	97.3%	96.7%	*	-	*	95.7%	96.0%	96.8%	97.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 496
 Grade Span: 06 - 08
 School Type: Middle

District Name: KRUM ISD
 Campus Name: KRUM MIDDLE
 Campus Number: 061905041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	99.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	92.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	92.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	90.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	95.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	94.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 496
 Grade Span: 06 - 08
 School Type: Middle

Graduates (2017-18 Annual Graduates)				
	Campus Count	Campus Percent	District Count	State Count
Total Graduates	-	-	145	347,893
By Ethnicity:				
African American	-	-	3	43,502
Hispanic	-	-	26	173,272
White	-	-	106	107,052
American Indian	-	-	4	1,226
Asian	-	-	0	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	6	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	1	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	3,538
Foundation H.S. Program (No Endorsement)	-	-	7	49,432
Foundation H.S. Program (Endorsement)	-	-	0	16,542
Foundation H.S. Program (DLA)	-	-	137	272,526
Special Education Graduates	-	-	16	25,962
Economically Disadvantaged Graduates	-	-	32	166,956
LEP Graduates	-	-	1	21,359
At-Risk Graduates	-	-	36	144,805

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

Total Students: 496
 Grade Span: 06 - 08
 School Type: Middle

District Name: KRUM ISD
 Campus Name: KRUM MIDDLE
 Campus Number: 061905041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)	65.5%	63.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
College Ready Graduates ***													
College Ready (Annual Graduates)	50.0%	37.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
TSI Criteria Graduates (Annual Graduates)													
English Language Arts	58.2%	50.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
Mathematics	46.0%	33.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
Both Subjects	42.1%	31.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
Dual Course Credits (Annual Graduates)													
Any Subject	20.7%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
2016-17	19.9%	25.0%	-	-	-	-	-	-	-	-	-	-	-
API/B Met Criteria in Any Subject (Annual Graduates)													
Any Subject	20.4%	6.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
2016-17	20.1%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	11.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)	28.7%	34.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18													
2016-17	13.2%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	43.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.3%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: KRUM ISD
 Campus Name: KRUM MIDDLE
 Campus Number: 061905041

Total Students: 496
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level II or Level III Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 496
Grade Span: 06 - 08
School Type: Middle

District Name: KRUM ISD
Campus Name: KRUM MIDDLE
Campus Number: 061905041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSJA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	15.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	15.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	8.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	55.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
APIB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	13.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	20.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	1.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
APIB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	41.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	48.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	40.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

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

District Name: KRUM ISD
Campus Name: KRUM MIDDLE
Campus Number: 061905041

Total Students: 496
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%			-	-	-	-	-	-	-	n/a	-	n/a
Science				-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	25.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies				-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	57.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	61.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Above Criterion													
2017-18	37.9%	36.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects	1036	1034	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	528	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects	20.6	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	21.5	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 496
 Grade Span: 06 - 08
 School Type: Middle

District Name: KRUM ISD
 Campus Name: KRUM MIDDLE
 Campus Number: 061905041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	33.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	23.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	13.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	23.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	26.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	9.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	9.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	64.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	55.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	56.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	55.1%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: KRUM ISD
Campus Name: KRUM MIDDLE
Campus Number: 061905041

Total Students: 496
Grade Span: 06 - 08
School Type: Middle

Student Information	Campus		District	State
	Count	Percent		
Total Students	496	100.0%	2,045	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	2.9%	4.4%
Kindergarten	0	0.0%	5.0%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	6.8%	7.2%
Grade 3	0	0.0%	6.8%	7.3%
Grade 4	0	0.0%	8.1%	7.6%
Grade 5	0	0.0%	7.8%	7.7%
Grade 6	150	30.2%	7.3%	7.7%
Grade 7	178	35.9%	8.7%	7.5%
Grade 8	168	33.9%	8.2%	7.5%
Grade 9	0	0.0%	8.3%	8.1%
Grade 10	0	0.0%	8.8%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	7.0%	6.5%
Ethnic Distribution:				
African American	16	3.2%	2.4%	12.6%
Hispanic	139	28.0%	29.1%	52.6%
White	325	65.5%	64.5%	27.4%
American Indian	3	0.6%	0.7%	0.4%
Asian	1	0.2%	0.5%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	12	2.4%	2.7%	2.4%
Economically Disadvantaged	177	35.7%	37.8%	60.6%
Non-Educationally Disadvantaged	319	64.3%	62.2%	39.4%
Section 504 Students	84	16.9%	10.6%	6.5%
English Learners (EL)	50	10.1%	10.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	10	1.9%	1.8%	1.4%
Students w/ Dyslexia	39	7.9%	4.7%	3.6%
At-Risk	247	49.8%	48.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	67			
By Type of Primary Disability				
Students with Intellectual Disabilities	23	34.3%	35.5%	42.4%
Students with Physical Disabilities	9	13.4%	27.8%	21.9%
Students with Autism	8	11.9%	**	13.7%
Students with Behavioral Disabilities	27	40.3%	27.4%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2017-18):				
Total Mobile Students	58	10.8%	8.9%	15.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Student Information

Total Students: 496
Grade Span: 06 - 08
School Type: Middle

District Name: KRUM ISD
Campus Name: KRUM MIDDLE
Campus Number: 061905041

Student Information	Campus		State
	Count	Percent	
By Ethnicity:			
African American	2	0.4%	
Hispanic	18	3.4%	
White	38	7.1%	
American Indian	0	0.0%	
Asian	0	0.0%	
Pacific Islander	0	0.0%	
Two or More Races	0	0.0%	

Student Information	Non-Special Education Rates		Special Education Rates	
	Campus	District	Campus	District
Retention Rates by Grade:				
Kindergarten	-	1.5%	-	0.0%
Grade 1	-	1.7%	-	0.0%
Grade 2	-	0.9%	-	0.0%
Grade 3	-	0.0%	-	0.0%
Grade 4	-	0.0%	-	0.0%
Grade 5	-	0.8%	-	0.0%
Grade 6	0.0%	0.0%	0.0%	0.0%
Grade 7	0.0%	0.0%	0.0%	0.0%
Grade 8	0.7%	0.7%	0.0%	0.0%
Grade 9	-	2.9%	-	12.5%
				6.2%
				5.5%
				2.3%
				0.9%
				0.5%
				0.6%
				0.5%
				0.6%
				0.7%
				12.7%

Class Size Information	Campus		District	State
	Campus	District		
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):				
Elementary:				
Kindergarten	-	12.5	18.9	
Grade 1	-	18.2	18.8	
Grade 2	-	18.4	18.7	
Grade 3	-	18.3	18.9	
Grade 4	-	19.6	19.2	
Grade 5	-	22.8	21.2	
Grade 6	20.7	20.7	20.4	
Secondary:				
English/Language Arts	17.3	16.9	16.6	
Foreign Languages	22.5	18.2	18.9	
Mathematics	18.5	17.5	17.8	
Science	22.9	19.2	18.9	
Social Studies	21.5	21.0	19.3	

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

District Name: KRUM ISD
Campus Name: KRUM MIDDLE
Campus Number: 061905041

Total Students: 496
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	44.2	100.0%	100.0%	100.0%
Professional Staff:				
Teachers	38.4	86.8%	65.7%	64.1%
Professional Support	34.5	78.1%	53.1%	49.8%
Campus Administration (School Leadership)	1.5	3.4%	7.4%	10.1%
Educational Aides:	2.4	5.3%	3.6%	3.0%
	5.8	13.2%	9.6%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	6.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	5.6	12.6%	15.2%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.6%
Hispanic	2.8	8.2%	9.5%	27.7%
White	30.9	89.7%	86.5%	58.4%
American Indian	0.7	2.1%	1.3%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	2.5%	1.1%
Males	9.2	26.8%	23.7%	23.8%
Females	25.3	73.2%	76.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	26.3	76.3%	76.8%	73.6%
Masters	8.2	23.7%	23.2%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.7	8.0%	5.7%	7.0%
1-5 Years Experience	7.9	22.9%	24.1%	28.9%
6-10 Years Experience	5.7	16.6%	24.8%	19.0%
11-20 Years Experience	11.8	34.2%	29.1%	29.3%
Over 20 Years Experience	6.4	18.4%	16.3%	15.7%
Number of Students per Teacher	14.4	n/a	13.0	15.1

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

Total Students: 496
Grade Span: 06 - 08
School Type: Middle

District Name: KRUM ISD
Campus Name: KRUM MIDDLE
Campus Number: 061905041

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	6.4	6.3
Average Years Experience of Principals with District	2.0	5.8	5.4
Average Years Experience of Assistant Principals	1.5	2.6	5.3
Average Years Experience of Assistant Principals with District	1.5	2.2	4.7
Average Years Experience of Teachers:	13.3	11.6	11.1
Average Years Experience of Teachers with District:	5.6	5.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,264	\$43,470	\$47,218
1-5 Years Experience	\$44,354	\$44,121	\$50,408
6-10 Years Experience	\$47,016	\$46,915	\$52,786
11-20 Years Experience	\$55,746	\$54,213	\$56,041
Over 20 Years Experience	\$61,940	\$60,793	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$51,919	\$50,432	\$54,122
Professional Support	\$83,618	\$63,508	\$64,069
Campus Administration (School Leadership)	\$77,211	\$81,981	\$78,947
Instructional Staff Percent:	n/a	60.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: KRUM ISD
 Campus Name: KRUM MIDDLE
 Campus Number: 061905041

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

Total Students: 496
 Grade Span: 06 - 08
 School Type: Middle

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	50	10.1%	13.1%	19.7%
Career & Technical Education	157	31.7%	35.9%	26.3%
Gifted & Talented Education	40	8.1%	5.9%	8.1%
Special Education	67	13.5%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.1%	6.4%
Career & Technical Education	1.0	2.8%	5.3%	4.9%
Compensatory Education	0.6	1.7%	7.1%	2.7%
Gifted & Talented Education	0.4	1.1%	0.6%	2.0%
Regular Education	28.0	81.2%	71.2%	71.4%
Special Education	3.1	8.9%	8.1%	9.1%
Other	1.5	4.2%	1.6%	3.6%

'N' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 'M' Indicates results are masked due to small numbers to protect student confidentiality.
 'L' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 'R' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
 '-' Indicates there are no students in the group.
 'n/a' Indicates data reporting is not applicable for this group.
 '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)



2018-19 Texas Academic Performance Report

District Name: **KRUM ISD**

Campus Name: **KRUM H S**

Campus Number: **061905001**

2019 Accountability Rating: **B**

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

District Name: KRUM ISD
Campus Name: KRUM H S
Campus Number: 061905001

Total Students: 630
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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STAAR Performance Rates by Tested Grade, Subject, and Performance Level

End of Course English I At Approaches Grade Level or Above	2019	68%	81%	81%	69%	88%	*	*	*	38%	*	82%	79%	66%	56%	64%
	2018	65%	76%	76%	72%	78%	*	*	88%	33%	*	79%	66%	70%	66%	61%
	2019	50%	57%	57%	38%	66%	*	*	*	22%	*	58%	53%	34%	28%	28%
	2018	44%	50%	50%	42%	51%	*	*	75%	22%	40%	54%	36%	41%	32%	32%
	2019	11%	11%	11%	5%	14%	*	*	*	3%	*	10%	13%	3%	0%	0%
End of Course English II At Approaches Grade Level or Above	2018	7%	6%	6%	3%	8%	*	*	0%	4%	0%	8%	0%	5%	4%	4%
	2019	68%	80%	80%	70%	85%	*	*	*	44%	*	81%	76%	70%	70%	43%
	2018	67%	78%	78%	73%	81%	*	*	*	17%	-	80%	73%	65%	33%	33%
	2019	49%	51%	51%	47%	54%	*	*	*	33%	*	53%	41%	43%	43%	7%
	2018	48%	61%	61%	51%	65%	*	*	*	6%	-	62%	59%	48%	11%	11%
At Masters Grade Level	2019	8%	6%	6%	5%	5%	*	*	*	7%	*	7%	3%	6%	0%	0%
	2018	8%	5%	5%	4%	5%	*	*	*	0%	-	6%	4%	3%	0%	0%
End of Course Algebra I At Approaches Grade Level or Above	2019	85%	87%	84%	84%	84%	*	*	*	56%	*	83%	87%	79%	79%	74%
	2018	83%	89%	86%	85%	88%	*	*	80%	57%	80%	89%	77%	83%	85%	85%
	2019	61%	61%	52%	53%	55%	*	*	*	19%	*	50%	57%	43%	32%	32%
	2018	55%	49%	34%	33%	35%	*	*	40%	9%	60%	35%	30%	32%	23%	23%
	2019	37%	30%	18%	27%	15%	*	*	*	4%	*	14%	26%	17%	11%	11%
End of Course Biology At Approaches Grade Level or Above	2018	32%	29%	11%	7%	13%	*	*	20%	4%	0%	12%	9%	10%	8%	8%
	2019	88%	93%	93%	87%	96%	*	*	*	73%	*	94%	90%	85%	86%	86%
	2018	87%	95%	95%	92%	97%	*	*	100%	83%	*	95%	95%	89%	84%	84%
	2019	62%	69%	69%	53%	80%	*	*	*	30%	*	68%	72%	44%	38%	38%
	2018	59%	74%	74%	68%	77%	*	*	89%	56%	*	75%	70%	62%	64%	64%
At Masters Grade Level	2019	25%	31%	31%	19%	38%	*	*	*	7%	*	28%	35%	15%	14%	14%
	2018	24%	30%	30%	19%	35%	*	*	44%	11%	*	33%	19%	24%	16%	16%
End of Course U.S. History At Approaches Grade Level or Above	2019	93%	98%	98%	97%	99%	*	*	*	57%	-	98%	100%	95%	83%	83%
	2018	92%	95%	95%	94%	96%	*	*	*	57%	*	97%	87%	86%	83%	83%
	2019	73%	83%	83%	79%	85%	*	*	*	29%	-	85%	71%	79%	67%	67%
	2018	70%	76%	76%	64%	81%	*	*	*	29%	-	79%	65%	56%	67%	67%
	2019	45%	48%	48%	47%	47%	*	*	*	0%	-	49%	38%	44%	33%	33%
At Masters Grade Level	2018	40%	35%	35%	22%	40%	*	*	*	14%	*	38%	23%	25%	0%	0%
All Grades All Subjects At Approaches Grade Level or Above	2019	78%	77%	87%	80%	91%	*	*	78%	53%	55%	87%	85%	78%	69%	69%
	2018	77%	78%	85%	83%	87%	100%	*	89%	48%	80%	87%	78%	77%	72%	72%
	2019	50%	48%	62%	52%	68%	*	*	50%	26%	36%	63%	58%	47%	31%	31%
	2018	48%	46%	59%	50%	63%	100%	*	68%	23%	53%	62%	50%	47%	38%	38%
	2019	24%	21%	21%	17%	23%	14%	*	11%	5%	0%	21%	22%	15%	8%	8%

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

Total Students: 630
Grade Span: 09 - 12
School Type: High School

District Name: KRUM ISD
Campus Name: KRUM H S
Campus Number: 061905001

	2018	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Economically Disadvantaged	EL (Current & Monitored)
All Grades ELA/Reading		22%	18%	17%	21%	10%	19%	0%	20%	*		6%	0%	19%	9%	12%	7%
At Approaches Grade Level or Above	2019	75%	77%	80%	60%	70%	87%	*	*	*	75%	41%	43%	81%	78%	68%	56%
	2018	74%	78%	77%	62%	72%	79%	*	*	*	83%	27%	60%	80%	69%	68%	54%
At Meets Grade Level or Above	2019	48%	48%	54%	40%	43%	60%	*	*	*	50%	27%	29%	56%	48%	39%	21%
	2018	46%	46%	55%	54%	46%	58%	*	*	*	67%	16%	40%	58%	47%	44%	27%
At Masters Grade Level	2019	21%	19%	8%	40%	5%	10%	*	*	*	0%	0%	0%	8%	9%	5%	0%
	2018	19%	16%	6%	15%	4%	6%	*	*	*	0%	2%	0%	7%	2%	4%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	79%	84%	*	84%	84%	-	-	*	*	56%	*	83%	87%	79%	74%
	2018	81%	82%	86%	80%	85%	88%	*	*	*	80%	57%	80%	89%	77%	83%	85%
At Meets Grade Level or Above	2019	52%	49%	52%	*	53%	55%	-	-	*	*	19%	*	50%	57%	43%	32%
	2018	50%	45%	34%	20%	33%	35%	*	*	*	40%	9%	60%	35%	30%	32%	23%
At Masters Grade Level	2019	26%	21%	18%	*	27%	15%	-	-	*	*	4%	*	14%	26%	17%	11%
	2018	24%	19%	11%	0%	7%	13%	*	*	*	20%	4%	0%	12%	9%	10%	8%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	93%	*	87%	96%	*	*	*	*	73%	*	94%	90%	85%	86%
	2018	80%	79%	95%	67%	92%	97%	*	*	-	100%	83%	*	95%	95%	89%	84%
At Meets Grade Level or Above	2019	54%	57%	69%	*	53%	80%	*	*	*	*	30%	*	68%	72%	44%	38%
	2018	51%	52%	74%	50%	68%	77%	*	*	-	89%	56%	*	75%	70%	62%	64%
At Masters Grade Level	2019	25%	25%	31%	*	19%	38%	*	*	*	*	7%	*	28%	35%	15%	14%
	2018	23%	22%	30%	33%	19%	35%	*	*	-	44%	11%	*	33%	19%	24%	16%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	98%	*	97%	99%	*	*	-	*	57%	-	98%	100%	95%	83%
	2018	78%	77%	95%	60%	94%	96%	-	-	-	*	57%	*	97%	87%	86%	83%
At Meets Grade Level or Above	2019	55%	54%	83%	*	79%	85%	*	*	-	*	29%	-	85%	71%	79%	67%
	2018	53%	49%	76%	60%	64%	81%	-	-	-	*	29%	*	79%	65%	56%	67%
At Masters Grade Level	2019	33%	28%	48%	*	47%	47%	*	*	-	*	0%	-	49%	38%	44%	33%
	2018	31%	22%	35%	40%	22%	40%	-	-	-	*	14%	*	38%	23%	25%	0%

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

Total Students: 630
Grade Span: 09 - 12
School Type: High School

District Name: KRUM ISD
Campus Name: KRUM H S
Campus Number: 061905001

School Progress Domain - Academic Growth Score by Grade and Subject																				
		State		District Campus		African American		Hispanic	White	American Indian		Pacific Islander	Two or More Races		Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English II	2019	69	64	64	*	*	*	64	63	*	*	*	*	*	60	*	62	77	61	60
	2018	67	70	70	*	*	*	59	74	*	*	*	*	*	*	-	73	63	63	57
End of Course Algebra I	2019	75	72	65	*	*	*	65	66	-	-	-	*	*	32	*	62	71	56	50
	2018	72	65	54	*	*	*	58	53	-	-	*	40	40	34	60	52	58	57	50
All Grades Both Subjects	2019	69	66	64	*	*	*	64	64	*	*	*	67	67	48	60	62	73	59	54
	2018	69	67	62	57	57	*	59	64	*	*	*	50	50	46	60	63	60	60	52
All Grades ELA/Reading	2019	68	66	64	*	*	*	64	63	*	*	*	*	*	60	*	62	77	61	60
	2018	69	66	70	*	*	*	59	74	*	*	*	*	*	*	-	73	63	63	57
All Grades Mathematics	2019	70	66	65	*	*	*	65	66	*	*	-	*	*	32	*	62	71	56	50
	2018	70	68	54	*	*	*	58	53	-	-	*	40	40	34	60	52	58	57	50

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

Total Students: 630
Grade Span: 09 - 12
School Type: High School

District Name: KRUM ISD
Campus Name: KRUM H S
Campus Number: 061905001

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative														
Grade 8 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9		13%	17%	17%	-	*	*	-	-	-	*	*	*	*
Grade 8 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9		50%	57%	57%	-	*	*	-	-	-	*	*	*	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

District Name: KRUM ISD
 Campus Name: KRUM H S
 Campus Number: 061905001

Total Students: 630
 Grade Span: 09 - 12
 (Current EL Students)

STAAR Performance Rate by Subject and Performance Level		State	District	Bilingual BE-Trans BE-Trans BE-Dual BE-Dual						ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
				Campus	Education	Early Exit	Late Exit	Two-Way	One-Way					
All Grades All Subjects	At Approaches Grade Level or Above	2019	78%	77%	87%	-	-	-	59%	*	61%	-	59%	59%
		2018	77%	78%	85%	-	-	-	47%	*	-	-	47%	47%
		2019	50%	48%	62%	-	-	-	10%	*	11%	-	10%	10%
		2018	48%	46%	59%	-	-	-	12%	*	-	-	12%	12%
		2019	24%	21%	21%	-	-	-	2%	*	2%	-	2%	2%
All Grades ELA/Reading	At Approaches Grade Level or Above	2018	22%	18%	17%	-	-	-	0%	0%	-	-	0%	0%
		2019	75%	77%	80%	-	-	-	48%	*	48%	-	48%	48%
		2018	74%	78%	77%	-	-	-	17%	*	-	-	17%	17%
		2019	48%	48%	54%	-	-	-	3%	*	4%	-	3%	3%
		2018	46%	46%	55%	-	-	-	6%	*	-	-	6%	6%
All Grades Mathematics	At Approaches Grade Level or Above	2019	21%	19%	8%	-	-	-	0%	*	0%	-	0%	0%
		2018	19%	16%	6%	-	-	-	0%	0%	-	-	0%	0%
		2019	82%	79%	84%	-	-	-	58%	-	58%	-	58%	58%
		2018	81%	82%	86%	-	-	-	67%	*	-	-	67%	67%
		2019	52%	49%	52%	-	-	-	8%	-	8%	-	8%	8%
All Grades Science	At Approaches Grade Level or Above	2018	50%	45%	34%	-	-	-	0%	0%	-	-	0%	0%
		2019	26%	21%	18%	-	-	-	0%	0%	0%	-	0%	0%
		2018	24%	19%	11%	-	-	-	0%	0%	-	-	0%	0%
		2019	81%	81%	93%	-	-	-	77%	-	77%	-	77%	77%
		2018	80%	79%	95%	-	-	-	67%	*	-	-	67%	67%
All Grades Social Studies	At Approaches Grade Level or Above	2019	54%	57%	69%	-	-	-	8%	-	8%	-	8%	8%
		2018	51%	52%	74%	-	-	-	22%	*	-	-	22%	22%
		2019	25%	25%	31%	-	-	-	0%	-	0%	-	0%	0%
		2018	23%	22%	30%	-	-	-	0%	0%	-	-	0%	0%
		2019	81%	82%	98%	-	-	-	80%	*	*	-	80%	80%
School Progress Domain - Academic Growth Score	All Grades Both Subjects	2018	78%	77%	95%	-	-	-	*	*	-	-	*	*
		2019	55%	54%	83%	-	-	-	60%	*	*	-	60%	60%
		2018	53%	49%	76%	-	-	-	*	*	-	-	*	*
		2019	33%	28%	48%	-	-	-	20%	*	*	-	20%	20%
		2018	31%	22%	35%	-	-	-	*	*	-	-	*	*
All Grades ELA/Reading	At Meets Grade Level or Above	2019	69%	66%	64%	-	-	-	44%	-	44%	-	44%	44%
		2018	69%	67%	62%	-	-	-	47%	47%	-	-	47%	47%
		2019	68%	66%	64%	-	-	-	63%	-	63%	-	63%	63%
		2018	69%	66%	70%	-	-	-	67%	67%	-	-	67%	67%
		2019	70%	66%	65%	-	-	-	25%	-	25%	-	25%	25%
All Grades Mathematics	At Masters Grade Level	2018	70%	68%	54%	-	-	-	33%	33%	-	-	33%	33%
		2019	70%	68%	54%	-	-	-	33%	33%	-	-	33%	33%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 630
Grade Span: 09 - 12
School Type: High School

District Name: KRUM ISD
Campus Name: KRUM H S
Campus Number: 061905001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests	Assessment Participant	99%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
	Included in Accountability	94%	96%	76%	98%	97%	100%	80%	*	95%	97%	96%	88%
	Not Included in Accountability												
	Mobile	4%	3%	2%	1%	2%	0%	0%	*	5%	2%	3%	1%
	Other Exclusions	1%	0%	1%	0%	2%	0%	20%	*	0%	1%	1%	10%
Not Tested	Absent	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
		1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
	Other	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests	Assessment Participant	99%	100%	100%	100%	99%	100%	100%	*	100%	100%	99%	100%
	Included in Accountability	94%	95%	96%	94%	97%	67%	100%	*	100%	96%	94%	84%
	Not Included in Accountability												
	Mobile	4%	4%	3%	3%	2%	33%	0%	*	0%	3%	4%	4%
	Other Exclusions	1%	0%	1%	0%	2%	0%	0%	*	0%	1%	2%	12%
Not Tested	Absent	1%	0%	0%	0%	1%	0%	0%	*	0%	0%	1%	0%
		1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
	Other	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 630
 Grade Span: 09 - 12
 School Type: High School

District Name: KRUM ISD
 Campus Name: KRUM H S
 Campus Number: 061905001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.9%	95.3%	96.1%	95.1%	95.3%	90.4%	*	*	95.6%	94.4%	94.2%	95.2%
2016-17	95.7%	96.6%	95.9%	97.7%	95.5%	95.9%	*	*	-	95.7%	95.3%	94.9%	95.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	1.9%	1.1%	1.1%	0.0%	2.1%	0.9%	*	*	-	0.0%	5.9%	2.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	100.0%	100.0%	*	100.0%	100.0%	*	-	-	100.0%	100.0%	100.0%	*
Received TxCHSE	0.4%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	3.8%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	5.7%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	100.0%	100.0%	*	100.0%	100.0%	*	-	-	100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers													
Class of 2017													
Graduated	94.3%	100.0%	100.0%	*	100.0%	100.0%	*	-	-	100.0%	100.0%	100.0%	*
Received TxCHSE	89.7%	95.7%	95.7%	*	88.2%	98.0%	*	-	-	77.8%	90.2%	90.2%	*
Continued HS	0.4%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	4.0%	1.4%	1.4%	*	2.9%	1.0%	*	-	-	11.1%	11.1%	2.4%	*
Graduates and TxCHSE	5.9%	2.9%	2.9%	*	8.8%	1.0%	*	-	-	11.1%	11.1%	7.3%	*
Graduates, TxCHSE, and Continuers	90.1%	95.7%	95.7%	*	88.2%	98.0%	*	-	-	77.8%	90.2%	90.2%	*
Class of 2016													
Graduated	94.1%	97.1%	97.1%	*	91.2%	99.0%	*	-	-	88.9%	88.9%	92.7%	*
Received TxCHSE	92.0%	97.1%	97.1%	*	91.2%	99.0%	*	-	-	88.9%	88.9%	92.7%	*
Continued HS	0.6%	0.7%	0.7%	*	2.9%	0.0%	*	-	-	0.0%	0.0%	2.4%	*
Dropped Out	1.1%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	6.3%	2.1%	2.1%	*	5.9%	1.0%	*	-	-	11.1%	11.1%	4.9%	*
Graduates, TxCHSE, and Continuers	92.6%	97.9%	97.9%	*	94.1%	99.0%	*	-	-	88.9%	88.9%	95.1%	*
Class of 2015													
Graduated	93.7%	97.9%	97.9%	*	94.1%	99.0%	*	-	-	88.9%	88.9%	95.1%	*
Received TxCHSE	91.6%	96.2%	96.2%	*	100.0%	94.9%	*	-	-	100.0%	100.0%	97.0%	*
Continued HS	0.7%	1.5%	1.5%	*	0.0%	2.0%	*	-	-	0.0%	0.0%	3.0%	*
Dropped Out	1.2%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	6.6%	2.3%	2.3%	*	0.0%	3.0%	*	-	-	0.0%	0.0%	0.0%	*
Graduates, TxCHSE, and Continuers	92.2%	97.7%	97.7%	*	100.0%	97.0%	*	-	-	100.0%	100.0%	100.0%	*
Class of 2014													
Graduated	93.4%	97.7%	97.7%	*	100.0%	97.0%	*	-	-	100.0%	100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	96.2%	*	100.0%	94.9%	*	-	-	100.0%	100.0%	97.0%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 630
 Grade Span: 09 - 12
 School Type: High School

District Name: KRUM ISD
 Campus Name: KRUM H S
 Campus Number: 061905001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.5%	1.5%	*	0.0%	2.0%	*	-	-	-	0.0%	3.0%	*
Continued HS	0.5%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	*
Dropped Out	6.6%	2.3%	2.3%	*	0.0%	3.0%	*	-	-	-	0.0%	0.0%	*
Graduates and TxCHSE	92.9%	97.7%	97.7%	*	100.0%	97.0%	*	-	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.4%	97.7%	97.7%	*	100.0%	97.0%	*	-	-	-	100.0%	100.0%	*
Class of 2015													
Graduated	91.8%	99.3%	99.3%	*	100.0%	99.1%	*	*	-	*	100.0%	97.0%	*
Received TxCHSE	1.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.7%	0.7%	0.7%	*	0.0%	0.9%	*	*	-	*	0.0%	3.0%	*
Graduates and TxCHSE	92.8%	99.3%	99.3%	*	100.0%	99.1%	*	*	-	*	100.0%	97.0%	*
Graduates, TxCHSE, and Continuers	93.3%	99.3%	99.3%	*	100.0%	99.1%	*	*	-	*	100.0%	97.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	99.3%	99.3%	*	96.2%	100.0%	*	-	-	100.0%	100.0%	97.4%	*
Class of 2017	89.7%	95.0%	95.0%	*	88.2%	97.0%	*	-	-	*	70.0%	90.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	*	-	-	*	-	-	-	-	-	*	-
Class of 2017	88.5%	92.1%	92.1%	*	92.9%	92.4%	*	-	-	*	33.3%	82.9%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Class of 2017	6.0%	0.0%	0.0%	-	*	0.0%	-	-	-	-	*	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	96.5%	96.5%	*	100.0%	96.2%	*	-	-	100.0%	73.3%	91.7%	*
Class of 2017	60.8%	100.0%	100.0%	-	*	100.0%	-	-	-	-	*	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.5%	96.5%	*	100.0%	96.2%	*	-	-	100.0%	73.3%	91.9%	*
Class of 2017	85.9%	92.5%	92.5%	*	93.3%	92.8%	*	-	-	*	42.9%	83.8%	*
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	*	*	-	*	-	-	-	-	-	-	*	-
2016-17	87.2%	90.6%	90.6%	*	89.7%	91.4%	*	-	-	*	33.3%	81.8%	*
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2016-17	7.2%	0.0%	0.0%	-	*	0.0%	-	-	-	-	*	*	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	95.1%	95.1%	*	100.0%	94.3%	*	-	-	100.0%	68.8%	87.1%	*
2016-17	56.5%	100.0%	100.0%	-	*	100.0%	-	-	-	-	*	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	94.5%	94.5%	*	96.2%	94.3%	*	-	-	100.0%	68.8%	84.4%	*
2016-17	84.0%	91.2%	91.2%	*	90.3%	91.9%	*	-	-	*	42.9%	82.4%	*

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

Total Students: 630
 Grade Span: 09 - 12
 School Type: High School

Graduates (2017-18 Annual Graduates)				
By Ethnicity:				
	Campus Count	Campus Percent	District Count	State Count
Total Graduates	145	100.0%	145	347,893
African American	3	2.1%	3	43,502
Hispanic	26	17.9%	26	173,272
White	106	73.1%	106	107,052
American Indian	4	2.8%	4	1,226
Asian	0	0.0%	0	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	6	4.1%	6	6,724
By Graduation Type:				
Minimum H.S. Program	1	0.7%	1	5,855
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	3,538
Foundation H.S. Program (No Endorsement)	7	4.8%	7	49,432
Foundation H.S. Program (Endorsement)	0	0.0%	0	16,542
Foundation H.S. Program (DLA)	137	94.5%	137	272,526
Special Education Graduates	16	11.0%	16	25,962
Economically Disadvantaged Graduates	32	22.1%	32	166,956
LEP Graduates	1	0.7%	1	21,359
At-Risk Graduates	36	24.8%	36	144,805

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

Total Students: 630
 Grade Span: 09 - 12
 School Type: High School

District Name: KRUM ISD
 Campus Name: KRUM H S
 Campus Number: 061905001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)	65.5%	63.1%	63.1%	*	57.7%	63.2%	*	-	-	75.0%	75.0%	40.6%	*
2017-18													
College Ready Graduates ***													
College Ready (Annual Graduates)	50.0%	37.9%	37.9%	*	23.1%	40.6%	*	-	-	50.0%	0.0%	3.1%	*
2017-18													
TSI Criteria Graduates (Annual Graduates)													
English Language Arts	58.2%	50.3%	50.3%	*	38.5%	50.0%	*	-	-	66.7%	0.0%	18.8%	*
Mathematics	46.0%	33.1%	33.1%	*	19.2%	34.9%	*	-	-	50.0%	6.3%	6.3%	*
Both Subjects	42.1%	31.7%	31.7%	*	19.2%	33.0%	*	-	-	50.0%	0.0%	3.1%	*
2017-18													
Dual Course Credits (Annual Graduates)													
Any Subject	20.7%	18.6%	18.6%	*	11.5%	22.6%	*	-	-	0.0%	0.0%	0.0%	*
2017-18	19.9%	25.0%	25.0%	*	16.1%	28.3%	*	-	-	0.0%	0.0%	2.9%	*
2016-17													
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject	20.4%	6.9%	6.9%	*	3.8%	8.5%	*	-	-	0.0%	0.0%	0.0%	*
2017-18	20.1%	22.8%	22.8%	*	29.0%	22.2%	*	-	-	0.0%	0.0%	5.9%	*
2016-17													
Associate's Degree													
Associate's Degree (Annual Graduates)	1.4%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2017-18	0.8%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2016-17													
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	11.0%	11.0%	*	3.8%	14.2%	*	-	-	0.0%	0.0%	0.0%	*
2016-17													
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)	28.7%	34.5%	34.5%	*	40.4%	32.1%	*	-	-	41.7%	75.0%	39.1%	*
2017-18	13.2%	5.9%	5.9%	*	6.5%	5.6%	*	-	-	0.0%	7.1%	10.3%	*
2016-17													
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2016-17	2.7%	1.5%	1.5%	*	3.2%	1.0%	*	-	-	0.0%	0.0%	5.9%	*
2017-18													
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2016-17	1.0%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2017-18													
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	43.4%	43.4%	*	53.8%	39.6%	*	-	-	50.0%	31.3%	37.5%	*
2016-17	17.3%	10.3%	10.3%	*	9.7%	10.1%	*	-	-	0.0%	14.3%	14.7%	*

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

District Name: KRUM ISD
Campus Name: KRUM H S
Campus Number: 061905001

Total Students: 630
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	7.6%	7.6%	*	11.5%	4.7%	*	-	-	16.7%	0.0%	6.3%	*
2016-17	2.2%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	7.6%	7.6%	*	3.8%	9.4%	*	-	-	0.0%	68.8%	15.6%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2016-17	0.5%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*

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

Total Students: 630
 Grade Span: 09 - 12
 School Type: High School

District Name: KRUM ISD
 Campus Name: KRUM H S
 Campus Number: 061905001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSJA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	36.6%	36.6%	*	30.8%	38.7%	*	-	-	33.3%	0.0%	12.5%	*
2016-17	23.4%	20.6%	20.6%	*	29.0%	18.2%	*	-	-	*	14.3%	14.7%	*
Mathematics													
2017-18	23.7%	18.6%	18.6%	*	19.2%	17.0%	*	-	-	33.3%	6.3%	6.3%	*
2016-17	19.8%	15.4%	15.4%	*	22.6%	13.1%	*	-	-	*	0.0%	14.7%	*
Both Subjects													
2017-18	18.1%	15.2%	15.2%	*	15.4%	13.2%	*	-	-	33.3%	0.0%	3.1%	*
2016-17	12.9%	8.8%	8.8%	*	9.7%	8.1%	*	-	-	*	0.0%	8.8%	*
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.1%	82.1%	*	84.6%	81.1%	*	-	-	83.3%	56.3%	75.0%	*
2016-17	50.5%	55.1%	55.1%	*	45.2%	56.6%	*	-	-	*	71.4%	50.0%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2016-17	0.8%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Mathematics													
2017-18	3.9%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2016-17	1.4%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Both Subjects													
2017-18	0.9%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2016-17	0.2%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
APIB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	13.0%	13.0%	14.3%	12.9%	13.8%	0.0%	-	-	0.0%	n/a	5.6%	n/a
2017	26.2%	20.6%	20.6%	20.0%	25.4%	20.2%	*	*	-	0.0%	n/a	9.9%	n/a
English Language Arts													
2018	15.3%	10.7%	10.7%	14.3%	8.1%	12.0%	0.0%	-	-	0.0%	n/a	5.6%	n/a
2017	15.9%	13.1%	13.1%	20.0%	10.2%	14.2%	*	*	-	0.0%	n/a	7.4%	n/a
Mathematics													
2018	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	n/a	0.0%	n/a
2017	7.2%	1.0%	1.0%	0.0%	3.4%	0.5%	*	*	-	0.0%	n/a	0.0%	n/a
Science													
2018	10.8%	2.7%	2.7%	0.0%	3.2%	2.8%	0.0%	-	-	0.0%	n/a	0.0%	n/a
2017	10.9%	4.8%	4.8%	0.0%	5.1%	5.0%	*	*	-	0.0%	n/a	1.2%	n/a
Social Studies													
2018	14.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	n/a	0.0%	n/a
2017	15.0%	1.4%	1.4%	0.0%	3.4%	0.9%	*	*	-	0.0%	n/a	0.0%	n/a
APIB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	41.0%	41.0%	*	37.5%	43.3%	-	-	-	-	n/a	*	n/a
2017	49.1%	48.3%	48.3%	*	53.3%	47.7%	-	-	-	-	n/a	25.0%	n/a
English Language Arts													
2018	42.5%	40.6%	40.6%	*	40.0%	42.3%	-	-	-	-	n/a	*	n/a
2017	41.3%	39.5%	39.5%	*	33.3%	41.9%	-	-	-	-	n/a	16.7%	n/a
Mathematics													
2018	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

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

District Name: KRUM ISD
Campus Name: KRUM H S
Campus Number: 061905001

Total Students: 630
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%										n/a	-	n/a
Science													
2018	38.0%	25.0%	25.0%	-	*	33.3%	-	-	-	-	n/a	-	n/a
2017	38.3%	50.0%	50.0%	-	*	45.5%	-	-	-	-	n/a	*	n/a
Social Studies													
2018	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	*	*	-	*	*	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	57.9%	57.9%	*	30.8%	62.3%	*	-	-	83.3%	n/a	26.3%	n/a
2016-17	73.5%	61.8%	61.8%	50.0%	54.8%	63.6%	100.0%	-	-	66.7%	n/a	25.6%	n/a
AV/Above Criterion													
2017-18	37.9%	36.9%	36.9%	*	25.0%	40.9%	*	-	-	20.0%	n/a	40.0%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects	1036	1034	1034	*	*	1036	*	-	-	*	n/a	963	n/a
English Language Arts and Writing													
2017-18	521	528	528	*	*	526	*	-	-	*	n/a	476	n/a
Mathematics													
2017-18	515	506	506	*	*	509	*	-	-	*	n/a	486	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects	20.6	21.0	21.0	*	19.8	21.3	*	-	-	*	n/a	20.8	n/a
English Language Arts													
2017-18	20.3	21.0	21.0	*	19.2	21.4	*	-	-	*	n/a	20.6	n/a
Mathematics													
2017-18	20.6	20.2	20.2	*	19.5	20.4	*	-	-	*	n/a	19.6	n/a
Science													
2017-18	20.9	21.5	21.5	*	20.3	21.8	*	-	-	*	n/a	22.0	n/a

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

Total Students: 630
 Grade Span: 09 - 12
 School Type: High School

District Name: KRUM ISD
 Campus Name: KRUM H S
 Campus Number: 061905001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject	43.4%	33.4%	33.5%	29.4%	26.2%	36.0%	42.9%	*	*	38.9%	17.5%	20.8%	4.3%
2017-18	37.1%	23.9%	23.9%	7.7%	20.3%	26.0%	*	*	-	20.0%	8.5%	14.0%	0.0%
English Language Arts	17.3%	13.9%	13.9%	5.9%	8.2%	16.8%	14.3%	*	*	5.9%	0.0%	2.5%	0.0%
2017-18	16.8%	10.3%	10.3%	8.3%	7.5%	11.6%	*	*	-	0.0%	0.0%	3.8%	0.0%
Mathematics	20.7%	23.4%	23.4%	25.0%	17.1%	25.3%	33.3%	*	*	29.4%	5.5%	13.0%	4.5%
2017-18	19.5%	19.0%	19.0%	8.3%	17.2%	20.4%	*	*	-	10.0%	4.8%	11.8%	0.0%
Science	21.2%	26.2%	26.3%	12.5%	22.6%	27.7%	50.0%	*	*	35.3%	14.8%	18.4%	0.0%
2017-18	5.7%	6.5%	6.5%	9.1%	6.6%	6.6%	*	*	-	0.0%	0.0%	1.4%	0.0%
Social Studies	22.8%	9.9%	9.9%	0.0%	4.3%	12.6%	14.3%	*	*	5.6%	1.8%	0.6%	0.0%
2017-18	21.8%	9.9%	9.9%	0.0%	6.6%	11.3%	*	*	-	10.0%	0.0%	2.5%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	64.7%	64.7%	*	67.7%	62.6%	*	-	-	*	14.3%	48.7%	*
2015-16	54.7%	55.1%	55.1%	*	43.3%	58.1%	*	-	-	*	16.7%	31.3%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	56.1%	56.1%	*	52.6%	58.6%	-	-	-	*	*	50.0%	-
2015-16	55.7%	55.1%	55.1%	*	50.0%	55.8%	-	-	-	*	*	36.4%	-

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

Total Students: 630
Grade Span: 09 - 12
School Type: High School

District Name: KRUM ISD
Campus Name: KRUM H S
Campus Number: 061905001

Student Information	Campus		District	State
	Count	Percent		
Total Students	630	100.0%	2,045	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	2.9%	4.4%
Kindergarten	0	0.0%	5.0%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	6.8%	7.2%
Grade 3	0	0.0%	6.8%	7.3%
Grade 4	0	0.0%	8.1%	7.6%
Grade 5	0	0.0%	7.8%	7.7%
Grade 6	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	8.7%	7.5%
Grade 8	0	0.0%	8.2%	7.5%
Grade 9	169	26.8%	8.3%	8.1%
Grade 10	178	28.3%	8.8%	7.4%
Grade 11	141	22.4%	6.9%	6.9%
Grade 12	142	22.5%	7.0%	6.5%
Ethnic Distribution:				
African American	11	1.7%	2.4%	12.6%
Hispanic	169	26.8%	29.1%	52.6%
White	430	68.3%	64.5%	27.4%
American Indian	3	0.5%	0.7%	0.4%
Asian	4	0.6%	0.5%	4.5%
Pacific Islander	1	0.2%	0.0%	0.2%
Two or More Races	12	1.9%	2.7%	2.4%
Economically Disadvantaged	179	28.4%	37.8%	60.6%
Non-Educationally Disadvantaged	451	71.6%	62.2%	39.4%
Section 504 Students	49	7.8%	10.6%	6.5%
English Learners (EL)	26	4.1%	10.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	29	4.3%	1.8%	1.4%
Students w/ Dyslexia	21	3.3%	4.7%	3.6%
At-Risk	248	39.4%	48.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	61			
By Type of Primary Disability				
Students with Intellectual Disabilities	33	54.1%	35.5%	42.4%
Students with Physical Disabilities	6	9.8%	27.8%	21.9%
Students with Autism	10	16.4%	**	13.7%
Students with Behavioral Disabilities	12	19.7%	27.4%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2017-18):				
Total Mobile Students	59	8.7%	8.9%	15.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Student Information

Total Students: 630
Grade Span: 09 - 12
School Type: High School

District Name: KRUM ISD
Campus Name: KRUM H S
Campus Number: 061905001

Student Information	Campus		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	15	2.2%		
White	40	5.9%		
American Indian	3	0.4%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

Student Information	Non-Special Education Rates		Special Education Rates	
	Campus	District	Campus	State
Retention Rates by Grade:				
Kindergarten	-	1.5%	-	6.2%
Grade 1	-	1.7%	-	5.5%
Grade 2	-	0.9%	-	2.3%
Grade 3	-	0.0%	-	0.9%
Grade 4	-	0.0%	-	0.5%
Grade 5	-	0.8%	-	0.6%
Grade 6	-	0.0%	-	0.5%
Grade 7	-	0.0%	-	0.6%
Grade 8	-	0.7%	-	0.7%
Grade 9	2.3%	2.9%	12.5%	12.7%

Class Size Information		Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):				
Elementary:				
Kindergarten	-		12.5	18.9
Grade 1	-		18.2	18.8
Grade 2	-		18.4	18.7
Grade 3	-		18.3	18.9
Grade 4	-		19.6	19.2
Grade 5	-		22.8	21.2
Grade 6	-		20.7	20.4
Secondary:				
English/Language Arts	16.7		16.9	16.6
Foreign Languages	17.7		18.2	18.9
Mathematics	17.0		17.5	17.8
Science	17.8		19.2	18.9
Social Studies	20.7		21.0	19.3

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

District Name: KRUM ISD
Campus Name: KRUM H S
Campus Number: 061905001

Total Students: 630
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	56.7	100.0%	100.0%	100.0%
Professional Staff:				
Teachers	53.7	94.7%	65.7%	64.1%
Professional Support	46.7	82.4%	53.1%	49.8%
Campus Administration (School Leadership)	2.6	4.6%	7.4%	10.1%
Educational Aides:	4.4	7.7%	3.6%	3.0%
	3.0	5.3%	9.6%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4.414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	2.0	n/a	6.0	12.433.0
Part-time	0.0	n/a	0.0	1.097.0
Total Minority Staff:	7.4	13.1%	15.2%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.6%
Hispanic	4.2	8.9%	9.5%	27.7%
White	40.0	85.7%	86.5%	58.4%
American Indian	1.3	2.7%	1.3%	0.3%
Asian	0.3	0.6%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.1%	2.5%	1.1%
Males	19.6	42.0%	23.7%	23.8%
Females	27.1	58.0%	76.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	35.9	76.8%	76.8%	73.6%
Masters	10.8	23.2%	23.2%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.3	13.4%	5.7%	7.0%
1-5 Years Experience	7.0	15.0%	24.1%	28.9%
6-10 Years Experience	9.8	21.0%	24.8%	19.0%
11-20 Years Experience	15.2	32.5%	29.1%	29.3%
Over 20 Years Experience	8.4	18.0%	16.3%	15.7%
Number of Students per Teacher	13.5	n/a	13.0	15.1

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

Total Students: 630
Grade Span: 09 - 12
School Type: High School

District Name: KRUM ISD
Campus Name: KRUM H S
Campus Number: 061905001

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	6.4	6.3
Average Years Experience of Principals with District	10.0	5.8	5.4
Average Years Experience of Assistant Principals	2.5	2.6	5.3
Average Years Experience of Assistant Principals with District	2.5	2.2	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers with District:	12.3	11.6	11.1
	4.9	5.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$43,122	\$43,470	\$47,218
1-5 Years Experience	\$46,635	\$44,121	\$50,408
6-10 Years Experience	\$48,621	\$46,915	\$52,786
11-20 Years Experience	\$55,319	\$54,213	\$56,041
Over 20 Years Experience	\$63,619	\$60,793	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$52,464	\$50,432	\$54,122
Professional Support	\$66,904	\$63,508	\$64,069
Campus Administration (School Leadership)	\$82,993	\$81,981	\$78,947
Instructional Staff Percent:	n/a	60.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: KRUM ISD
 Campus Name: KRUM H S
 Campus Number: 061905001

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

Total Students: 630
 Grade Span: 09 - 12
 School Type: High School

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	26	4.1%	13.1%	19.7%
Career & Technical Education	576	91.4%	35.9%	26.3%
Gifted & Talented Education	33	5.2%	5.9%	8.1%
Special Education	61	9.7%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.1%	6.4%
Career & Technical Education	7.4	15.7%	5.3%	4.9%
Compensatory Education	0.7	1.5%	7.1%	2.7%
Gifted & Talented Education	0.0	0.0%	0.6%	2.0%
Regular Education	34.4	73.6%	71.2%	71.4%
Special Education	3.2	6.8%	8.1%	9.1%
Other	1.1	2.4%	1.6%	3.6%

'N' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '1st' Indicates results are masked due to small numbers to protect student confidentiality.
 '2nd' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '3rd' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
 '-' Indicates there are no students in the group.
 'n/a' Indicates data reporting is not applicable for this group.
 '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)



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Cover Page

2019 Accountability Rating: The overall rating earned by the district or campus for 2019.

2019 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination status based on an evaluation of each district's Results Driven Accountability (RDA) indicators (formerly Performance Based Monitoring Analysis indicators) in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link: <https://tea.texas.gov/si/SPEDmonitoring/>

Additional resources include the RDA Manual and the State Performance Plan at the following links: <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

https://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

2019 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated.

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

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

Performance

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

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Other Important Information:

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

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2019/masking.html>.

STAAR Performance

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

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

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

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

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

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

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

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

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

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

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

Progress (Academic Growth and STAAR Progress Measure)

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

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

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

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

Prior Year and SSI

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

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

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

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

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

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

For 2019, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration:* The percentage of students who met the Approaches Grade Level standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met the Approaches Grade Level standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

- (3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the assessments in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the assessment in either of the first two administrations}}{\text{cumulative number of students who took the assessment in either of the first two administrations}}$$

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- (4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC):* The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level

number of students who did not pass the assessment in the first, second, or third administrations

- (5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted and Retained:* The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

Promoted to Grade 6 or 9: The percentage of students who passed the STAAR in 2019 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

number of students promoted by their GPC who passed grade 6 reading STAAR in 2019

number of students who were promoted by their GPC and took grade 6 reading STAAR in 2019

Retained in Grade 5 or 8: The percentage of students who passed the STAAR in 2019 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

number of students retained who passed grade 5 reading STAAR in 2019

number of students retained and took grade 5 reading STAAR in 2019

Bilingual Education/ESL

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

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

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

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

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

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

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

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

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

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

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

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

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

Participation

STAAR Participation

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

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

- **Included in Accountability:** scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O

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

Not Tested: answer documents with score codes A or O

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

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

Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2017–18 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2017–18}}{\text{total number of days that students in grades 1–12 were in membership in 2017–18}}$$

This indicator was used in awarding distinction designations in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout

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

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2017–18 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2017–18 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2017–18 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2017–18 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2017–18](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

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

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

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For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2017.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2012–13. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2016.

Additional Information on Cohorts:

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2014–15 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2014–15 but takes 5 years to graduate (i.e., graduates in May 2019) is still part of the 2018 cohort; he or she is not switched to the 2019 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2018. This is also true for the five-year and six-year extended longitudinal cohorts.

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

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2018 for the 2018 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2018**

number of students in the 2018 cohort*

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

number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2018 cohort*

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- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018–19 school year

number of students in the 2018 cohort*

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018–19 school year

number of students in the 2018 cohort*

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

number of students from the 2018 cohort who received a high school diploma by August 31, 2018 plus number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2018 cohort*

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

**number of students from the cohort who received a high school diploma by August 31, 2018
plus
number of students from the cohort who received a TxCHSE by August 31, 2018
plus
number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

number of students in the 2018 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2017 cohort*

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- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2017 cohort*

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2018-19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018-19 school year

number of students in the 2017 cohort*

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2018-19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018-19 school year

number of students in the 2017 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2018
plus
number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2017 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2018
plus
number of students from the cohort who received a TxCHSE by August 31, 2018
plus
number of students from the cohort who were enrolled in the fall of the 2018-19 school year

number of students in the 2017 cohort*

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2016 cohort. It is calculated as follows:

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number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2016 cohort*

- (2) *Received TxCHSE*: For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2016 cohort*

- (3) *Continued High School*: The percentage of the 2016 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018–19 school year

number of students in the 2016 cohort*

- (4) *Dropped Out*: The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018–19 school year

number of students in the 2016 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018
plus**

number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2016 cohort*

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018
plus**

**number of students from the cohort who received a TxCHSE by August 31, 2018
plus**

**number of students from the cohort who were enrolled in the fall of the 2018–19 school
year**

number of students in the 2016 cohort*

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data

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errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

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

Additional Information about Federal Graduation Rates

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

- (1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2018 cohort **

- (2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2017 cohort**

- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2012–13. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2016. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2016 cohort**

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

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

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2017–18](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

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RHSP/DAP Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2018 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2018 with reported graduation plans
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2018 who complete a 4-year FHSP-E

number of graduates in the Class of 2018 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2018 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2018 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

**number of graduates from the Class of 2018 who complete a 4-year RHSP or
DAP or FHSP-E or FHSP-DLA**

number of graduates in the Class of 2018 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP

**number of graduates in SY 2017–18 with reported graduation plans (excludes
graduates with FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2017–18 who earn an FHSP-E

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number of graduates in SY 2017–18 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2017–18 who earn an FHSP-DLA

number of graduates in school year (SY) 2017–18 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2017–18 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2017 and the Class of 2018. (Data source: TSDS PEIMS 40203)

For additional information about graduation programs please see [https://tea.texas.gov/Academics/Graduation Information/State Graduation Requirements](https://tea.texas.gov/Academics/Graduation%20Information/State%20Graduation%20Requirements).

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2017–18 are also shown:

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

(Data source: TSDS PEIMS 40203)

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

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

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

total number of students

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

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

number of students in the 2017–18 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, or Military Readiness (CCMR)

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

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree while in high school. *(Data source: TSDS PEIMS 40100/49010)*
- 5) **OnRamps Course Credits:** A graduate completing an OnRamps course and receiving at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

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Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. (*Data source: TSDS PEIMS 48011*)
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. (*Data source: TSDS PEIMS 40203*)
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. These graduates receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2019 Accountability Manual](#). (*Data source: TSDS PEIMS 43415 and 40110 [summer]*)
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. (*Data source: TSDS PEIMS 40203*)
- 10) **Current Special Education Students with Advanced Degree Plans:** A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110*)
- 11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. (*Data source: THECB*)

College, Career, or Military Ready Graduates

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

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

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

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

College Ready Graduates

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

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

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

* For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables.

The percentages are calculated as follows:

English Language Arts.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA in 2017-18

number of 2017-18 annual graduates

Mathematics.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics in 2017-18

number of 2017-18 annual graduates

Both Subjects.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics in 2017-18

number of 2017-18 annual graduates

Either Subject.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics in 2017-18

number of 2017-18 annual graduates

Dual Course Credits: The percentage of annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics (Data source: TSDS PEIMS 43415)

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number of 2017–18 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2017–18 annual graduates

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

number of 2017–18 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2017–18 annual graduates

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

number of 2017–18 annual graduates who earned an associate's degree before graduation

number of 2017–18 annual graduates

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

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

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps course and qualified for three hours of university or college credit (*Data source: OnRamps program*)

number of 2017–18 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2017–18 annual graduates

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2019 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

number of 2017–18 annual graduates who earned an approved industry-based certification

number of 2017–18 annual graduates

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Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017–18 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2017–18 annual graduates}}$$

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

$$\frac{\text{number of 2017–18 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2017–18 annual graduates}}$$

U.S. Armed Forces Enlistment: The percentage of annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017–18 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces}}{\text{number of 2017–18 annual graduates}}$$

Current Special Education Students with Advanced Degree Plans: The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 40110)

$$\frac{\text{number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2017–18 annual graduates}}$$

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

$$\frac{\text{number of 2017–18 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2017–18 annual graduates}}$$

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CCMR-related Indicators

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

$$\frac{\text{number of 2017–18 annual graduates who took the TSIA}}{\text{number of 2017–18 annual graduates}}$$

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

Reading

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

Mathematics

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

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

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

$$\frac{\text{number of 2017–18 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2017–18 annual graduates}}$$

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

number of 2017–18 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

$$\frac{\text{number of 2017–18 annual graduates}}{\text{number of 2017–18 annual graduates}}$$

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

English Language Arts

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

$$\frac{\text{number of 2017–18 annual graduates}}{\text{number of 2017–18 annual graduates}}$$

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Mathematics.

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2017–18 annual graduates

Both Subjects.

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2017–18 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2014–15 to 2017–18 school years. (*Data source: TSDS PIEMS 43415*)

number of 2017–18 annual graduates who completed and earned credit for at least one AP or IB course in the 2014–15 to 2017–18 school years

number of 2017–18 annual graduates

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

All Subjects

Number of students in grades 11 & 12 in the 2017–18 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

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Social Studies

Number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

These indicators were used in determining the 2019 distinction designations for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: College Board, IB, and TSDS PEIMS 40110)

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

All Subjects

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion

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

English Language Arts

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in ELA

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

Mathematics

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in mathematics

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

Science

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in science

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

Social Studies

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in social studies

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

These indicators were used in determining the 2019 distinction designations for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders $\geq$ Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school

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students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

$$\frac{\text{number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores. For the class of 2017 and previous years, the scores were based on each student's most recent examination. Because of the change to using highest score, only the class of 2018 is shown.

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

$$\frac{\text{number of 2017–18 graduates who took either the SAT or the ACT}}{\text{number of 2017–18 graduates reported}}$$

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

$$\frac{\text{number of 2017–18 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2017–18 graduating examinees taking either the SAT or the ACT}}$$

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

$$\frac{\text{number of 2017–18 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2017–18 graduates reported}}$$

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables. (Data source: College Board and TSDS PEIMS 40203)

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

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

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2017–18 graduates who took the SAT

number of 2017–18 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2017–18 graduates who took the SAT

number of 2017–18 graduates who took the SAT

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

sum of SAT mathematics scores of all 2017–18 graduates who took the SAT

number of 2017–18 graduates who took the SAT

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables. (*Data source: College Board and TSDS PEIMS 40203*)

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

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

sum of ACT composite scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

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

sum of ACT English and Reading combined scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

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

sum of ACT mathematics scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

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

sum of ACT science scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps course and earned three hours of college credit (*Data source: OnRamps program*)

number of 2017–18 annual graduates who completed an OnRamps course and earned three hours of college credit before graduation

number of 2017–18 annual graduates

Current Special Education Students with Advanced Degree Plans: The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110*)

number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2017–18 annual graduates

Other Postsecondary Indicators

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

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

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

Any Subject

number of students in grades 11–12 in 2017–18 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2017–18

English Language Arts

number of students in grades 11–12 in 2017–18 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one ELA course in 2017–18

Mathematics

number of students in grades 11–12 in 2017–18 who received credit for at least one mathematics advanced/dual-credit course

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number of students in grades 11–12 who received credit for at least one mathematics course in 2017–18

Science

number of students in grades 11–12 in 2017–18 who received credit for at least one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2017–18

Social Studies

number of students in grades 11–12 in 2017–18 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 43415)

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

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

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

Any Subject

number of students in grades 9–12 in 2017–18 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2017–18

English Language Arts

number of students in grades 9–12 in 2017–18 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2017–18

Mathematics

number of students in grades 9–12 in 2017–18 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2017–18

Science

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number of students in grades 9–12 in 2017–18 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2017–18

Social Studies

number of students in grades 9–12 in 2017–18 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#).
(Data source: TSDS PEIMS 43415)

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

number of graduates during the 2016–17 school year who attended a public or independent college or university in Texas in the 2017–18 academic year

number of graduates during the 2016–17 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

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

number of graduates during the 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated
and

met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

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

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

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

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Profile

Student Information

Total Students: The total number of public school students who were reported in membership on October 26, 2018, at any grade from early childhood education through grade 12. Membership differs from enrollment as it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district. (Data source: TSDS PEIMS 40110)

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

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

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

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

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

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

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

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

Inclusion and exclusion of EL performance varies by indicator:

- EL performance of students who are in year one in U.S. schools is excluded from all STAAR indicators. Exclusion of other EL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of EL performance, see the [2019 Accountability Manual](#).
- EL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

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

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Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2018–19, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: TSDS PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia.

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

$$\frac{\text{number of students in the 2018–19 school year considered as at risk}}{\text{total number of students}}$$

(Data source: TSDS PEIMS 40110)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

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- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

Mobility (*campus profile only*): The count and percentage of students who have been in membership at a campus for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2017–18

**number of students who were in membership at any time during the
2017–18 school year**

This rate is calculated at the campus level and disaggregated by race/ethnicity. The mobility rate shown in the “district” column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. (Data source: TSDS PEIMS 42400)

Retention Rates by Grade (*not on campus profile*): The percentage of students in Texas public schools who enrolled in fall 2018 in the same grade in which they were reported for the last six-week period of the prior school year (2017–18).

the number of students enrolled in the same grade from one school year to the next

the number of students enrolled from one school year who return the next year or who graduate

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2017–18*, available from TEA. (Data source: TSDS PEIMS 40110)

Data Quality (*not on campus profile*): The percentage of errors made by district in the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by

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the end of the school start window. (For 2017–18 the end of the school-start window was September 28, 2018.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2017–18 school year

(Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

Auxiliary Staff (not on campus profile): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: TSDS PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcount not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 Part-time Counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: TSDS PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: TSDS PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

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Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration. (not on campus profile) Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (district profile only): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2017–18 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under} \\ \text{expenditure} \\ \text{object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and} \\ \text{31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (Data source: TSDS PEIMS 30040, 30050, and 30090)

Turnover Rate for Teachers (not on campus profile): The percentage of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19. It is calculated as the total FTE count of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19, divided by the total teacher FTE count for the fall of 2017–18. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (Data source: TSDS PEIMS 30050 and 30090)

Staff Exclusions (not on campus profile): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. **Shared Services Arrangement (SSA) Staff** are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note

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that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Data source: TSDS PEIMS 30055 and 30060)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

Teachers by Program (population served): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Data source: TSDS PEIMS 30040, 30050 and 30090)

Kindergarten Readiness

Kindergarten (KG) Ready: Assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner's List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013–14 through 2018–19, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#). Students may take multiple assessments.

Eligible Students: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students determined to be kindergarten ready based on assessment results, who were eligible to attend PK and did attend public PK the prior school year.

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Eligible Students Who Did Not Attend PK: Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

Student Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who were assessed for kindergarten readiness

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Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting.....	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board ...	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
RDA Special Education Monitoring Results Status		
	Results Driven Accountability.....	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine.....	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance.....	(512) 463-9623
School Report Card	Performance Reporting.....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR (all assessments)	Student Assessment	(512) 463-9536
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment	(512) 463-9536

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PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004	Assistant/Associate/Deputy Superintendent
027	Superintendent/CAO/CEO/President
061	Asst/Assoc/Deputy Exec Director
062	Component/Department Director
063	Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012	Instructional Officer
028	Teacher Supervisor
040	Athletic Director
043	Business Manager
044	Tax Assessor and/or Collector
045	Director - Personnel/Human Resources
055	Registrar
060	Executive Director

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006	Audiologist
007	Corrective Therapist
008	Counselor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Certified Orientation & Mobility Specialist
018	Physical Therapist
019	Physician
021	Recreational Therapist
022	School Nurse
023	LSPP/Psychologist
024	Social Worker
026	Speech Therapist/Speech-Lang Pathologist
030	Visiting Teacher/Tuant Officer
032	Work-Based Learning Site Coordinator
041	Teacher Facilitator
042	Teacher Appraiser
054	Department Head
056	Athletic Trainer
058	Other Campus Professional Personnel
064	Specialist/Consultant
065	Field Service Agent
079	Other ESC Professional Personnel
080	Other Non-Campus Professional Personnel
100	Instructional Materials Coordinator
101	Legal Services
102	Communications Professional
103	Research/Evaluation Professional
104	Internal Auditor
105	Security
106	District/Campus Information Technology Professional

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107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary

TEACHERS

087	Teacher
047	Substitute Teacher

EDUCATIONAL AIDES

033	Educational Aide
036	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Comprehensive Glossary

2018–19 Texas Academic Performance Report

Advanced Academic Courses

2018–19 Texas Academic Performance Report

- All courses shown were for the 2018–19 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (First Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
03580370	Discrete Math for Computer Science
03580395	Robotics Programming and Design
12701410	Applied Math for Tech Professionals
13001000	Math Appl in Ag/Food and Nat/Resources
13016700	Accounting II
13016900	Statistical and Business Decision Making
13018000	Financial Mathematics
13020970	Math for Medical Professionals
13032950	Manufacturing Engineering Technology II
13036700	Engineering Mathematics
13037050	Robotics II
13037600	Digital Electronics
A3100101	AP Calculus AB

Comprehensive Glossary

2018–19 Texas Academic Performance Report

Mathematics (cont.)

A3100102	AP Calculus BC
A3100200	AP Statistics
A3580100	AP Computer Science A
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580300	AP Computer Science Principles
N1100014	AP Research
N1130026	AP Seminar
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society, SL
I3580500	IB Information Technology In A Global Society

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Ensemble
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing Portfolio
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio

Comprehensive Glossary

2018–19 Texas Academic Performance Report

Fine Arts (cont.)

I3250200	IB Music, Standard Level
I3250300	IB Music, Higher Level
I3600100	IB Visual Art/Design, Higher Level
I3600200	IB Visual Art/Design, Standard Level-A
I3750200	IB Theatre Arts, Standard Level
I3750300	IB Theatre Arts, Higher Level
I3830100	IB Dance, Standard Level
I3830200	IB Dance, Higher Level

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050003	AP Physics I: Algebra Based
A3050004	AP Physics II: Algebra Based
A3050005	AP Physics C: Electricity and Magnetism
A3050006	AP Physics C: Mechanics
I3010201	IB Biology, Standard Level
I3010202	IB Biology, Higher Level
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology, Standard Level
I3030002	IB Design Technology, Higher Level
I3040002	IB Chemistry, Standard Level
I3040003	IB Chemistry, Higher Level
I3050002	IB Physics, Standard Level
I3050003	IB Physics, Higher Level
13000700	Advanced Animal Science
13002100	Advanced Plant and Soil Science
13020600	Anatomy and Physiology
13020700	Medical Microbiology
13020800	Pathophysiology
13023000	Food Science
13029500	Forensic Science
13036400	Biotechnology I
13036450	Biotechnology II
13037100	Principles of Technology
13037200	Scientific Research and Design
13037210	Scientific Research and Design II
13037220	Scientific Research and Design III
13037300	Engineering Design and Problem Solving
13037500	Engineering Science

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Social Studies/History

A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3360200	AP Human Geography (Elective)
A3370100	AP World History
I3301100	IB History, Standard Level
I3301200	IB History: Africa, Higher Level
I3301300	IB History: Americas, Higher Level
I3301400	IB History: East and Southeast Asia, Higher Level
I3301500	IB History: Europe, Higher Level
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy
03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03110910	Adv, 1st Time, Arabic
03110920	Adv, 2nd Time, Arabic
03110930	Adv, 3rd Time, Arabic
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03120910	Adv, 1st Time, Japanese

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03120920	Adv, 2nd Time, Japanese
03120930	Adv, 3rd Time, Japanese

Advanced Languages (Cont.)

03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03400910	Adv, 1st Time, Italian
03400920	Adv, 2nd Time, Italian
03400930	Adv, 3rd Time, Italian
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03410910	Adv, 1st Time, French
03410920	Adv, 2nd Time, French
03410930	Adv, 3rd Time, French
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03420910	Adv, 1st Time, German
03420920	Adv, 2nd Time, German
03420930	Adv, 3rd Time, German
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03440910	Adv, 1st Time, Spanish
03440920	Adv, 2nd Time, Spanish
03440930	Adv, 3rd Time, Spanish
03450400	Russian IV
03450500	Russian V

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2018-19 Texas Academic Performance Report

Advanced Languages (Cont.)

03450600	Russian VI
03450700	Russian VII
03450910	Adv, 1st Time, Russian
03450920	Adv, 2nd Time, Russian
03450930	Adv, 3rd Time, Russian
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03470910	Adv, 1st Time, Portuguese
03470920	Adv, 2nd Time, Portuguese
03470930	Adv, 3rd Time, Portuguese
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03490910	Adv, 1st Time, Chinese
03490920	Adv, 2nd Time, Chinese
03490930	Adv, 3rd Time, Chinese
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03510910	Adv, 1st Time, Vietnam
03510920	Adv, 2nd Time, Vietnam
03510930	Adv, 3rd Time, Vietnam
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03520910	Adv, 1st Time, Hindi
03520920	Adv, 2nd Time, Hindi
03520930	Adv, 3rd Time, Hindi
03980400	American Sign Language IV
03530910	Adv, 1st Time, Urdu
03530920	Adv, 2nd Time, Urdu
03530930	Adv, 3rd Time, Urdu
11401910	Adv, 1st Time, Turkish

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2018–19 Texas Academic Performance Report

Advanced Languages (Cont.)

11401920	Adv, 2nd Time, Turkish
11401930	Adv, 3rd Time, Turkish
11403610	Adv, 1st Time, Korean
11403620	Adv, 2nd Time, Korean
11403630	Adv, 3rd Time, Korean
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese IV
A3400400	AP Italian IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV
I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV

Comprehensive Glossary

2018–19 Texas Academic Performance Report

Advanced Languages (Cont.)

I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

Other

I3000100	IB Theory of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV



2017-2018 Actual Financial data

Totals for Krum ISD (061905)

Total Enrolled Students in Membership: 2,116

	District			District			District			Sta
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student	%
Receipts										
Total Revenue	22,770,267	100.00%	10,761	27,263,593	100.00%	12,884	63,158,400,197	100.00%	12,884	100.00%
Local Tax	8,838,018	38.81%	4,177	11,633,385	42.67%	5,498	29,898,897,099	47.33%	5,498	42.67%
Other Local and Intermediate	934,102	4.10%	441	1,461,553	5.36%	691	3,062,782,060	4.85%	691	5.36%
State	12,678,359	55.68%	5,992	13,125,684	48.14%	6,203	23,747,526,632	37.61%	6,203	48.14%
Federal	319,788	1.40%	151	1,042,971	3.83%	493	6,449,194,406	10.21%	493	3.83%
Total Receipts	22,771,267	100.00%	10,761	33,889,519	100.00%	16,016	78,621,000,420	100.00%	16,016	100.00%
Total Revenue	22,770,267	100.00%	10,761	27,263,593	80.45%	12,884	63,158,400,197	80.45%	12,884	80.45%
Recapture	0	0.00%	0	0	0.00%	0	2,068,522,423	2.63%	0	0.00%
Total Other Resources	1,000	0.00%	0	6,625,926	19.55%	3,131	13,394,077,800	17.32%	3,131	19.55%
Fund Balances (for ISDs)										
Total Fund Balance**	11,967,403	52.56%	5,656	14,498,628	53.18%	6,852	35,850,846,786	45.34%	6,852	53.18%
Nonspendable Fund Balance	51,945	0.23%	25	51,945	0.19%	25	239,176,837	0.30%	25	0.19%
Restricted Fund Balance	0	0.00%	0	2,486,632	9.12%	1,175	17,226,468,243	22.04%	1,175	9.12%
Committed Fund Balance	0	0.00%	0	44,593	0.16%	21	3,318,730,683	4.25%	21	0.16%
Assigned Fund Balance	885,220	3.89%	418	885,220	3.25%	418	2,536,919,034	3.23%	418	3.25%
Unassigned Fund Balance	11,030,238	48.44%	5,213	11,030,238	40.46%	5,213	12,529,551,989	15.78%	5,213	40.46%
Disbursements										
Total Expenditures	19,352,672	100.00%	9,146	23,821,200	100.00%	11,258	70,292,451,357	89.40%	11,258	89.40%
BY OBJECT										
Payroll (Objects 6100)	15,489,307	80.04%	7,320	16,050,216	67.38%	7,585	41,624,867,679	59.26%	7,585	67.38%
Other Operating (Objects 6200-6400)	3,188,266	16.47%	1,507	4,119,010	17.29%	1,947	11,850,276,791	16.86%	1,947	17.29%
Debt Service (Objects 6500)	267,620	1.38%	126	3,244,495	13.62%	1,533	7,697,906,295	10.95%	1,533	13.62%
Capital Outlay (Objects 6600)	407,479	2.11%	193	407,479	1.71%	193	9,119,400,592	12.99%	193	1.71%
BY FUNCTION (Objects 6100-6400 only)										
Debt Service (71)	0	0.00%	0	0	0.00%	0	0	0.00%	0	0.00%
Facilities Acquisition & Construction (81)	0	0.00%	0	0	0.00%	0	467,408,659	0.67%	0	0.00%
Total Operating Expenditures	18,677,573	100.00%	8,827	20,169,226	100.00%	9,532	53,007,735,811	75.53%	9,532	75.53%
Instruction (11,95)	10,413,483	55.75%	4,921	10,812,962	53.61%	5,110	29,573,638,083	42.43%	5,110	53.61%
Instructional Res Media (12)	201,251	1.08%	95	201,251	1.00%	95	605,950,802	0.87%	95	1.00%
Curriculum/Staff Develop (13)	103,814	0.56%	49	134,934	0.67%	64	1,174,310,004	1.71%	64	0.67%
Instructional Leadership (21)	195,393	1.05%	92	199,303	0.99%	94	833,658,903	1.21%	94	0.99%
School Leadership (23)	1,466,333	7.85%	693	1,468,058	7.28%	694	3,099,426,611	4.43%	694	7.28%
Guidance Counseling Svcs (31)	499,255	2.67%	236	499,255	2.48%	236	1,926,098,691	2.71%	236	2.48%
Social Work Services (32)	0	0.00%	0	0	0.00%	0	142,409,113	0.21%	0	0.00%
Health Services (33)	246,775	1.32%	117	246,775	1.22%	117	536,700,538	0.75%	117	1.22%
Transportation (34)	762,093	4.08%	360	762,093	3.78%	360	1,570,586,301	2.15%	360	3.78%
Food (35)	5,630	0.03%	3	963,884	4.78%	456	2,825,048,050	3.90%	456	4.78%
Extracurricular (36)	713,273	3.82%	337	806,226	4.00%	381	1,610,863,870	2.23%	381	4.00%
General Administration (41,92)	590,017	3.16%	279	590,017	2.93%	279	1,787,695,433	2.54%	279	2.93%
Plant Maint/Operation (51)	2,451,377	13.12%	1,158	2,451,377	12.15%	1,158	5,547,616,328	7.74%	1,158	12.15%
Security/Monitoring (52)	35,908	0.19%	17	35,908	0.18%	17	505,751,521	0.71%	17	0.18%
Data Processing Services (53)	612,468	3.28%	289	612,468	3.04%	289	1,009,632,415	1.42%	289	3.04%
Community Services (61)	380,503	2.04%	180	384,715	1.91%	182	258,349,148	0.37%	182	1.91%

Total Disbursements 20,319,936 100.00% 9,603 31,290,101 100.00% 14,787 76,425,568,379 100.00%

	2017-2018 Actual	2017-2018 Budget	2017-2018 Actual	2017-2018 Budget	2017-2018 Actual	2017-2018 Budget	
Total Expenditures	19,352,672	95.24%	9,146	23,821,200	76.13%	11,258	70,292,451,357
Recapture	0	0.00%	0	0	0.00%	0	2,068,522,423
Total Other Uses	0	0.00%	0	6,501,637	20.78%	3,073	3,402,247,277
Intergovernmental Charge	967,264	4.76%	457	967,264	3.09%	457	662,347,322

Program Expenditures

Operating Expenditures - Program	14,726,940	100.00%	6,960	15,136,033	100.00%	7,153	39,129,628,714
Regular	8,838,737	60.02%	4,177	9,097,790	60.11%	4,300	23,408,623,199
Gifted and Talented	67,139	0.46%	32	67,139	0.44%	32	396,918,069
Career and Technical	1,087,056	7.38%	514	1,087,056	7.18%	514	1,595,080,075
Students with Disabilities	2,569,753	17.45%	1,214	2,569,753	16.98%	1,214	6,228,755,783
Accelerated Education	278,733	1.89%	132	288,633	1.91%	136	1,729,817,631
Bilingual	66,516	0.45%	31	87,229	0.58%	41	624,626,340
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	156,186,644
Disc Alt Ed-DAEP Basic Serv	66,300	0.45%	31	66,300	0.44%	31	223,139,912
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	27,092,836
T1 A Schoolwide-St Comp>=40%	347,816	2.36%	164	467,243	3.09%	221	2,061,367,635
Athletics/Related Activities	522,249	3.55%	247	522,249	3.45%	247	1,059,340,400
High School Allotment	547,875	3.72%	259	547,875	3.62%	259	568,417,706
Prekindergarten	334,766	2.27%	158	334,766	2.21%	158	1,050,262,484

District

Sta

Instructional Expenditure Ratio

57.8%

Tax Rates**2017 (current tax year) Tax Rates**

Maintenance and Operations	1.1700
Interest and Sinking Funds	0.3700
Total Tax Rate	1.5400

2016 Tax Year State Certified Property Values

	Amount	Percent	Amount
Property Value	651,911,801	N/A	2,220,042,195,073
Property Value per pupil	308,087	N/A	436,998
Property Value by category:			
Business	119,423,446	19.35%	892,180,729,305
Residential	384,040,784	62.23%	1,479,753,710,535
Land	19,772,699	3.20%	65,281,339,904
Oil and Gas	92,693,799	15.02%	64,143,342,124
Other	1,164,738	0.19%	14,174,456,770

Unassigned Fund Balance percentage of total budgeted expenditures

2017-2018 School Districts' General Fund Unassigned Fund Balance***	11,030,238	12,575,271,982
2017-2018 School Districts' General Fund Total Budgeted Expenditures	20,144,066	45,316,911,612
2017-2018 School Districts' Percent of Total Budgeted Expenditures	54.8%	27.7%

** Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues. Charter schools report net assets rather than fund balances.

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

Krum Independent School District

Krum Early Education Center

2019-2020

Mission Statement

The District's mission is to create a collaborative atmosphere with parents, students, and members of the community in order to ensure students will reach their full potential by providing every child with an exceptional education. We will strive to prepare our students academically and socially to embrace their future challenges, as well as ignite the desire to be lifelong learners, by providing a safe, respectful, and positive learning environment.

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Goal 1: Krum Early Education Center will have met standards for to be on track for successful STAAR scores in reading in 3rd grade.

Performance Objective 1: By May 2020, all Pre-K-1st grade students will meet or exceed the district goal of 95% on state and district mandated reading assessments.

Targeted or ESF High Priority

Goal 2: Krum Early Education students will have met standards to be on track for successful STAAR scores in math in 3rd grade.

Performance Objective 1: By May 2020, all Pre-K-1st grade students and student groups will meet or exceed the district goal of 95% on all state and district mandated math assessments.

Goal 3: Krum Early Education Center will have met standards to be on track for successful STAAR scores in writing in 4th grade.

Performance Objective 1: By May 2020 all Pre-K-1st grade students and student groups will meet or exceed the district goal of 95% on state and district mandated writing assessments.

Goal 4: Krum Early Education Center will have met standards to be on track for STAAR scores in science.

Performance Objective 1: By May 2020, all Pre-K-1st grade students and student groups will meet or exceed the district goal of 95% on state and district mandated science assessments.

Goal 5: Krum Early Education students will have met standards to be on track for STAAR scores in social studies.

Performance Objective 1: By May 2020, all Pre-K-1st grade students and student groups will meet or exceed the district goal of 95% on district mandated social studies assessments.

Goal 6: Improve student achievement of special populations on state and district mandated tests.

Performance Objective 1: To identify, assess, and serve students requiring such resources as offered by Special Education, ESL, Bilingual, At Risk, or Gifted and Talented.

Goal 7: Improve instruction through technology.

Performance Objective 1: To integrate technology into the curriculum and instruction to enhance student learning and increase teacher effectiveness.

Goal 8: Students at Krum Early Education Center shall maintain a 97% ADA.

Performance Objective 1: Students and parents will perceive that a high level of school attendance is beneficial for academic achievement.

Goal 9: Increase student achievement through staff development.

Performance Objective 1: Participate in staff development programs that will enhance student learning and achievement.

Goal 10: Improve community/parent involvement.

Performance Objective 1: Keep community informed of campus events and activities.

Goal 11: Maintain teachers who are highly effective in grades Pre-K-1st.

Performance Objective 1: Maintain having all teachers ESL or bilingual certified.

Goal 12: Provide character education to all students.

Performance Objective 1: Students will practice positive character traits on a daily basis.

Goal 13: Provide a safe environment for students and staff.

Performance Objective 1: Implement policies and programs for the prevention and intervention of staff and student safety issues.

Goal 14: Provide an anti-bullying assembly for all students.



Krum Independent School District

Hattie Dyer Elementary

2019-2020



Mission Statement

Krum ISD's mission is to create a collaborative atmosphere with parents, students and members of the community in order to ensure students will reach their full potential by providing every child with an exceptional education. We will strive to prepare our students academically and socially to embrace their future challenges, as well as ignite the desire to be lifelong learners, by providing a safe, respectful and positive learning environment.

Vision

At Hattie Dyer Elementary, we are committed to inspiring life-long learners through love, passion, and purpose in an engaged and challenging environment.

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Goal 3: Dyer Elementary will continue to cultivate relationships with students, parents, and the community. A positive, safe, and engaging learning environment will be maintained.	6
Goal 4: Dyer Elementary will provide opportunities for all learners to participate in accelerated education programs.	7
Goal 5: The learner annual attendance rate at Hattie Dyer Elementary will be 97%; thereafter it will be maintained or improved annually.	8
Goal 6: Dyer Elementary will improve learning opportunities for special populations including but not limited to; special education, ELL learners, at-risk students, gifted and talented, and economically disadvantaged.	9
Goal 7: Hattie Dyer Elementary is committed to increasing student academic achievement and engagement.	10
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.	11

Goal 1: Krum ISD will increase student achievement by providing a strong foundation in reading, math, and writing.

Performance Objective 1: Through the implementation of the district scope and sequence, high quality instruction, and the new reading adoption, 90% Dyer Elementary students will show a year's worth of progress in their reading levels.

Targeted or ESF High Priority

Performance Objective 2: Student math scores will improve by 10% on the STAAR test in 2020, for all tested grades.

Targeted or ESF High Priority

Performance Objective 3: Student writing scores will improve by 10% on the STAAR test in 2020 for 4th grade.

Targeted or ESF High Priority

Goal 2: Krum ISD will recruit, support, and retain effective teachers and principals.

Performance Objective 1: Assure that all students are taught by highly qualified personnel.

Targeted or ESF High Priority

Goal 3: Dyer Elementary will continue to cultivate relationships with students, parents, and the community. A positive, safe, and engaging learning environment will be maintained.

Performance Objective 1: We will provide opportunities for students to receive positive feedback and intentional character development throughout the school year.

Performance Objective 2: We will provide opportunities for parents to be involved in the education of their children.

Performance Objective 3: We will provide a safe, welcoming, and supportive environment for students and staff.

Goal 4: Dyer Elementary will provide opportunities for all learners to participate in accelerated education programs.

Performance Objective 1: Eliminate achievement gaps between student groups.

Targeted or ESF High Priority

Goal 5: The learner annual attendance rate at Hattie Dyer Elementary will be 97%; thereafter it will be maintained or improved annually.

Performance Objective 1: The importance of attendance will be encouraged and maintained through effective communication and monitoring.

Targeted or ESF High Priority

Goal 6: Dyer Elementary will improve learning opportunities for special populations including but not limited to; special education, ELL learners, at-risk students, gifted and talented, and economically disadvantaged.

Performance Objective 1: Provide intensive, targeted, early, and on-going intervention for students at risk of failure.

Targeted or ESF High Priority

Performance Objective 2: Identify and serve students through programs such as special education, ESL, dyslexia, RTI, and Gifted and Talented

Targeted or ESF High Priority

Goal 7: Hattie Dyer Elementary is committed to increasing student academic achievement and engagement.

Performance Objective 1: Provide innovative instruction and unique learning opportunities and experiences.

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Performance Objective 1: Integrate technology into the daily curriculum and instructional program, and continue technology training for teachers.

Performance Objective 2: Utilize technology to facilitate administrative tasks and improve communication.



Krum Independent School District

Blanche Dodd Elementary

2019-2020

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Goal 1: By May 2020, at least 85% of all students in 3rd, 4th, and 5th grade will score at the "approaches" level or higher on the STAAR reading, math, writing, and science tests.	4
Goal 2: By May 2020, students in all STAAR sub populations will meet or exceed the federal target in all tested areas.	5
Goal 3: By May 2020, at least 70% of students categorized as LEP will score at the "approaches" level or higher on the STAAR reading assessment and at least 80% of students categorized as LEP will score at the "approaches" level or higher on the STAAR math assessment.	6
Goal 4: By May 2020, each student's literacy level will increase by at least one year of growth as measured by the BOY and EOY DRA.	7
Goal 5: By May 2020, a positive learning environment will be provided for all students, parents, and staff members.	8

Goal 1: By May 2020, at least 85% of all students in 3rd, 4th, and 5th grade will score at the "approaches" level or higher on the STAAR reading, math, writing, and science tests.

Performance Objective 1: By May 2020, at least 85% of all 3rd, 4th and 5th grade students will score at the "approaches" level or higher on STAAR reading.

Targeted or ESF High Priority

Goal 2: By May 2020, students in all STAAR sub populations will meet or exceed the federal target in all tested areas.

Performance Objective 1: Provide support/services that allow all students receiving special education services to participate in the general education curriculum.

Goal 3: By May 2020, at least 70% of students categorized as LEP will score at the "approaches" level or higher on the STAAR reading assessment and at least 80% of students categorized as LEP will score at the "approaches" level or higher on the STAAR math assessment.

Performance Objective 1: Provide support to all ELL students to close gaps in their reading, writing, listening, and speaking proficiency.

Goal 4: By May 2020, each student's literacy level will increase by at least one year of growth as measured by the BOY and EOY DRA.

Performance Objective 1: Through the use of a balanced literacy approach, all students will demonstrate at least one year of growth in their reading skills.

Performance Objective 2: Through academic recognition and academic contests students will be encouraged to improve their reading achievement.

Goal 5: By May 2020, a positive learning environment will be provided for all students, parents, and staff members.

Performance Objective 1: The teachers at Blanche Dodd will consistently plan together, discuss data to determine student needs, revise instructional strategies, and prepare intervention for students.

Performance Objective 2: Parents will be provided with consistent communication from their child's teachers and opportunities to be involved in their child's education.

Performance Objective 3: Opportunities will be provided for students to increase the development of their social/emotional development.

Performance Objective 4: Opportunities will be provided for parent/community collaboration and involvement.

Performance Objective 5: Create an atmosphere where teachers feel appreciated and valued.

Krum Independent School District

Krum Middle School

2019-2020



Mission Statement

Krum ISD's mission is to create a collaborative atmosphere with parents, students, and members of the community in order to ensure students will reach their full potential by providing every child with an exceptional education. We will strive to prepare our students academically and socially to embrace their future challenges, as well as ignite the desire to be lifelong learners by providing a safe, respectful, and positive learning environment.

Vision

In partnership with the community and parents Krum Middle school will educate, engage, and empower students to become lifelong learners committed to academic excellence, integrity, and service to others.

Value Statement

We believe...

- All students have the capacity to learn and achieve and are expected to succeed.
- We are responsible and accountable for results and must lead by example.
- We respect individual differences and believe that each individual has inherent worth.
- We are transparent and honest in all our interactions with students, parents, staff, and the community.
- We attract and retain the most qualified, committed, accountable, and highly productive employees.
- We are committed to providing access to excellent educational opportunities for students in a fiscally responsible manner.

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Goal 1: By May 2020, Krum Middle School will increase the number of students at Approaches Grade Level by 14% and Meets Grade Level by 10% for all grades and all subjects on the STAAR exam by using a well-balanced curriculum and enhanced learning opportunities provided to all students.	4
Goal 2: By May 2020, Krum Middle School will increase the number of Special Education, ELL, and Hispanic students at Approaches Grade Level for all grade and all subjects by 10% on the STAAR exam by using a well-balanced curriculum and enhanced learning opportunities provided to all students.	5
Goal 3: By May 2020, KMS will have a fully developed Professional Learning Community and Data Driven Culture.	6
Goal 4: KMS will provide opportunities for all students to participate in accelerated education programs during WIN time.	7
Goal 5: By May 2020, KMS will have a fully developed Response to Intervention Program.	8
Goal 6: By May 2020, the learner annual attendance rate will be 97.5%; thereafter it will be maintained or improved annually.	9

Goal 1: By May 2020, Krum Middle School will increase the number of students at Approaches Grade Level by 14% and Meets Grade Level by 10% for all grades and all subjects on the STAAR exam by using a well-balanced curriculum and enhanced learning opportunities provided to all students.

Performance Objective 1: Implement, maintain, and continually assess instructional programs to ensure student success through an aligned curriculum, meaningful professional development, and continuous data disaggregation.

Targeted or ESF High Priority

Goal 2: By May 2020, Krum Middle School will increase the number of Special Education, ELL, and Hispanic students at Approaches Grade Level for all grade and all subjects by 10% on the STAAR exam by using a well-balanced curriculum and enhanced learning opportunities provided to all students.

Performance Objective 1: Teachers will use various strategies to ensure success across demographics and ability levels, focusing on interventions and enrichment.

Goal 3: By May 2020, KMS will have a fully developed Professional Learning Community and Data Driven Culture.

Performance Objective 1: Professional Learning Communities will use research based strategies that promote data driven instruction, assessment, and remediation.

Targeted or ESF High Priority

Goal 4: KMS will provide opportunities for all students to participate in accelerated education programs during WIN time.

Performance Objective 1: KMS will provide an accelerated program that will utilize data driven STAAR objectives designed to increase growth measures for all students.

Targeted or ESF High Priority

Goal 5: By May 2020, KMS will have a fully developed Response to Intervention Program.

Performance Objective 1: KMS will identify students that are struggling and in need of intervention on a regular schedule each grading period

Targeted or ESF High Priority

Performance Objective 2: KMS will provide struggling students with research based intervention that is continually monitored, evaluated, and adjusted when necessary.

Targeted or ESF High Priority

Goal 6: By May 2020, the learner annual attendance rate will be 97.5%; thereafter it will be maintained or improved annually.

Performance Objective 1: KMS attendance rate will reach or exceed 97%.



Krum Independent School District

Krum High School

2019-2020



Mission Statement

Krum ISD's mission is to create a collaborative atmosphere with parents, students, and members of the community in order to ensure students will reach their full potential by providing every child with an exceptional education. We will strive to prepare our students academically and socially to embrace their future challenges, as well as ignite the desire to be lifelong learners, by providing a safe, respectful and positive learning environment.

Vision

Our vision is to be an exceptional high school committed to preparing all students to be socially responsible lifelong learners, ready for college and/or a career in a globally competitive world.

Value Statement

We believe...

All students have the capacity to learn and achieve and are expected to succeed.

We are responsible and accountable for results and must lead by example.

We respect individual differences and believe that each individual has inherent worth.

We are transparent and honest in all our interactions with students, parents, staff, and the community.

We attract and retain the most qualified, committed, accountable and highly productive employees.

We are committed to providing excellent educational opportunities and access for students in a fiscally responsible manner.

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Goal 1: Krum High School will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees.	4
Goal 2: Krum High School will recruit and sustain a high-powered professional faculty/staff that is student centered and pedagogically sound.	5
Goal 3: Krum High School will foster open lines of communication and engagement with all stakeholders in the educational process.	6
Goal 4: Krum High School will create opportunities that enable every student to maximize his/her full potential in becoming a lifelong learner.	7

Goal 1: Krum High School will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees.

Performance Objective 1: Meet with all students (Parents/Incoming 9th Graders) annually and provide course and career advisement as required by HB5 .

Targeted or ESF High Priority

Performance Objective 2: Meet with Class Officers, Student Council Officers, and other groups of students to address issues regarding school culture and climate.

Targeted or ESF High Priority

Performance Objective 3: If we create Individualized reward systems and monthly SPED department meetings, we will reduce discipline and grade related issues, as measured by decreased referrals and MDR's and increase in grade percentages.

Goal 2: Krum High School will recruit and sustain a high-powered professional faculty/staff that is student centered and pedagogically sound.

Performance Objective 1: Provide a cohesive professional development program that addresses the professional and social needs of the faculty/staff (To include staff morale and gratitude reminders).

Targeted or ESF High Priority

Performance Objective 2: Coordinate with Campus Leadership and Departments profiles and procedures essential in the selection process of faculty/staff.

Targeted or ESF High Priority

Performance Objective 3: Build a master schedule that provides common planning periods. This will allow for Professional Learning Communities in order to regularly meet about content, data analysis, and improvement discussions in team meetings are highly relevant to the instructional planning and improvement cycle for all educators.

Targeted or ESF High Priority

Goal 3: Krum High School will foster open lines of communication and engagement with all stakeholders in the educational process.

Performance Objective 1: Develop a calendar of events to include more that traditional/customary parent meetings.

Ice Cream Social - Meet the Teacher

Open House

Senior Night/Academic Awards

Community Pep Rally

Targeted or ESF High Priority

Performance Objective 2: Evolve campus organizations so that parent/community engagement and volunteerism is openly fostered.

Targeted or ESF High Priority

Performance Objective 3: Ensure that compliance is met with regard to required meetings and that parents are provided opportunities to advocate alongside campus staff for the success of all students.

Targeted or ESF High Priority

Goal 4: Krum High School will create opportunities that enable every student to maximize his/her full potential in becoming a lifelong learner.

Performance Objective 1: Krum High School will provide viable pathways for students to pursue career, college, and/or military readiness skills.

Targeted or ESF High Priority

Performance Objective 2: To meet or exceed current student attendance rates through effective and consistent communication and coordination with all stakeholders.

Targeted or ESF High Priority

Performance Objective 3: To increase student achievement by 5% in all categories (All Subjects) while increasing percent masters by 5% to positively impact state accountability standards .

Targeted or ESF High Priority

Performance Objective 4: If we use the first two weeks of the school year to review factoring and solving quadratic equations in every high school math course with the exception of Algebra 1 and include questions about factoring and solving quadratic equations on each 9 weeks exam using the Kuta software that has been requested to create homework, quizzes, and tests, then students will be able to solve quadratic equations on a mastery level as measured by continuing formal and informal assessments such as STAAR, OnRamps exams, and AP Calculus exams.

Targeted or ESF High Priority

Performance Objective 5: If we engage students in purposeful classroom discussions and lessons, then students' ability to connect the classroom concepts to certifications for employment will improve, as measured by formative and summative assessments and completion of certification exams.

Targeted or ESF High Priority

Performance Objective 6: Analyze testing data trends support strategies and interventions to increase student performance in all areas State/Federal Testing STARR/EOC/AP/TSI.

Targeted or ESF High Priority



TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY
LEA-level Data

LEA: 061905 - KRUM ISD

2018 - 2019 Summer Collection, Resubmission

Campuses: All

Action Reason Code	01	02	03	04	05	06	07	08	09	10	11	12	13	Action Sub-Total *
04 - Marijuana	0	2	0	0	2	1	2	0	0	0	0	0	0	7
05 - Alcohol	0	0	0	0	2	1	2	0	0	0	0	0	0	5
09 - Off Campus Ttl5	0	1	0	0	0	0	0	0	0	0	0	0	0	1
10 - Off Campus NoT5	0	1	0	0	1	1	1	0	0	0	0	0	0	4
21 - St Code Conduct	0	0	0	0	94	298	28	0	0	1	0	0	0	421
28 - Assault NonEmpV	0	0	0	0	1	0	1	1	0	0	0	0	0	3
33 - Tobacco	0	0	0	0	0	1	0	0	0	0	0	0	0	1
36 - Fel Confl Subst	0	1	0	0	0	1	1	0	0	0	0	0	0	3
41 - Fighting	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Total	0	5	0	0	102	303	35	1	0	1	0	0	0	447

JJMEP

OSS

ISS

DMEP

Continuation

other dist

Continue

year

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: All

2018 - 2019 Summer Collection, Resubmission

LEA: 061905 - KRUM ISD

Action Reason Code	14	15	16	17	Action Codes	Action Sub-Total *
21 - St Code Conduct	0	0	0	0	25	37
Total	0	0	0	0	3	40

SS

SS

26

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY
LEA-level Data

Campuses: All

2018 - 2019 Summer Collection, Resubmission

LEA: 061905 - KRUM ISD

Action Codes Reflecting 'Mandatory Actions Not Taken'

Action Reason Code	27	28
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Action Sub-Total *

*	*	*	No Data to Report	*	*	*
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* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

LEA: 061905 - KRUM ISD

Action Reason Code	50	51	52	53	54	55	56	57	58	59	60	61	Action Sub-Total *
Action Codes Requiring Intervention by Non-District Special Education Hearing Officer **													

• • • No Data to Report • • •

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

**** NOTE:** The action codes reflect disciplinary actions taken as the result of a special education hearing conducted by a state appointed hearing officer.

LEA: 061905 - KRUM ISD

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: All

2018 - 2019 Summer Collection, Resubmission

Action Reason Code	Action Total
04 - Marijuana	7
05 - Alcohol	5
09 - Off Campus Ttl5	1
10 - Off Campus NoT5	4
21 - St Code Conduct	461
28 - Assault NonEmpV	3
33 - Tobacco	1
36 - Fel Contl Subst	3
41 - Fighting	2
Total	487

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY
LEA-level Data
Campuses: All
2018 - 2019 Summer Collection, Resubmission

LEA: 061905 - KRUM ISD

Action Code Description
02 Expul JJAEP
05 OOS Suspension
06 IS Suspension
07 DAEP
08 C Oth LEA DAEP
10 C Prior Yr DAEP
25 Part OOS Suspen
26 Part IS Suspen

Parameters Selected:

Student Type: All Students
Disciplinary Action Reason Codes: All
Disciplinary Action Codes: All

Report of 2015-2016 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2017

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2015-2016 high school graduates who attended public four-year and two-year higher education in FY 2017. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2016, spring 2017, and summer 2017 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5 . If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2017, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2017 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

**Texas High School Graduates from FY2016
Enrolled in Texas Public or Independent Higher Education in FY 2017**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	Unk
061901002 RYAN H S	Four-Year Public University	109	25	17	13	33	20	1
	Two-Year Public Colleges	150	47	22	19	27	19	16
	Independent Colleges & Universities	5						
	Not Trackable	56						
	Not Found	198						
	Total High School Graduates	518						
KRUM ISD								
	061905001 KRUM H S							
	Four-Year Public University	34	5	5	9	4	11	0
	Two-Year Public Colleges	35	14	7	4	5	4	1
	Independent Colleges & Universities	2						
	Not Trackable	6						
	Not Found	50						
Total High School Graduates	127							
LAKE DALLAS ISD								
	061912001 LAKE DALLAS H S							
	Four-Year Public University	64	9	9	11	12	23	0
	Two-Year Public Colleges	113	25	17	19	20	23	9
	Independent Colleges & Universities	7						
	Not Trackable	10						
	Not Found	109						
Total High School Graduates	303							

Source: Texas Higher Education Coordinating Board and Texas Education Agency
 "Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
 "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
 Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

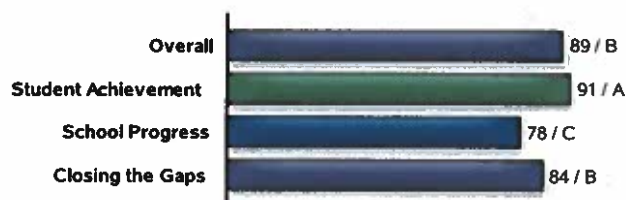
**Texas Education Agency
2018-19 School Report Card
KRUM H S (061905001)**

Accountability Rating

B

KRUM H S earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for KRUM H S. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: KRUM ISD
Campus Type: High School
Total Students: 630
Grade Span: 09 - 12

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ☒ ELA/Reading
- ☒ Mathematics
- ☒ Science
- ☒ Social Studies
- ☒ Comparative Academic Growth
- ☒ Comparative Closing the Gaps
- ☒ Postsecondary Readiness

School and Student Information

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

	Campus	District	State
Attendance Rate (2017-18)	95.3%	95.9%	95.4%
Enrollment by Race/Ethnicity			
African American	1.7%	2.4%	12.6%
Hispanic	26.8%	29.1%	52.6%
White	68.3%	64.5%	27.4%
American Indian	0.5%	0.7%	0.4%
Asian	0.6%	0.5%	4.5%
Pacific Islander	0.2%	0.0%	0.2%
Two or More Races	1.9%	2.7%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	28.4%	37.8%	60.6%
English Learners	4.1%	10.4%	19.5%
Special Education	9.7%	12.1%	9.6%
Mobility Rate (2017-18)	8.7%	8.9%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	16.7	16.9	16.6
Foreign Languages	17.7	18.2	18.9
Mathematics	17.0	17.5	17.8
Science	17.8	19.2	18.9
Social Studies	20.7	21.0	19.3

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	60.8%	64.5%
Instructional Expenditure Ratio	n/a	57.8%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,284	\$9,532	\$9,844
Instruction	\$4,983	\$5,110	\$5,492
Instructional Leadership	\$74	\$94	\$155
School Leadership	\$718	\$694	\$576

**Texas Education Agency
2018-19 School Report Card
KRUM H S (061905001)**

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	77%	87%	69%	80%	91%	71%	*	*	78%	78%
	2018	77%	78%	85%	66%	83%	87%	67%	100%	*	89%	77%
ELA/Reading	2019	75%	77%	80%	60%	70%	87%	*	*	*	75%	68%
	2018	74%	78%	77%	62%	72%	79%	*	*	*	83%	68%
Mathematics	2019	82%	79%	84%	*	84%	84%	-	-	*	*	79%
	2018	81%	82%	86%	80%	85%	88%	*	-	*	80%	83%
Science	2019	81%	81%	93%	*	87%	96%	*	-	*	*	85%
	2018	80%	79%	95%	67%	92%	97%	*	*	-	100%	89%
Social Studies	2019	81%	82%	98%	*	97%	99%	*	*	-	*	95%
	2018	78%	77%	95%	60%	94%	96%	-	-	-	*	86%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	48%	62%	23%	52%	68%	14%	*	*	50%	47%
	2018	48%	46%	59%	48%	50%	63%	50%	100%	*	68%	47%
ELA/Reading	2019	48%	48%	54%	40%	43%	60%	*	*	*	50%	39%
	2018	46%	46%	55%	54%	46%	58%	*	*	*	67%	44%
Mathematics	2019	52%	49%	52%	*	53%	55%	-	-	*	*	43%
	2018	50%	45%	34%	20%	33%	35%	*	-	*	40%	32%
Science	2019	54%	57%	69%	*	53%	80%	*	-	*	*	44%
	2018	51%	52%	74%	50%	68%	77%	*	*	-	89%	62%
Social Studies	2019	55%	54%	83%	*	79%	85%	*	*	-	*	79%
	2018	53%	49%	76%	60%	64%	81%	-	-	-	*	56%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	21%	21%	23%	17%	23%	14%	*	*	11%	15%
	2018	22%	18%	17%	21%	10%	19%	0%	20%	*	18%	12%
ELA/Reading	2019	21%	19%	8%	40%	5%	10%	*	*	*	0%	5%
	2018	19%	16%	6%	15%	4%	6%	*	*	*	0%	4%
Mathematics	2019	26%	21%	18%	*	27%	15%	-	-	*	*	17%
	2018	24%	19%	11%	0%	7%	13%	*	-	*	20%	10%
Science	2019	25%	25%	31%	*	19%	38%	*	-	*	*	15%
	2018	23%	22%	30%	33%	19%	35%	*	*	-	44%	24%
Social Studies	2019	33%	28%	48%	*	47%	47%	*	*	-	*	44%
	2018	31%	22%	35%	40%	22%	40%	-	-	-	*	25%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	66	64	*	64	64	*	*	*	67	59
	2018	69	67	62	57	59	64	*	*	*	50	60
ELA/Reading	2019	68	66	64	*	64	63	*	*	*	*	61
	2018	69	66	70	*	59	74	*	*	-	*	63
Mathematics	2019	70	66	65	*	65	66	-	-	-	*	56
	2018	70	68	54	*	58	53	-	-	*	40	57

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

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

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

Texas Education Agency
2018-19 School Report Card
KRUM H S (061905001)

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%
2016-17	1.9%	1.1%	1.1%	0.0%	2.1%	0.9%	*	*	-	0.0%	2.0%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	100.0%	100.0%	*	100.0%	100.0%	*	-	-	100.0%	100.0%
Graduates, TxCHSE, & Cont	94.3%	100.0%	100.0%	*	100.0%	100.0%	*	-	-	100.0%	100.0%
Class of 2017											
Graduated	89.7%	95.7%	95.7%	*	88.2%	98.0%	*	-	-	*	90.2%
Graduates, TxCHSE, & Cont	94.1%	97.1%	97.1%	*	91.2%	99.0%	*	-	-	*	92.7%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	97.1%	97.1%	*	91.2%	99.0%	*	-	-	*	92.7%
Graduates, TxCHSE, & Cont	93.7%	97.9%	97.9%	*	94.1%	99.0%	*	-	-	*	95.1%
Class of 2016											
Graduated	91.6%	96.2%	96.2%	*	100.0%	94.9%	*	-	-	-	97.0%
Graduates, TxCHSE, & Cont	93.4%	97.7%	97.7%	*	100.0%	97.0%	*	-	-	-	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	96.2%	96.2%	*	100.0%	94.9%	*	-	-	-	97.0%
Graduates, TxCHSE, & Cont	93.4%	97.7%	97.7%	*	100.0%	97.0%	*	-	-	-	100.0%
Class of 2015											
Graduated	91.8%	99.3%	99.3%	*	100.0%	99.1%	*	*	-	*	97.0%
Graduates, TxCHSE, & Cont	93.3%	99.3%	99.3%	*	100.0%	99.1%	*	*	-	*	97.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	99.3%	99.3%	*	96.2%	100.0%	*	-	-	100.0%	97.4%
Class of 2017	89.7%	95.0%	95.0%	*	88.2%	97.0%	*	-	-	*	90.2%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	*	*	-	-	*	-	-	-	-	*
Class of 2017	88.5%	92.1%	92.1%	*	92.9%	92.4%	*	-	-	*	82.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	96.5%	96.5%	*	100.0%	96.2%	*	-	-	100.0%	91.9%
Class of 2017	85.9%	92.5%	92.5%	*	93.3%	92.8%	*	-	-	*	83.8%
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	63.1%	63.1%	*	57.7%	63.2%	*	-	-	75.0%	40.6%
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	57.9%	57.9%	*	30.8%	62.3%	*	-	-	83.3%	26.3%
2016-17	73.5%	61.8%	61.8%	50.0%	54.8%	63.6%	100.0%	-	-	66.7%	25.6%
Average SAT Score ***											
2017-18	1036	1034	1034	*	*	1036	*	-	-	*	963
Average ACT Score ***											
2017-18	20.6	21.0	21.0	*	19.8	21.3	*	-	-	*	20.8

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

*** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

**Texas Education Agency
2018-19 School Report Card
KRUM H S (061905001)**

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Texas Education Agency
2018-19 School Report Card
DENTON CO J J A E P (061905002)

Accountability Rating

**Not
Rated**

DENTON CO J J A E P is Not Rated because of certain, specific circumstances.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for DENTON CO J J A E P. Scores are scaled from 0 to 100 to align with letter grades.

	Rating	Scaled Score
Overall	Not Rated	N/A
Student Achievement	Not Rated	N/A
School Progress	Not Rated	N/A
Closing the Gaps	Not Rated	N/A

School Information

District Name: KRUM ISD
Campus Type: High School
Total Students: 2
Grade Span: 10 - 12

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

School and Student Information

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

	Campus	District	State
Attendance Rate (2017-18)	*	95.9%	95.4%
Enrollment by Race/Ethnicity			
African American	100.0%	2.4%	12.6%
Hispanic	0.0%	29.1%	52.6%
White	0.0%	64.5%	27.4%
American Indian	0.0%	0.7%	0.4%
Asian	0.0%	0.5%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	2.7%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	0.0%	37.8%	60.6%
English Learners	0.0%	10.4%	19.5%
Special Education	50.0%	12.1%	9.6%
Mobility Rate (2017-18)	0.0%	8.9%	15.4%

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	60.8%	64.5%

**Texas Education Agency
2018-19 School Report Card
DENTON CO J J A E P (061905002)**

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

There is no STAAR performance data for this campus.

Texas Education Agency
2018-19 School Report Card
DENTON CO J J A E P (061905002)

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	0.0%	*	-	-	*	-	-	-	-	*
2016-17	1.9%	1.1%	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	100.0%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.3%	100.0%	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	89.7%	95.7%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	97.1%	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	97.1%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	97.9%	-	-	-	-	-	-	-	-	-
Class of 2016											
Graduated	91.6%	96.2%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	97.7%	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	97.7%	-	-	-	-	-	-	-	-	-
Class of 2015											
Graduated	91.8%	99.3%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.3%	99.3%	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	99.3%	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	95.0%	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	92.1%	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	96.5%	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	92.5%	-	-	-	-	-	-	-	-	-
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	63.1%	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	57.9%	-	-	-	-	-	-	-	-	-
2016-17	73.5%	61.8%	-	-	-	-	-	-	-	-	-
Average SAT Score ***											
2017-18	1036	1034	-	-	-	-	-	-	-	-	-
Average ACT Score ***											
2017-18	20.6	21.0	-	-	-	-	-	-	-	-	-

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**Texas Education Agency
2018-19 School Report Card
DENTON CO J J A E P (061905002)**

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**Texas Education Agency
2018-19 School Report Card
KRUM MIDDLE (061905041)**

Accountability Rating

School Information

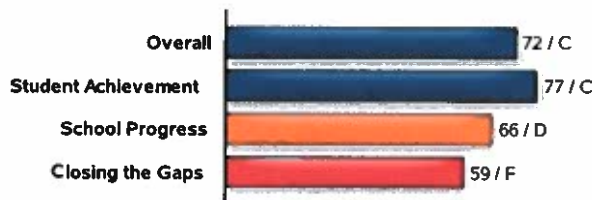
C

KRUM MIDDLE earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

District Name: KRUM ISD
Campus Type: Middle School
Total Students: 496
Grade Span: 06 - 08

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/apr/2019/index.html>.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for KRUM MIDDLE. Scores are scaled from 0 to 100 to align with letter grades.



Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- X ELA/Reading X Mathematics
- X Science X Social Studies
- X Comparative Academic Growth X Comparative Closing the Gaps
- X Postsecondary Readiness

School and Student Information

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

	Campus	District	State
Attendance Rate (2017-18)	96.1%	95.9%	95.4%
Enrollment by Race/Ethnicity			
African American	3.2%	2.4%	12.6%
Hispanic	28.0%	29.1%	52.6%
White	65.5%	64.5%	27.4%
American Indian	0.6%	0.7%	0.4%
Asian	0.2%	0.5%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	2.4%	2.7%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	35.7%	37.8%	60.6%
English Learners	10.1%	10.4%	19.5%
Special Education	13.5%	12.1%	9.6%
Mobility Rate (2017-18)	10.8%	8.9%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	20.7	20.7	20.4
Secondary			
English/Language Arts	17.3	16.9	16.6
Foreign Languages	22.5	18.2	18.9
Mathematics	18.5	17.5	17.8
Science	22.9	19.2	18.9
Social Studies	21.5	21.0	19.3

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	60.8%	64.5%
Instructional Expenditure Ratio	n/a	57.8%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$6,488	\$9,532	\$9,844
Instruction	\$4,695	\$5,110	\$5,492
Instructional Leadership	\$89	\$94	\$155
School Leadership	\$656	\$694	\$576

**Texas Education Agency
2018-19 School Report Card
KRUM MIDDLE (061905041)**

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	77%	74%	55%	65%	78%	78%	-	-	69%	64%
	2018	77%	78%	75%	53%	66%	80%	*	*	-	61%	63%
ELA/Reading	2019	75%	77%	72%	54%	63%	78%	*	-	-	58%	63%
	2018	74%	78%	77%	60%	71%	80%	*	*	-	58%	66%
Mathematics	2019	82%	79%	81%	62%	74%	85%	*	-	-	58%	73%
	2018	81%	82%	81%	50%	74%	85%	*	*	-	75%	71%
Writing	2019	68%	63%	66%	*	57%	70%	*	-	-	86%	52%
	2018	66%	61%	67%	67%	59%	70%	*	-	-	*	58%
Science	2019	81%	81%	71%	40%	58%	76%	*	-	-	*	56%
	2018	80%	79%	76%	*	58%	84%	-	-	-	*	60%
Social Studies	2019	81%	82%	68%	80%	58%	71%	*	-	-	*	57%
	2018	78%	77%	58%	*	33%	69%	-	-	-	*	34%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	48%	44%	25%	35%	49%	56%	-	-	20%	30%
	2018	48%	46%	44%	31%	33%	49%	*	*	-	33%	28%
ELA/Reading	2019	48%	48%	42%	31%	34%	47%	*	-	-	17%	27%
	2018	46%	46%	44%	40%	31%	50%	*	*	-	33%	26%
Mathematics	2019	52%	49%	52%	38%	42%	57%	*	-	-	33%	40%
	2018	50%	45%	50%	25%	42%	56%	*	*	-	25%	35%
Writing	2019	38%	32%	40%	*	32%	47%	*	-	-	14%	25%
	2018	41%	37%	43%	50%	31%	46%	*	-	-	*	26%
Science	2019	54%	57%	43%	0%	34%	49%	*	-	-	*	20%
	2018	51%	52%	51%	*	33%	59%	-	-	-	*	32%
Social Studies	2019	55%	54%	27%	0%	21%	31%	*	-	-	*	22%
	2018	53%	49%	21%	*	14%	23%	-	-	-	*	11%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	21%	19%	15%	15%	21%	0%	-	-	3%	11%
	2018	22%	18%	20%	13%	14%	23%	*	*	-	6%	12%
ELA/Reading	2019	21%	19%	24%	23%	21%	26%	*	-	-	8%	15%
	2018	19%	16%	21%	10%	17%	23%	*	*	-	0%	13%
Mathematics	2019	26%	21%	19%	15%	14%	22%	*	-	-	0%	13%
	2018	24%	19%	23%	17%	14%	28%	*	*	-	8%	12%
Writing	2019	14%	10%	16%	*	13%	19%	*	-	-	0%	6%
	2018	13%	11%	13%	17%	13%	14%	*	-	-	*	9%
Science	2019	25%	25%	16%	0%	5%	21%	*	-	-	*	6%
	2018	23%	22%	26%	*	14%	32%	-	-	-	*	13%
Social Studies	2019	33%	28%	11%	0%	11%	13%	*	-	-	*	4%
	2018	31%	22%	8%	*	8%	8%	-	-	-	*	9%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	66	64	63	60	66	42	-	-	35	60
	2018	69	67	63	45	64	65	*	*	-	44	62
ELA/Reading	2019	68	66	63	65	61	65	*	-	-	38	60
	2018	69	66	59	50	60	61	*	*	-	21	58
Mathematics	2019	70	66	64	62	60	67	*	-	-	33	59
	2018	70	68	67	41	67	68	*	*	-	67	65

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

**Texas Education Agency
2018-19 School Report Card
KRUM MIDDLE (061905041)**

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	39%	36%	29%	20%	47%	-	-	-	*	15%
2018	38%	42%	30%	*	40%	26%	-	-	-	*	*
Mathematics											
2019	45%	43%	43%	33%	44%	43%	-	-	-	-	28%
2018	47%	46%	23%	*	32%	19%	-	-	-	*	*
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	76%	76%	60%	68%	78%	*	-	-	*	33%
Students Requiring Accelerated Instruction											
2019	22%	24%	24%	40%	32%	22%	*	-	-	*	67%
STAAR Cumulative Met Standard											
2019	85%	84%	84%	80%	74%	87%	*	-	-	*	43%
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	83%	83%	80%	78%	85%	-	-	-	*	43%
Students Requiring Accelerated Instruction											
2019	18%	17%	17%	20%	22%	15%	-	-	-	*	57%
STAAR Cumulative Met Standard											
2019	88%	88%	88%	80%	84%	90%	-	-	-	*	57%

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

**Texas Education Agency
2018-19 School Report Card
KRUM MIDDLE (061905041)**

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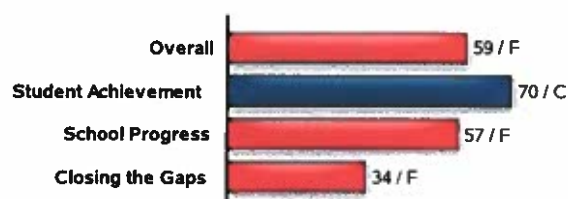
**Texas Education Agency
2018-19 School Report Card
DYER EL (061905101)**

Accountability Rating

F

DYER EL earned an F (below 60) for unacceptable performance by serving only a small number of students well. Most students need more academic support for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for DYER EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: KRUM ISD
Campus Type: Elementary
Total Students: 279
Grade Span: 02 - 03

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/apr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

X ELA/Reading **X** Mathematics
X Comparative Closing the Gaps **X** Postsecondary Readiness

School and Student Information

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

	Campus	District	State
Attendance Rate (2017-18)	96.6%	95.9%	95.4%
Enrollment by Race/Ethnicity			
African American	2.5%	2.4%	12.6%
Hispanic	30.8%	29.1%	52.6%
White	61.6%	64.5%	27.4%
American Indian	0.7%	0.7%	0.4%
Asian	0.0%	0.5%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	4.3%	2.7%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	43.0%	37.8%	60.6%
English Learners	12.9%	10.4%	19.5%
Special Education	18.6%	12.1%	9.6%
Mobility Rate (2017-18)	8.0%	8.9%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 2	18.4	18.4	18.7
Grade 3	18.3	18.3	18.9

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	60.8%	64.5%
Instructional Expenditure Ratio	n/a	57.8%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,372	\$9,532	\$9,844
Instruction	\$5,543	\$5,110	\$5,492
Instructional Leadership	\$113	\$94	\$155
School Leadership	\$617	\$694	\$576

Texas Education Agency
2018-19 School Report Card
DYER EL (061905101)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	77%	71%	88%	55%	80%	-	-	-	93%	58%
	2018	77%	78%	73%	*	62%	77%	-	*	-	100%	61%
ELA/Reading	2019	75%	77%	71%	*	53%	81%	-	-	-	86%	55%
	2018	74%	78%	78%	*	72%	80%	-	*	-	*	70%
Mathematics	2019	82%	79%	71%	*	57%	78%	-	-	-	100%	62%
	2018	81%	82%	68%	*	52%	75%	-	*	-	*	53%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	48%	36%	50%	22%	44%	-	-	-	43%	22%
	2018	48%	46%	33%	*	20%	39%	-	*	-	88%	21%
ELA/Reading	2019	48%	48%	38%	*	25%	46%	-	-	-	29%	20%
	2018	46%	46%	30%	*	20%	34%	-	*	-	*	20%
Mathematics	2019	52%	49%	34%	*	18%	42%	-	-	-	57%	23%
	2018	50%	45%	37%	*	20%	43%	-	*	-	*	23%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	21%	15%	25%	11%	19%	-	-	-	7%	11%
	2018	22%	18%	15%	*	6%	19%	-	*	-	38%	8%
ELA/Reading	2019	21%	19%	18%	*	16%	20%	-	-	-	14%	13%
	2018	19%	16%	19%	*	8%	23%	-	*	-	*	7%
Mathematics	2019	26%	21%	13%	*	6%	18%	-	-	-	0%	8%
	2018	24%	19%	11%	*	4%	14%	-	*	-	*	9%

- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

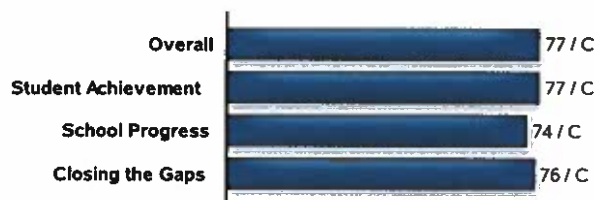
**Texas Education Agency
2018-19 School Report Card
BLANCHE DODD INT (061905102)**

Accountability Rating

C

BLANCHE DODD INT earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for BLANCHE DODD INT. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: KRUM ISD
Campus Type: Elementary
Total Students: 325
Grade Span: 04 - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- X ELA/Reading X Mathematics
- X Science X Comparative Academic Growth
- X Comparative Closing the Gaps X Postsecondary Readiness

School and Student Information

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

	Campus	District	State
Attendance Rate (2017-18)	96.3%	95.9%	95.4%
Enrollment by Race/Ethnicity			
African American	2.2%	2.4%	12.6%
Hispanic	29.5%	29.1%	52.6%
White	64.9%	64.5%	27.4%
American Indian	0.6%	0.7%	0.4%
Asian	0.6%	0.5%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	2.2%	2.7%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	40.0%	37.8%	60.6%
English Learners	12.0%	10.4%	19.5%
Special Education	13.2%	12.1%	9.6%
Mobility Rate (2017-18)	7.3%	8.9%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 4	19.6	19.6	19.2
Grade 5	22.8	22.8	21.2

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	60.8%	64.5%
Instructional Expenditure Ratio	n/a	57.8%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,048	\$9,532	\$9,844
Instruction	\$5,230	\$5,110	\$5,492
Instructional Leadership	\$96	\$94	\$155
School Leadership	\$637	\$694	\$576

**Texas Education Agency
2018-19 School Report Card
BLANCHE DODD INT (061905102)**

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	77%	75%	57%	65%	80%	67%	100%	-	100%	66%
	2018	77%	78%	76%	70%	62%	82%	55%	*	-	83%	67%
ELA/Reading	2019	75%	77%	81%	57%	72%	85%	*	*	-	100%	72%
	2018	74%	78%	81%	67%	67%	88%	*	*	-	100%	73%
Mathematics	2019	82%	79%	78%	57%	70%	80%	*	*	-	100%	69%
	2018	81%	82%	88%	78%	77%	93%	*	*	-	83%	80%
Writing	2019	68%	63%	59%	*	49%	62%	-	*	-	*	41%
	2018	66%	61%	56%	*	41%	60%	*	*	-	*	48%
Science	2019	81%	81%	77%	*	60%	85%	*	*	-	*	72%
	2018	80%	79%	63%	60%	42%	72%	*	-	-	*	49%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	48%	47%	38%	32%	53%	50%	67%	-	52%	37%
	2018	48%	46%	41%	41%	28%	45%	36%	*	-	56%	30%
ELA/Reading	2019	48%	48%	52%	43%	41%	58%	*	*	-	57%	40%
	2018	46%	46%	46%	44%	31%	52%	*	*	-	83%	33%
Mathematics	2019	52%	49%	49%	29%	32%	57%	*	*	-	57%	36%
	2018	50%	45%	47%	56%	35%	52%	*	*	-	50%	37%
Writing	2019	38%	32%	24%	*	12%	29%	-	*	-	*	17%
	2018	41%	37%	31%	*	18%	35%	*	*	-	*	22%
Science	2019	54%	57%	56%	*	37%	64%	*	*	-	*	49%
	2018	51%	52%	26%	0%	17%	31%	*	-	-	*	16%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	21%	25%	24%	13%	29%	17%	50%	-	33%	17%
	2018	22%	18%	16%	22%	11%	17%	18%	*	-	22%	11%
ELA/Reading	2019	21%	19%	27%	29%	14%	32%	*	*	-	43%	20%
	2018	19%	16%	19%	33%	12%	20%	*	*	-	17%	11%
Mathematics	2019	26%	21%	31%	29%	18%	36%	*	*	-	57%	22%
	2018	24%	19%	21%	22%	15%	23%	*	*	-	33%	16%
Writing	2019	14%	10%	4%	*	0%	6%	-	*	-	*	0%
	2018	13%	11%	8%	*	9%	7%	*	*	-	*	7%
Science	2019	25%	25%	29%	*	14%	36%	*	*	-	*	20%
	2018	23%	22%	8%	0%	3%	11%	*	-	-	*	4%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	66	71	79	68	71	*	*	-	75	72
	2018	69	67	75	63	79	75	63	*	-	67	74
ELA/Reading	2019	68	66	72	71	70	72	*	*	-	79	73
	2018	69	66	74	50	80	73	*	*	-	83	73
Mathematics	2019	70	66	70	86	66	70	*	*	-	71	71
	2018	70	68	77	75	78	77	*	*	-	50	75

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 - Indicates zero observations reported for this group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

**Texas Education Agency
2018-19 School Report Card
BLANCHE DODD INT (061905102)**

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	39%	44%	*	40%	48%	*	-	-	-	20%
2018	38%	42%	52%	*	35%	66%	*	-	-	*	32%
Mathematics											
2019	45%	43%	43%	*	41%	42%	*	-	-	*	37%
2018	47%	46%	63%	*	50%	77%	*	-	-	*	32%
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	84%	84%	*	74%	89%	*	*	-	*	47%
Students Requiring Accelerated Instruction											
2019	22%	16%	16%	*	26%	11%	*	*	-	*	53%
STAAR Cumulative Met Standard											
2019	86%	93%	93%	*	88%	96%	*	*	-	*	63%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	94%	94%	*	93%	95%	*	*	-	*	63%
Students Requiring Accelerated Instruction											
2019	17%	6%	6%	*	7%	5%	*	*	-	*	37%
STAAR Cumulative Met Standard											
2019	90%	96%	96%	*	93%	98%	*	*	-	*	74%

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 - Indicates zero observations reported for this group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

**Texas Education Agency
2018-19 School Report Card
BLANCHE DODD INT (061905102)**

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Texas Education Agency
2018-19 School Report Card
KRUM EARLY EDUCATION CENTER (061905103)

Accountability Rating

KRUM EARLY EDUCATION CENTER is paired with KRUM ISD (061905000)

B

KRUM EARLY EDUCATION CENTER earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

School Information

District Name: KRUM ISD
Campus Type: Elementary
Total Students: 313
Grade Span: EE - 01

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

School and Student Information

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

	Campus	District	State
Attendance Rate (2017-18)	95.7%	95.9%	95.4%
Enrollment by Race/Ethnicity			
African American	1.9%	2.4%	12.6%
Hispanic	33.5%	29.1%	52.6%
White	57.8%	64.5%	27.4%
American Indian	1.3%	0.7%	0.4%
Asian	1.3%	0.5%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	4.2%	2.7%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	53.4%	37.8%	60.6%
English Learners	19.5%	10.4%	19.5%
Special Education	7.7%	12.1%	9.6%
Mobility Rate (2017-18)	8.6%	8.9%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	12.5	12.5	18.9
Grade 1	18.2	18.2	18.8

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	60.8%	64.5%
Instructional Expenditure Ratio	n/a	57.8%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,192	\$9,532	\$9,844
Instruction	\$5,278	\$5,110	\$5,492
Instructional Leadership	\$110	\$94	\$155
School Leadership	\$822	\$694	\$576

**Texas Education Agency
2018-19 School Report Card
KRUM EARLY EDUCATION CENTER (061905103)**

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

There is no STAAR performance data for this campus.

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

District Name: KRUM ISD

District ID: 061905

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate[^]												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

[^] Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including—

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D) (i) or implementing targeted support and improvement plans under subsection (d)(2); and

Comprehensive Support and Improvement Schools, **Targeted Support and Improvement Schools** and **Additional Targeted Support Schools** list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i) (II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Region		Afr		Amer		Pac		Two or More	Econ	Non									Foster	
		State	11	District	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All	75%	76%	70%	80%	51%	82%	-	-	-	86%	54%	84%	48%	77%	35%	70%	70%	-	*	-	-
	Students																					
	CWD	49%	51%	48%	*	20%	53%	-	-	-	*	35%	64%	48%	-	*	52%	42%	-	-	-	-
	CWOD	79%	79%	77%	*	58%	92%	-	-	-	83%	62%	86%	-	77%	44%	76%	77%	-	-	-	-
	EL	69%	67%	35%	-	35%	-	-	-	-	-	35%	*	44%	35%	33%	36%	-	-	-	-	-
	Male	73%	73%	70%	*	47%	86%	-	-	-	*	53%	84%	52%	76%	33%	70%	-	-	*	-	-
	Female	78%	79%	70%	*	57%	78%	-	-	-	*	55%	83%	42%	77%	36%	-	70%	-	-	-	-
Mathematics	All	78%	78%	70%	60%	55%	79%	-	-	-	100%	60%	78%	58%	74%	25%	74%	66%	-	*	-	-
	Students																					
	CWD	52%	53%	58%	*	40%	63%	-	-	-	*	50%	64%	58%	-	*	57%	58%	-	-	-	-
	CWOD	81%	81%	74%	*	58%	85%	-	-	-	100%	64%	80%	-	74%	31%	80%	67%	-	-	-	-
	EL	75%	72%	25%	-	25%	-	-	-	-	-	29%	*	31%	25%	33%	18%	-	-	-	-	-
	Male	78%	78%	74%	*	60%	83%	-	-	-	*	64%	82%	57%	80%	33%	74%	-	-	*	-	-
	Female	78%	77%	66%	*	48%	75%	-	-	-	*	55%	74%	58%	67%	18%	-	66%	-	-	-	-
Grade 4																						
Reading	All	74%	74%	68%	*	58%	74%	-	*	-	100%	56%	76%	33%	73%	65%	67%	70%	-	-	-	*
	Students																					
	CWD	44%	45%	33%	*	14%	44%	-	-	-	-	27%	40%	33%	-	*	27%	40%	-	-	-	-
	CWOD	78%	78%	73%	*	63%	78%	-	*	-	100%	63%	79%	-	73%	70%	73%	74%	-	-	-	-
	EL	64%	62%	65%	-	65%	-	-	-	-	-	60%	*	70%	65%	70%	62%	-	-	-	-	-
	Male	71%	71%	67%	*	52%	69%	-	-	-	100%	55%	75%	27%	73%	70%	67%	-	-	-	-	-
	Female	77%	77%	70%	*	61%	80%	-	*	-	-	56%	79%	40%	74%	62%	-	70%	-	-	-	-
Mathematics	All	74%	74%	59%	*	50%	63%	-	*	-	100%	44%	68%	33%	63%	52%	66%	52%	-	-	-	*
	Students																					
	CWD	46%	45%	33%	*	29%	38%	-	-	-	-	20%	50%	33%	-	*	33%	30%	-	-	-	-
	CWOD	78%	77%	63%	*	52%	66%	-	*	-	100%	51%	69%	-	63%	55%	70%	55%	-	-	-	*
	EL	69%	67%	52%	-	52%	-	-	-	-	-	50%	*	55%	52%	70%	38%	-	-	-	-	-
	Male	74%	74%	66%	*	52%	67%	-	-	-	100%	52%	73%	33%	70%	70%	66%	-	-	-	-	-
	Female	74%	74%	52%	*	48%	57%	-	*	-	-	38%	62%	30%	55%	38%	-	52%	-	-	-	-
Grade 5																						
Reading	All	86%	87%	92%	*	89%	95%	*	*	-	*	87%	96%	65%	96%	82%	92%	93%	-	-	-	*
	Students																					
	CWD	55%	56%	65%	*	71%	70%	*	-	-	*	50%	88%	65%	-	*	73%	56%	-	-	-	*
	CWOD	89%	90%	96%	*	92%	98%	*	*	-	*	95%	97%	-	96%	86%	95%	97%	-	-	-	*
	EL	77%	77%	82%	-	82%	-	-	-	-	-	81%	*	86%	82%	67%	100%	-	-	-	-	-
	Male	83%	84%	92%	*	87%	96%	*	*	-	*	85%	98%	73%	95%	67%	92%	-	-	-	-	-
	Female	88%	89%	93%	*	91%	95%	*	-	-	*	88%	96%	56%	97%	100%	-	93%	-	-	-	*
Mathematics	All	89%	89%	94%	*	89%	97%	*	*	-	*	90%	98%	70%	98%	76%	95%	94%	-	-	-	*
	Students																					
	CWD	68%	66%	70%	*	57%	80%	*	-	-	*	58%	88%	70%	-	*	73%	67%	-	-	-	*
	CWOD	92%	92%	98%	*	95%	99%	*	*	-	*	96%	99%	-	98%	86%	98%	97%	-	-	-	*
	EL	85%	84%	76%	-	76%	-	-	-	-	-	81%	*	86%	76%	67%	88%	-	-	-	-	-
	Male	88%	88%	95%	*	87%	100%	*	*	-	*	91%	98%	73%	98%	67%	95%	-	-	-	-	-
	Female	90%	90%	94%	*	91%	95%	*	-	-	*	88%	98%	67%	97%	88%	-	94%	-	-	-	*
Science	All	74%	74%	75%	*	58%	82%	*	*	-	*	70%	78%	30%	81%	35%	77%	73%	-	-	-	*
	Students																					
	CWD	45%	46%	30%	*	14%	40%	*	-	-	*	25%	38%	30%	-	*	27%	33%	-	-	-	*
	CWOD	77%	78%	81%	*	66%	87%	*	*	-	*	80%	82%	-	81%	43%	85%	78%	-	-	-	*
	EL	60%	57%	35%	-	35%	-	-	-	-	-	38%	*	43%	35%	22%	50%	-	-	-	-	-
	Male	74%	75%	77%	*	52%	88%	*	*	-	*	70%	82%	27%	85%	22%	77%	-	-	-	-	-
	Female	73%	74%	73%	*	64%	78%	*	-	-	*	71%	75%	33%	78%	50%	-	73%	-	-	-	-

		Region		Afr	Hispanic			Amer	Asian	Pac	Two	Econ	Non	CWD		EL	Male	Female	Migrant	Homeless	Foster	Military
		State	11	District	Amer	White	Ind	Ind	Isl	Races	Disadv	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
Grade 6 Reading	All Students	67%	70%	63%	60%	51%	69%	*	-	-	*	54%	67%	31%	66%	39%	57%	68%	-	*	-	-
	CWD	33%	33%	31%	*	0%	50%	-	-	-	*	33%	29%	31%	-	*	14%	44%	-	*	-	-
	CWOD	71%	74%	66%	*	58%	71%	-	-	-	*	58%	70%	-	66%	45%	62%	70%	-	*	-	-
	EL	42%	44%	39%	-	39%	-	-	-	-	*	44%	29%	-	45%	39%	45%	33%	-	-	-	-
	Male	62%	66%	57%	*	54%	61%	*	-	-	*	50%	60%	14%	62%	45%	57%	-	-	-	-	-
	Female	71%	74%	68%	*	47%	75%	-	-	-	*	57%	73%	44%	70%	33%	-	68%	-	*	-	-
Mathematics	All Students	80%	81%	85%	80%	74%	90%	*	-	-	*	79%	88%	50%	89%	65%	85%	85%	-	*	-	-
	CWD	50%	50%	50%	*	40%	60%	-	-	-	*	44%	57%	50%	-	*	71%	33%	-	*	-	-
	CWOD	83%	85%	89%	*	79%	93%	-	-	-	*	86%	90%	-	89%	70%	86%	92%	-	-	-	-
	EL	67%	68%	65%	-	65%	-	-	-	-	*	69%	57%	-	70%	65%	64%	67%	-	-	-	-
	Male	78%	80%	85%	*	75%	91%	*	-	-	*	75%	90%	71%	86%	64%	85%	-	-	-	-	-
	Female	81%	83%	85%	*	74%	89%	-	-	-	*	82%	87%	33%	92%	67%	-	85%	-	*	-	-
Grade 7 Reading	All Students	74%	77%	69%	*	62%	75%	*	-	-	63%	60%	75%	21%	79%	40%	71%	68%	-	-	-	-
	CWD	37%	39%	21%	*	20%	20%	*	-	-	*	0%	32%	21%	-	*	35%	0%	-	-	-	-
	CWOD	78%	81%	79%	*	66%	88%	-	-	-	71%	70%	85%	-	79%	47%	78%	80%	-	-	-	-
	EL	49%	52%	40%	-	40%	-	-	-	-	*	39%	*	47%	40%	27%	56%	-	-	-	-	-
	Male	70%	72%	71%	*	57%	80%	*	-	-	*	60%	75%	35%	78%	27%	71%	-	-	-	-	-
	Female	79%	81%	68%	*	67%	69%	-	-	-	67%	59%	76%	0%	80%	56%	-	68%	-	-	-	-
Mathematics	All Students	73%	73%	67%	*	62%	72%	*	-	-	50%	59%	72%	24%	75%	35%	69%	64%	-	-	-	-
	CWD	43%	42%	24%	*	40%	20%	*	-	-	*	20%	26%	24%	-	*	35%	8%	-	-	-	-
	CWOD	77%	77%	75%	*	64%	84%	-	-	-	57%	66%	81%	-	75%	41%	77%	73%	-	-	-	-
	EL	57%	54%	35%	-	35%	-	-	-	-	*	33%	*	41%	35%	27%	44%	-	-	-	-	-
	Male	72%	71%	69%	*	61%	75%	*	-	-	*	67%	71%	35%	77%	27%	69%	-	-	-	-	-
	Female	75%	75%	64%	*	63%	67%	-	-	-	33%	53%	73%	8%	73%	44%	-	64%	-	-	-	-
Grade 8 Reading	All Students	84%	86%	84%	80%	72%	87%	*	-	-	*	74%	89%	42%	91%	55%	81%	86%	-	*	-	-
	CWD	47%	48%	42%	-	14%	53%	-	-	-	*	42%	42%	42%	-	*	42%	42%	-	*	-	-
	CWOD	88%	90%	91%	80%	84%	93%	-	-	-	*	82%	95%	-	91%	67%	88%	94%	-	*	-	-
	EL	62%	62%	55%	-	55%	-	-	-	-	*	56%	*	67%	55%	57%	*	-	-	-	-	-
	Male	81%	83%	81%	*	72%	84%	-	-	-	*	64%	90%	42%	88%	57%	81%	-	-	*	-	-
	Female	88%	89%	86%	*	71%	91%	*	-	-	*	83%	88%	42%	94%	*	-	86%	-	-	-	-
Mathematics	All Students	87%	87%	88%	80%	85%	89%	-	-	-	*	82%	91%	58%	94%	82%	84%	92%	-	*	-	-
	CWD	58%	57%	58%	-	57%	59%	-	-	-	*	50%	67%	58%	-	*	42%	75%	-	*	-	-
	CWOD	90%	91%	94%	80%	92%	96%	-	-	-	*	92%	96%	-	94%	100%	93%	96%	-	*	-	-
	EL	77%	75%	82%	-	82%	-	-	-	-	*	89%	*	100%	82%	71%	*	-	-	-	-	-
	Male	84%	84%	84%	*	75%	88%	-	-	-	*	70%	93%	42%	93%	71%	84%	-	-	*	-	-
	Female	89%	90%	92%	*	94%	91%	-	-	-	*	96%	90%	75%	96%	*	-	92%	-	-	-	-
Science	All Students	79%	80%	72%	50%	56%	77%	*	-	-	*	55%	80%	26%	79%	36%	71%	73%	-	*	-	-
	CWD	46%	46%	26%	-	14%	31%	-	-	-	*	27%	25%	26%	-	*	27%	25%	-	*	-	-
	CWOD	83%	84%	79%	50%	66%	84%	*	-	-	*	62%	87%	-	79%	44%	77%	81%	-	*	-	-
	EL	55%	52%	36%	-	36%	-	-	-	-	*	33%	*	44%	36%	29%	*	-	-	-	-	-
	Male	78%	79%	71%	*	50%	79%	-	-	-	*	44%	83%	27%	77%	29%	71%	-	-	-	-	-
	Female	81%	82%	73%	*	62%	75%	*	-	-	*	66%	76%	25%	81%	*	-	73%	-	-	-	-
End of Course English I	All Students	66%	69%	80%	*	68%	88%	*	-	*	60%	66%	87%	39%	88%	47%	76%	87%	-	*	-	*
	CWD	27%	28%	39%	*	25%	56%	*	-	*	*	30%	54%	39%	-	20%	43%	33%	-	-	-	-
	CWOD	71%	74%	88%	*	79%	92%	-	-	-	*	81%	91%	-	88%	58%	83%	97%	-	*	-	*
	EL	34%	36%	47%	-	47%	-	-	-	-	*	40%	*	20%	58%	47%	46%	*	-	-	-	-
	Male	60%	63%	76%	*	64%	86%	*	-	*	60%	64%	84%	43%	83%	46%	76%	-	-	-	-	-
	Female	73%	76%	87%	*	75%	91%	-	-	-	*	75%	93%	33%	97%	*	-	87%	-	-	-	*
English II	All Students	67%	70%	80%	60%	70%	86%	*	*	*	*	71%	85%	44%	85%	42%	73%	89%	-	-	-	-
	CWD	27%	28%	44%	*	40%	46%	*	-	*	*	27%	56%	44%	-	*	35%	60%	-	-	-	-
	CWOD	72%	75%	85%	*	76%	90%	*	-	-	*	79%	89%	-	85%	50%	79%	93%	-	-	-	-
	EL	30%	32%	42%	-	42%	-	-	-	-	*	36%	*	50%	42%	43%	40%	-	-	-	-	-
	Male	62%	65%	73%	*	63%	79%	*	-	*	*	62%	78%	35%	79%	43%	73%	-	-	-	-	-
	Female	73%	76%	89%	*	79%	95%	*	*	-	*	80%	95%	60%	93%	40%	-	89%	-	-	-	-
Algebra I	All Students	83%	84%	87%	*	87%	86%	*	-	*	*	82%	89%	54%	93%	62%	84%	90%	-	*	-	-
	CWD	52%	51%	54%	*	64%	38%	-	-	*	*	56%	50%	54%	-	60%	58%	44%	-	-	-	-
	CWOD	87%	88%	93%	*	93%	93%	*	-	-	*	91%	94%	-	93%	63%	90%	97%	-	*	-	-
	EL	73%	72%	62%	-	62%	-	-	-	-	*	58%	*	60%	63%	62%	56%	*	-	-	-	-
	Male	79%	80%	84%	*	87%	83%	-	-	-	*	79%	87%	58%	90%	56%	84%	-	-	*	-	-
	Female	88%	89%	90%	*	86%	91%	*	-	-	*	86%	93%	44%	97%	*	-	90%	-	-	-	-
Biology	All Students	87%	89%	93%	*	87%	96%	*	-	*	*	85%	96%	74%	96%	77%	92%	94%	-	*	-	*
	CWD	60%	62%	74%	*	75%	73%	*	-	*	*	63%	92%	74%	-	60%	84%	58%	-	-	-	-
	CWOD	90%	92%	96%	*	90%	99%	*	-	-	*	95%	97%	-	96%	88%	94%	100%	-	-	-	*
	EL	68%	70%	77%	-	77%	-	-	-	-	*	75%	*	60%	88%	77%	78%	*	-	-	-	-
	Male	84%	87%	92%	*	85%	97%	*	-	*	*	87%	95%	84%	94%	78%	92%	-	-	*	-	-

		Region		Afr	Hispanic	White	Amer	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
		State 90%	11 92%	District 94%	89%	95%	Ind	-	-	-	83%	98%	58%	100%	-	-	94%	-	-	-	-
		Female																			
STAAR Percent at Meets Grade Level or Above																					
Grade 3																					
Reading	All Students	44%	45%	36%	40%	25%	45%	-	-	-	29%	18%	51%	12%	43%	10%	40%	31%	-	*	-
	CWD	26%	27%	12%	*	0%	16%	-	-	-	*	5%	21%	12%	-	*	10%	17%	-	-	-
	CWOD	46%	47%	43%	*	30%	54%	-	-	-	33%	24%	56%	-	43%	13%	51%	35%	-	*	-
	EL	35%	34%	10%	-	10%	-	-	-	-	-	12%	*	13%	10%	22%	0%	-	-	-	-
	Male	41%	42%	40%	*	27%	48%	-	-	-	*	19%	57%	10%	51%	22%	40%	-	*	-	-
	Female	47%	48%	31%	*	22%	42%	-	-	-	*	17%	43%	17%	35%	0%	-	31%	-	-	-
Mathematics	All Students	48%	48%	33%	40%	17%	41%	-	-	-	57%	22%	42%	15%	38%	10%	35%	30%	-	*	-
	CWD	30%	30%	15%	*	0%	21%	-	-	-	*	15%	14%	15%	-	*	5%	33%	-	-	-
	CWOD	50%	50%	38%	*	21%	47%	-	-	-	67%	24%	47%	-	38%	13%	46%	29%	-	*	-
	EL	41%	38%	10%	-	10%	-	-	-	-	-	12%	*	*	13%	10%	11%	9%	-	-	-
	Male	49%	49%	35%	*	17%	45%	-	-	-	*	22%	45%	5%	46%	11%	35%	-	-	-	-
	Female	46%	46%	30%	*	17%	36%	-	-	-	*	21%	37%	33%	29%	9%	-	30%	-	-	-
Grade 4																					
Reading	All Students	43%	44%	38%	*	27%	45%	-	*	-	40%	19%	49%	17%	41%	22%	38%	37%	-	-	*
	CWD	24%	25%	17%	*	0%	25%	-	-	-	7%	30%	17%	-	*	20%	10%	-	-	-	-
	CWOD	46%	47%	41%	*	30%	47%	-	*	-	40%	22%	50%	-	41%	25%	41%	41%	-	-	*
	EL	30%	28%	22%	-	22%	-	-	-	-	-	15%	*	*	25%	22%	20%	23%	-	-	-
	Male	41%	42%	38%	*	24%	44%	-	-	-	40%	19%	49%	20%	41%	20%	38%	-	-	-	*
	Female	46%	47%	37%	*	29%	45%	-	*	-	19%	49%	10%	41%	23%	-	37%	-	-	-	-
Mathematics	All Students	46%	46%	28%	*	13%	37%	-	*	-	40%	11%	39%	13%	31%	13%	36%	20%	-	-	*
	CWD	27%	27%	13%	*	0%	19%	-	-	-	0%	30%	13%	-	*	13%	10%	-	-	-	-
	CWOD	49%	49%	31%	*	15%	39%	-	*	-	40%	14%	39%	-	31%	15%	39%	22%	-	-	*
	EL	39%	36%	13%	-	13%	-	-	-	-	10%	*	*	15%	13%	30%	0%	-	-	-	-
	Male	48%	48%	36%	*	19%	42%	-	-	-	40%	13%	48%	13%	39%	30%	36%	-	-	-	*
	Female	45%	44%	20%	*	10%	30%	-	*	-	9%	28%	10%	22%	0%	-	20%	-	-	-	-
Grade 5																					
Reading	All Students	53%	56%	63%	*	53%	67%	*	*	-	*	58%	66%	25%	68%	41%	61%	65%	-	-	*
	CWD	27%	28%	25%	*	14%	40%	*	-	-	17%	38%	25%	-	*	18%	33%	-	-	-	*
	CWOD	56%	59%	68%	*	61%	70%	*	*	-	67%	69%	-	68%	50%	68%	69%	-	-	-	*
	EL	36%	36%	41%	-	41%	-	-	-	-	44%	*	*	50%	41%	11%	75%	-	-	-	-
	Male	50%	53%	61%	*	35%	74%	*	*	-	58%	64%	18%	68%	11%	61%	-	-	-	-	*
	Female	56%	59%	65%	*	73%	62%	*	-	-	59%	69%	33%	69%	75%	-	65%	-	-	-	*
Mathematics	All Students	57%	57%	67%	*	53%	75%	*	*	-	*	58%	73%	30%	72%	41%	62%	71%	-	-	*
	CWD	31%	30%	30%	*	14%	50%	*	-	-	17%	50%	30%	-	*	18%	44%	-	-	-	*
	CWOD	60%	60%	72%	*	61%	77%	*	*	-	67%	75%	-	72%	43%	70%	74%	-	-	-	*
	EL	46%	42%	41%	-	41%	-	-	-	-	44%	*	*	43%	41%	22%	63%	-	-	-	-
	Male	56%	57%	62%	*	39%	76%	*	*	-	55%	68%	18%	70%	22%	62%	-	-	-	-	*
	Female	57%	56%	71%	*	68%	73%	*	-	-	62%	77%	44%	74%	63%	-	71%	-	-	-	*
Science	All Students	48%	49%	53%	*	36%	61%	*	*	-	*	48%	57%	20%	58%	12%	55%	52%	-	-	*
	CWD	27%	28%	20%	*	14%	30%	*	-	-	17%	25%	20%	-	*	18%	22%	-	-	-	*
	CWOD	50%	52%	58%	*	39%	64%	*	*	-	55%	60%	-	58%	14%	61%	56%	-	-	-	*
	EL	31%	28%	12%	-	12%	-	-	-	-	13%	*	*	14%	12%	11%	13%	-	-	-	-
	Male	50%	51%	55%	*	30%	65%	*	*	-	48%	59%	18%	61%	11%	55%	-	-	-	-	*
	Female	45%	47%	52%	*	41%	58%	*	-	-	47%	56%	22%	56%	13%	-	52%	-	-	-	*
Grade 6																					
Reading	All Students	36%	39%	29%	40%	16%	35%	*	-	-	*	13%	37%	19%	30%	9%	32%	26%	-	*	-
	CWD	19%	18%	19%	*	0%	30%	-	-	-	22%	14%	19%	-	*	14%	22%	-	*	-	-
	CWOD	38%	42%	30%	*	18%	36%	*	-	-	12%	39%	-	30%	10%	34%	27%	-	-	-	-
	EL	14%	14%	9%	-	9%	-	-	-	-	13%	0%	*	10%	9%	9%	8%	-	-	-	-
	Male	33%	35%	32%	*	25%	39%	*	-	-	17%	40%	14%	34%	9%	32%	-	-	-	-	-
	Female	40%	44%	26%	*	5%	32%	-	-	-	11%	35%	22%	27%	8%	-	26%	-	-	-	-
Mathematics	All Students	46%	48%	57%	80%	44%	62%	*	-	-	*	54%	59%	19%	62%	39%	53%	61%	-	*	-
	CWD	23%	23%	19%	*	0%	30%	-	-	-	22%	14%	19%	-	*	14%	22%	-	*	-	-
	CWOD	48%	51%	62%	*	50%	66%	*	-	-	60%	62%	-	62%	45%	57%	66%	-	-	-	-
	EL	27%	26%	39%	-	39%	-	-	-	-	50%	14%	-	45%	39%	36%	42%	-	-	-	-
	Male	45%	48%	53%	*	46%	57%	*	-	-	54%	52%	14%	57%	36%	53%	-	-	-	-	-
	Female	46%	48%	61%	*	42%	66%	-	-	-	54%	65%	22%	66%	42%	-	61%	-	-	-	-
Grade 7																					
Reading	All Students	48%	51%	44%	*	40%	48%	*	-	-	13%	28%	53%	14%	49%	10%	45%	41%	-	-	-
	CWD	21%	21%	14%	*	20%	10%	*	-	-	0%	21%	14%	-	*	24%	0%	-	-	-	-
	CWOD	51%	54%	49%	*	42%	57%	-	-	-	14%	33%	59%	-	49%	12%	50%	49%	-	-	-
	EL	19%	21%	10%	-	10%	-	-	-	-	11%	*	*	12%	10%	9%	11%	-	-	-	-
	Male	44%	47%	45%	*	39%	51%	*	-	-	27%	54%	24%	50%	9%	45%	-	-	-	-	-
	Female	52%	55%	41%	*	40%	44%	-	-	-	17%	30%	51%	0%	49%	11%	-	41%	-	-	-

		Region		Afr	Hispanic	White	Amer	Asian	Pac	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
		State 41%	11 40%	District 40%	Amer 33%	White 45%	Ind *	-	-	Races 25%	Disadv 25%	Disadv 49%	17%	44%	5%	46%	33%	-	-	-	-
Mathematics	All Students																				
	CWD	22%	20%	17%	*	20%	15%	*	-	-	10%	21%	17%	-	*	29%	0%	-	-	-	-
	CWOD	44%	43%	44%	*	34%	52%	*	-	-	28%	55%	-	44%	6%	50%	38%	-	-	-	-
	EL	22%	19%	5%	-	5%	-	-	-	-	0%	*	-	6%	5%	0%	11%	-	-	-	-
	Male	41%	40%	46%	*	32%	54%	*	-	-	30%	54%	29%	50%	0%	46%	-	-	-	-	-
	Female	42%	40%	33%	*	33%	33%	-	-	-	17%	21%	42%	0%	38%	11%	-	-	-	-	-
Grade 8 Reading		53%	56%	52%	40%	44%	55%	*	-	-	37%	60%	8%	60%	18%	49%	56%	-	*	-	-
	CWD	22%	22%	8%	-	0%	12%	*	-	-	8%	8%	8%	-	*	17%	0%	-	*	-	-
	CWOD	57%	59%	60%	40%	53%	62%	*	-	-	44%	67%	-	60%	22%	54%	66%	-	*	-	-
	EL	19%	18%	18%	-	18%	-	-	-	-	11%	*	-	22%	18%	14%	*	-	-	-	-
	Male	49%	51%	49%	*	28%	57%	*	-	-	21%	62%	17%	54%	14%	49%	-	-	*	-	-
	Female	58%	61%	56%	*	57%	53%	*	-	-	52%	58%	0%	66%	*	-	56%	-	-	-	-
Mathematics	All Students	55%	56%	49%	20%	39%	54%	-	-	-	36%	57%	17%	56%	36%	51%	48%	-	*	-	-
	CWD	27%	26%	17%	-	0%	24%	-	-	-	25%	8%	17%	-	*	25%	8%	-	*	-	-
	CWOD	59%	59%	56%	20%	50%	61%	-	-	-	39%	66%	-	56%	44%	56%	57%	-	*	-	-
	EL	36%	33%	36%	-	36%	-	-	-	-	33%	*	-	44%	36%	29%	*	-	-	-	-
	Male	52%	53%	51%	*	38%	58%	-	-	-	30%	64%	25%	56%	29%	51%	-	-	*	-	-
	Female	59%	59%	48%	*	41%	50%	-	-	-	43%	50%	8%	57%	*	-	48%	-	-	-	-
Science	All Students	50%	52%	42%	0%	33%	49%	*	-	-	20%	54%	9%	48%	18%	49%	35%	-	*	-	-
	CWD	23%	23%	9%	-	0%	13%	-	-	-	9%	8%	9%	-	*	18%	0%	-	*	-	-
	CWOD	53%	55%	48%	0%	41%	54%	*	-	-	22%	60%	-	48%	22%	54%	41%	-	*	-	-
	EL	20%	18%	18%	-	18%	-	-	-	-	11%	*	-	22%	18%	14%	*	-	-	-	-
	Male	50%	51%	49%	*	39%	56%	-	-	-	15%	66%	18%	54%	14%	49%	-	-	*	-	-
	Female	50%	52%	35%	*	29%	40%	*	-	-	24%	41%	0%	41%	*	-	35%	-	-	-	-
End of Course English I		48%	52%	56%	*	37%	65%	*	-	*	60%	34%	66%	21%	63%	6%	49%	67%	-	*	-
	CWD	15%	15%	21%	*	17%	25%	*	-	*	20%	23%	21%	-	0%	24%	17%	-	-	-	-
	CWOD	53%	57%	63%	*	43%	70%	-	-	-	40%	71%	-	63%	8%	54%	76%	-	*	-	-
	EL	14%	15%	6%	-	6%	-	-	-	-	7%	*	0%	8%	6%	0%	*	-	-	-	-
	Male	42%	45%	49%	*	28%	60%	*	-	*	60%	28%	60%	24%	54%	0%	49%	-	*	-	-
	Female	56%	61%	67%	*	55%	71%	-	-	-	46%	76%	17%	76%	*	-	67%	-	-	-	-
English II	All Students	48%	52%	51%	40%	47%	55%	*	*	*	44%	55%	33%	54%	0%	39%	66%	-	-	-	-
	CWD	16%	16%	33%	*	30%	38%	*	-	*	27%	38%	33%	-	*	24%	50%	-	-	-	-
	CWOD	52%	56%	54%	*	50%	57%	*	*	-	48%	57%	-	54%	0%	42%	68%	-	-	-	-
	EL	11%	13%	0%	-	0%	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	42%	46%	39%	*	37%	42%	*	-	*	35%	42%	24%	42%	0%	39%	-	-	-	-	-
	Female	55%	59%	66%	*	59%	71%	*	*	-	54%	73%	50%	68%	0%	-	66%	-	-	-	-
Algebra I	All Students	59%	60%	60%	*	58%	64%	*	-	*	48%	67%	18%	69%	8%	52%	72%	-	*	-	-
	CWD	24%	23%	18%	*	18%	23%	-	-	*	19%	17%	18%	-	0%	16%	22%	-	-	-	-
	CWOD	63%	65%	69%	*	68%	69%	*	-	-	59%	73%	-	69%	13%	60%	79%	-	*	-	-
	EL	40%	38%	8%	-	8%	-	-	-	-	8%	*	0%	13%	8%	11%	*	-	-	-	-
	Male	53%	55%	52%	*	47%	58%	-	-	*	33%	61%	16%	60%	11%	52%	-	-	*	-	-
	Female	65%	66%	72%	*	73%	72%	*	-	-	66%	77%	22%	79%	*	-	72%	-	-	-	-
Biology	All Students	60%	64%	69%	*	53%	80%	*	-	*	44%	82%	29%	77%	8%	66%	74%	-	*	-	*
	CWD	24%	25%	29%	*	33%	33%	*	-	*	26%	33%	29%	-	20%	32%	25%	-	-	-	-
	CWOD	64%	69%	77%	*	59%	86%	*	-	-	51%	87%	-	77%	0%	73%	83%	-	-	-	*
	EL	24%	26%	8%	-	8%	-	-	-	-	0%	*	20%	0%	8%	11%	*	-	-	-	-
	Male	58%	62%	66%	*	47%	80%	*	-	*	37%	81%	32%	73%	11%	66%	-	-	*	-	-
	Female	62%	67%	74%	*	63%	80%	*	-	-	54%	82%	25%	83%	*	-	74%	-	-	-	*
STAAR Percent at Masters Grade Level																					
Grade 3 Reading		27%	28%	17%	20%	15%	19%	-	-	-	14%	12%	22%	3%	22%	0%	20%	14%	-	*	-
	CWD	10%	11%	3%	*	0%	0%	-	-	-	5%	0%	3%	-	*	5%	0%	-	-	-	-
	CWOD	29%	30%	22%	*	19%	25%	-	-	-	16%	26%	-	22%	0%	25%	17%	-	*	-	-
	EL	19%	18%	0%	-	0%	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	24%	25%	20%	*	13%	24%	-	-	-	11%	27%	5%	25%	0%	20%	-	-	*	-	-
	Female	29%	31%	14%	*	17%	14%	-	-	-	14%	14%	0%	17%	0%	-	14%	-	-	-	-
Mathematics	All Students	24%	24%	13%	20%	6%	18%	-	-	-	0%	8%	16%	3%	15%	0%	14%	11%	-	*	-
	CWD	12%	12%	3%	*	0%	5%	-	-	-	0%	7%	3%	-	*	0%	8%	-	-	-	-
	CWOD	25%	26%	15%	*	7%	22%	-	-	-	11%	18%	-	15%	0%	19%	12%	-	*	-	-
	EL	18%	17%	0%	-	0%	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	26%	26%	14%	*	7%	19%	-	-	-	6%	20%	0%	19%	0%	14%	-	-	*	-	-
	Female	22%	22%	11%	*	4%	17%	-	-	-	10%	11%	8%	12%	0%	-	11%	-	-	-	-
Grade 4 Reading		21%	22%	19%	*	10%	24%	-	*	-	40%	8%	26%	4%	22%	4%	19%	20%	-	-	*
	CWD	8%	8%	4%	*	0%	6%	-	-	-	0%	10%	4%	-	*	7%	0%	-	-	-	-
	CWOD	23%	24%	22%	*	11%	27%	-	*	-	40%	10%	28%	-	22%	5%	20%	23%	-	-	*

		Region		Afr	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care		
		State	11																	District	11	11
	EL	12%	11%	4%	-	4%	-	-	-	-	5%	-	5%	4%	10%	0%	-	-	-	-	-	
	Male	20%	21%	19%	-	10%	20%	-	-	40%	6%	25%	7%	20%	10%	19%	-	-	-	-	-	
	Female	23%	24%	20%	*	10%	30%	-	*	-	9%	28%	0%	23%	0%	-	20%	-	-	-	-	
Mathematics	All Students	27%	28%	13%	*	4%	16%	-	*	-	40%	5%	17%	0%	15%	0%	15%	10%	-	-	*	
	CWD	13%	13%	0%	*	0%	0%	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-	
	CWOD	29%	30%	15%	*	4%	19%	-	*	-	40%	6%	19%	-	15%	0%	18%	12%	-	-	*	
	EL	20%	18%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	0%	-	-	*	
	Male	29%	30%	15%	*	5%	17%	-	-	-	40%	6%	20%	0%	18%	0%	15%	-	-	-	*	
	Female	25%	25%	10%	*	3%	16%	-	*	-	-	3%	15%	0%	12%	0%	-	10%	-	-	-	-
Grade 5 Reading	All Students	29%	31%	32%	*	18%	38%	*	*	-	*	30%	34%	20%	34%	6%	29%	36%	-	-	*	
	CWD	9%	10%	20%	*	0%	40%	*	-	*	8%	38%	20%	-	*	9%	33%	-	-	-	*	
	CWOD	31%	34%	34%	*	21%	38%	*	*	-	35%	34%	-	34%	7%	32%	36%	-	-	-	*	
	EL	14%	14%	6%	-	6%	-	-	-	-	6%	*	*	7%	6%	0%	13%	-	-	-	-	
	Male	26%	28%	29%	*	9%	36%	*	*	-	*	27%	30%	9%	32%	0%	29%	-	-	-	*	
	Female	31%	34%	36%	*	27%	40%	*	-	-	*	32%	38%	33%	36%	13%	-	36%	-	-	-	*
Mathematics	All Students	36%	36%	47%	*	33%	53%	*	*	-	*	37%	54%	15%	52%	29%	47%	48%	-	-	*	
	CWD	14%	13%	15%	*	14%	20%	*	-	*	8%	25%	15%	-	*	9%	22%	-	-	-	*	
	CWOD	38%	39%	52%	*	37%	56%	*	*	-	44%	57%	-	52%	29%	53%	51%	-	-	-	*	
	EL	24%	22%	29%	-	29%	-	-	-	-	31%	*	*	29%	29%	22%	38%	-	-	-	-	
	Male	36%	37%	47%	*	26%	57%	*	*	-	*	36%	55%	9%	53%	22%	47%	-	-	-	*	
	Female	35%	35%	48%	*	41%	50%	*	-	-	*	38%	54%	22%	51%	38%	-	48%	-	-	-	*
Science	All Students	23%	24%	28%	*	13%	34%	*	*	-	*	19%	33%	5%	31%	0%	29%	27%	-	-	*	
	CWD	11%	11%	5%	*	0%	10%	*	-	*	0%	13%	5%	-	*	0%	11%	-	-	-	*	
	CWOD	25%	26%	31%	*	16%	37%	*	*	-	24%	35%	-	31%	0%	33%	29%	-	-	-	*	
	EL	11%	10%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
	Male	25%	26%	29%	*	4%	40%	*	*	-	*	18%	36%	0%	33%	0%	29%	-	-	-	*	
	Female	21%	22%	27%	*	23%	30%	*	-	-	*	21%	31%	11%	29%	0%	-	27%	-	-	-	*
Grade 6 Reading	All Students	17%	19%	15%	40%	7%	18%	*	-	-	*	4%	21%	6%	16%	0%	15%	15%	-	*	-	-
	CWD	6%	5%	6%	*	0%	10%	-	-	-	11%	0%	6%	-	*	14%	0%	-	*	-	-	
	CWOD	18%	20%	16%	*	8%	19%	*	-	*	2%	23%	-	16%	0%	15%	17%	-	-	-	-	
	EL	4%	4%	0%	-	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-	
	Male	14%	16%	15%	*	13%	18%	*	-	-	*	8%	19%	14%	15%	0%	15%	-	-	-	-	
	Female	20%	22%	15%	*	0%	18%	-	-	-	*	0%	23%	0%	17%	0%	-	15%	-	*	-	-
Mathematics	All Students	20%	22%	20%	20%	16%	23%	*	-	-	*	13%	24%	0%	23%	13%	19%	21%	-	*	-	-
	CWD	9%	9%	0%	*	0%	0%	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-	
	CWOD	22%	24%	23%	*	18%	26%	*	-	*	16%	26%	-	23%	15%	22%	24%	-	-	-	-	
	EL	8%	8%	13%	-	13%	-	-	-	-	19%	0%	0%	15%	13%	0%	25%	-	-	-	-	
	Male	20%	23%	19%	*	17%	23%	*	-	-	*	8%	25%	0%	22%	0%	19%	-	-	-	-	
	Female	20%	22%	21%	*	16%	23%	-	-	-	*	18%	23%	0%	24%	25%	-	21%	-	*	-	-
Grade 7 Reading	All Students	29%	31%	26%	*	26%	27%	*	-	-	13%	18%	31%	7%	30%	10%	29%	22%	-	-	-	-
	CWD	9%	8%	7%	*	0%	10%	*	-	-	0%	11%	7%	-	*	12%	0%	-	-	-	-	
	CWOD	31%	34%	30%	*	28%	31%	-	-	14%	21%	35%	-	30%	12%	33%	26%	-	-	-	-	
	EL	8%	8%	10%	-	10%	-	-	-	-	11%	*	*	12%	10%	9%	11%	-	-	-	-	
	Male	25%	28%	29%	*	29%	33%	*	-	-	23%	32%	12%	33%	9%	29%	-	-	-	-	-	
	Female	32%	35%	22%	*	23%	20%	-	-	-	17%	14%	29%	0%	26%	11%	-	22%	-	-	-	-
Mathematics	All Students	16%	15%	14%	*	9%	18%	*	-	-	0%	9%	17%	3%	16%	0%	20%	7%	-	-	-	-
	CWD	7%	6%	3%	*	0%	5%	*	-	-	10%	0%	3%	-	*	6%	0%	-	-	-	-	
	CWOD	17%	16%	16%	*	9%	21%	-	-	0%	9%	21%	-	16%	0%	23%	8%	-	-	-	-	
	EL	6%	4%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
	Male	16%	15%	20%	*	11%	26%	*	-	-	13%	23%	6%	23%	0%	20%	-	-	-	-	-	
	Female	16%	15%	7%	*	7%	7%	-	-	-	0%	5%	9%	0%	8%	0%	-	7%	-	-	-	-
Grade 8 Reading	All Students	27%	29%	29%	20%	28%	31%	*	-	-	*	19%	34%	0%	34%	18%	23%	35%	-	*	-	-
	CWD	7%	6%	0%	-	0%	0%	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-	
	CWOD	30%	32%	34%	20%	34%	36%	*	-	*	24%	39%	-	34%	22%	27%	42%	-	*	-	-	
	EL	5%	5%	18%	-	18%	-	-	-	-	11%	*	*	22%	18%	14%	-	-	-	-	-	
	Male	24%	24%	23%	*	28%	24%	-	-	-	14%	28%	0%	27%	14%	23%	-	-	-	-	-	
	Female	31%	34%	35%	*	29%	38%	*	-	-	*	24%	42%	0%	42%	*	-	35%	-	-	-	-
Mathematics	All Students	17%	17%	8%	0%	3%	10%	-	-	-	6%	9%	0%	9%	9%	7%	8%	-	*	-	-	
	CWD	9%	7%	0%	-	0%	0%	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-	
	CWOD	18%	18%	9%	0%	4%	12%	-	-	-	8%	10%	-	9%	11%	9%	10%	-	-	-	-	
	EL	6%	5%	9%	-	9%	-	-	-	-	11%	*	*	11%	9%	14%	-	-	-	-	-	
	Male	16%	16%	7%	*	6%	8%	-	-	-	7%	7%	0%	9%	14%	7%	-	-	-	-	-	
	Female	17%	17%	8%	*	0%	11%	-	-	-	4%	10%	0%	10%	*	-	8%	-	-	-	-	-
Science	All Students	25%	26%	16%	0%	5%	21%	*	-	-	5%	21%	4%	18%	0%	16%	15%	-	*	-	-	

		State	Region 11	District	Afr	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWD	10%	8%	4%	-	0%	6%	-	-	-	-	-	0%	8%	4%	-	-	9%	0%	-	-	-	-
CWOD	26%	28%	18%	0%	6%	23%	-	-	-	-	-	7%	23%	-	18%	0%	18%	18%	-	-	-	-
EL	5%	5%	0%	-	0%	-	-	-	-	-	-	0%	-	-	0%	0%	0%	-	-	-	-	-
Male	25%	26%	16%	-	6%	21%	-	-	-	-	-	4%	22%	9%	18%	0%	16%	-	-	-	-	-
Female	24%	25%	15%	-	5%	20%	-	-	-	-	-	7%	20%	0%	18%	-	15%	-	-	-	-	-

End of Course

English I

All	10%	11%	11%	-	5%	13%	-	-	-	-	0%	3%	15%	3%	13%	0%	8%	15%	-	-	-	-
Students																						
CWD	3%	3%	3%	-	0%	6%	-	-	-	-	-	5%	0%	3%	-	0%	0%	8%	-	-	-	-
CWOD	11%	12%	13%	-	6%	14%	-	-	-	-	-	2%	16%	-	13%	0%	10%	16%	-	-	-	-
EL	1%	1%	0%	-	0%	-	-	-	-	-	-	0%	-	0%	0%	0%	0%	-	-	-	-	-
Male	7%	8%	8%	-	8%	10%	-	-	-	-	0%	2%	11%	0%	10%	0%	8%	-	-	-	-	-
Female	14%	15%	15%	-	0%	19%	-	-	-	-	-	4%	20%	8%	16%	-	15%	-	-	-	-	-

English II

All	8%	8%	6%	40%	5%	6%	-	-	-	-	-	7%	6%	7%	6%	0%	5%	8%	-	-	-	-
Students																						
CWD	4%	3%	7%	-	10%	0%	-	-	-	-	-	9%	6%	7%	-	-	6%	10%	-	-	-	-
CWOD	8%	9%	6%	-	4%	7%	-	-	-	-	-	7%	6%	-	6%	0%	5%	7%	-	-	-	-
EL	0%	0%	0%	-	0%	-	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	-	-	-
Male	6%	6%	5%	-	6%	4%	-	-	-	-	-	5%	6%	5%	0%	5%	-	-	-	-	-	-
Female	10%	11%	8%	-	3%	9%	-	-	-	-	-	9%	7%	10%	7%	0%	8%	-	-	-	-	-

Algebra I

All	36%	36%	30%	-	35%	29%	-	-	-	-	-	26%	32%	4%	35%	0%	23%	39%	-	-	-	-
Students																						
CWD	9%	8%	4%	-	0%	8%	-	-	-	-	-	6%	0%	4%	-	0%	0%	11%	-	-	-	-
CWOD	39%	40%	35%	-	44%	32%	-	-	-	-	-	33%	36%	-	35%	0%	28%	43%	-	-	-	-
EL	19%	17%	0%	-	0%	-	-	-	-	-	-	0%	-	0%	0%	0%	0%	-	-	-	-	-
Male	31%	32%	23%	-	23%	25%	-	-	-	-	-	15%	27%	0%	28%	0%	23%	-	-	-	-	-
Female	40%	41%	39%	-	50%	34%	-	-	-	-	-	38%	40%	11%	43%	-	39%	-	-	-	-	-

Biology

All	24%	27%	30%	-	19%	37%	-	-	-	-	-	15%	37%	6%	35%	0%	32%	27%	-	-	-	-
Students																						
CWD	6%	5%	6%	-	8%	7%	-	-	-	-	-	5%	8%	6%	-	0%	11%	0%	-	-	-	-
CWOD	26%	30%	35%	-	22%	41%	-	-	-	-	-	19%	40%	-	35%	0%	37%	32%	-	-	-	-
EL	4%	4%	0%	-	0%	-	-	-	-	-	-	0%	-	0%	0%	0%	0%	-	-	-	-	-
Male	24%	27%	32%	-	21%	41%	-	-	-	-	-	16%	41%	11%	37%	0%	32%	-	-	-	-	-
Female	25%	28%	27%	-	16%	32%	-	-	-	-	-	13%	33%	0%	32%	-	27%	-	-	-	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades

All Subjects	All	77%	79%	78%	60%	67%	83%	72%	100%	-	81%	68%	83%	45%	83%	52%	77%	79%	-	63%	-	90%
Students																						
CWD	46%	46%	45%	30%	38%	48%	50%	-	-	-	69%	38%	53%	45%	-	22%	48%	41%	-	0%	-	-
CWOD	81%	82%	83%	73%	73%	89%	90%	100%	-	-	83%	76%	87%	-	83%	58%	82%	85%	-	86%	-	100%
EL	62%	62%	52%	-	52%	-	-	-	-	-	-	52%	52%	22%	58%	52%	50%	54%	-	-	-	-
Male	74%	76%	77%	58%	66%	83%	70%	-	-	-	80%	66%	83%	48%	82%	50%	77%	-	-	71%	-	80%
Female	80%	81%	79%	63%	69%	84%	75%	-	-	-	81%	70%	84%	41%	85%	54%	-	79%	-	-	-	100%

Reading

All	73%	75%	76%	59%	65%	83%	50%	-	-	-	78%	65%	83%	41%	82%	50%	74%	79%	-	57%	-	-
Students																						
CWD	39%	40%	41%	36%	27%	48%	-	-	-	-	67%	31%	51%	41%	-	16%	42%	38%	-	-	-	-
CWOD	78%	80%	82%	70%	72%	88%	-	-	-	-	81%	74%	87%	-	82%	58%	80%	86%	-	80%	-	-
EL	54%	54%	50%	-	50%	-	-	-	-	-	-	49%	57%	16%	58%	50%	48%	53%	-	-	-	-
Male	69%	71%	74%	61%	61%	81%	40%	-	-	-	73%	61%	80%	42%	80%	48%	74%	-	-	67%	-	-
Female	78%	80%	79%	56%	69%	85%	-	-	-	-	87%	69%	86%	38%	86%	53%	-	79%	-	-	-	-

Mathematics

All	81%	81%	78%	63%	70%	82%	100%	-	-	-	81%	70%	83%	49%	84%	54%	79%	77%	-	71%	-	-
Students																						
CWD	53%	52%	49%	30%	49%	49%	-	-	-	-	60%	44%	55%	49%	-	26%	52%	45%	-	-	-	-
CWOD	84%	85%	84%	80%	74%	88%	-	-	-	-	85%	78%	87%	-	84%	61%	85%	83%	-	100%	-	-
EL	72%	71%	54%	-	54%	-	-	-	-	-	-	56%	47%	26%	61%	54%	55%	54%	-	-	-	-
Male	79%	80%	79%	63%	71%	83%	-	-	-	-	89%	71%	84%	52%	85%	55%	79%	-	-	83%	-	-
Female	82%	83%	77%	64%	70%	82%	-	-	-	-	69%	69%	83%	45%	83%	54%	-	77%	-	-	-	-

Science

All	80%	81%	80%	57%	69%	86%	80%	-	-	-	88%	71%	86%	47%	86%	49%	81%	80%	-	60%	-	-
Students																						
CWD	51%	52%	47%	-	42%	49%	-	-	-	-	-	43%	53%	47%	-	30%	54%	39%	-	-	-	-
CWOD	84%	85%	86%	67%	75%	90%	-	-	-	-	83%	79%	89%	-	86%	55%	86%	86%	-	-	-	-
EL	61%	59%	49%	-	49%	-	-	-	-	-	-	49%	-	30%	55%	49%	44%	56%	-	-	-	-
Male	79%	80%	81%	44%	67%	88%	-	-	-	-	80%	69%	88%	54%	86%	44%	81%	-	-	60%	-	-
Female	81%	83%	80%	80%	71%	83%	-	-	-	-	-	72%	84%	39%	86%	56%	-	80%	-	-	-	-

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All	49%	51%	49%	35%	37%	55%	44%	67%	-	36%	35%	57%	19%	54%	17%	48%	50%	-	11%	-	40%
Students																						
CWD	24%	24%	19%	13%	12%	23%	25%	-	-	-	8%	15%	23%	19%	-	3%	19%	18%	-	0%	-	-
CWOD	52%	54%	54%	44%	42%	60%	60%	67%	-	-	42%	40%	61%	-	54%	20%	53%	55%	-	14%	-	57%
EL	29%	28%	17%	-	17%	-	-	-	-	-	-	16%	20%	3%	20%	17%	14%	20%	-	-	-	-
Male	47%	49%	48%	33%	33%	56%	60%	-	-	-	30%	31%	57%	19%	53%	14%	48%	-	-	12%	-	0%
Female	52%	54%	50%	37%	41%	55%	25%	-	-	-	45%	38%	57%	18%	55%	20%	-	50%	-	-	-	80%

Reading

All	47%	50%	47%	38%	36%	53%	38%	-	-	-	35%	32%	55%	19%	52%	15%	44%	50%	-	14%	-	-
Students																						
CWD	21%	21%	19%	18%	11%	23%	-	-	-	-	17%	13%	25%	19%	-	0%	19%	17%	-	-	-	-
CWOD	50%	53%	52%	48%	41%	57%	-	-	-	-	39%	38%	59%	-	52%	18%	49%	55%	-	20%	-	-

												Two or More	Non								Foster			
		Region		Afr				Amer		Pac		Econ	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
		State	11	District	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	EL	23%	23%	15%	-	15%	-	-	-	-	-	15%	14%	0%	18%	15%	10%	20%	-	-	-	-		
	Male	43%	45%	44%	33%	31%	52%	40%	-	-	32%	29%	53%	19%	49%	10%	44%	-	-	17%	-	-		
	Female	51%	55%	50%	44%	43%	54%	-	-	-	40%	36%	58%	17%	55%	20%	-	50%	-	-	-	-		
Mathematics	All	51%	51%	48%	37%	36%	54%	80%	*	*	41%	36%	55%	18%	53%	21%	48%	48%	-	14%	-	*		
	Students																							
	CWD	26%	26%	18%	10%	8%	24%	*	-	*	0%	15%	21%	18%	-	4%	17%	19%	-	*	-	*		
	CWOD	54%	54%	53%	50%	41%	60%	*	-	-	48%	42%	60%	-	53%	25%	54%	53%	-	20%	-	*		
	EL	37%	34%	21%	-	21%	-	-	-	-	-	21%	21%	4%	25%	21%	20%	23%	-	-	-	*		
	Male	50%	50%	48%	38%	34%	55%	*	-	*	32%	33%	56%	17%	54%	20%	48%	-	-	17%	-	*		
	Female	51%	52%	48%	36%	38%	53%	*	-	-	54%	38%	55%	19%	53%	23%	-	48%	-	-	-	*		
Science	All	53%	55%	56%	21%	42%	64%	20%	*	*	25%	38%	66%	20%	62%	12%	58%	54%	-	0%	-	*		
	Students																							
	CWD	25%	26%	20%	*	19%	24%	*	-	*	*	19%	22%	20%	-	10%	24%	15%	-	*	-	*		
	CWOD	56%	59%	62%	25%	47%	69%	*	-	-	33%	43%	70%	-	62%	13%	64%	60%	-	*	-	*		
	EL	26%	25%	12%	-	12%	-	-	-	-	-	8%	*	10%	13%	12%	12%	13%	-	-	-	*		
	Male	53%	55%	58%	22%	40%	68%	*	-	*	20%	35%	70%	24%	64%	12%	58%	-	-	0%	-	*		
	Female	53%	55%	54%	20%	44%	60%	*	-	-	41%	61%	15%	60%	13%	-	54%	-	-	-	-	*		

STAAR Percent at Masters Grade Level

All Grades

All Subjects	All Students	23%	24%	21%	22%	14%	24%	6%	50%	*	12%	14%	25%	5%	24%	5%	20%	21%	-	11%	-	10%
	CWD	8%	8%	5%	9%	2%	6%	0%	-	*	0%	4%	6%	5%	-	2%	5%	5%	-	0%	-	*
	CWOD	25%	26%	24%	27%	16%	27%	10%	50%	-	14%	17%	27%	-	24%	6%	23%	24%	-	14%	-	14%
	EL	11%	10%	5%	-	5%	-	-	-	-	-	5%	2%	2%	6%	5%	4%	6%	-	-	-	*
	Male	22%	22%	20%	19%	13%	24%	10%	*	*	11%	13%	25%	5%	23%	4%	20%	-	-	12%	-	0%
	Female	24%	25%	21%	26%	15%	25%	0%	*	-	13%	15%	25%	5%	24%	6%	-	21%	-	*	-	20%
Reading	All Students	20%	22%	19%	29%	14%	22%	0%	*	*	14%	13%	23%	6%	21%	4%	18%	21%	-	14%	-	*
	CWD	7%	7%	6%	18%	2%	8%	*	-	*	0%	5%	7%	6%	-	0%	6%	6%	-	*	-	*
	CWOD	22%	23%	21%	35%	16%	24%	*	*	-	16%	15%	25%	-	21%	5%	20%	23%	-	20%	-	*
	EL	8%	8%	4%	-	4%	-	-	-	-	-	4%	5%	0%	5%	4%	4%	5%	-	-	-	*
	Male	17%	18%	18%	22%	13%	20%	0%	*	*	14%	12%	21%	6%	20%	4%	18%	-	-	17%	-	*
	Female	23%	25%	21%	38%	14%	24%	*	*	-	13%	14%	25%	6%	23%	5%	-	21%	-	*	-	*
Mathematics	All Students	26%	26%	21%	20%	15%	24%	20%	*	*	13%	15%	25%	3%	24%	7%	21%	21%	-	14%	-	*
	CWD	11%	10%	3%	0%	2%	5%	*	-	*	0%	3%	4%	3%	-	4%	2%	5%	-	*	-	*
	CWOD	28%	28%	24%	30%	18%	28%	*	*	-	15%	19%	28%	-	24%	8%	25%	24%	-	20%	-	*
	EL	16%	14%	7%	-	7%	-	-	-	-	8%	0%	4%	8%	7%	5%	10%	-	-	-	-	*
	Male	25%	26%	21%	19%	14%	25%	*	*	*	11%	14%	25%	2%	25%	5%	21%	-	-	17%	-	*
	Female	26%	26%	21%	21%	16%	24%	*	*	-	15%	17%	24%	5%	24%	10%	-	21%	-	*	-	*
Science	All Students	24%	26%	25%	7%	13%	31%	0%	*	*	0%	14%	31%	5%	28%	0%	26%	23%	-	0%	-	*
	CWD	8%	8%	5%	*	4%	7%	*	-	*	2%	9%	5%	-	0%	7%	3%	-	-	*	-	*
	CWOD	26%	28%	28%	8%	15%	34%	*	*	-	0%	17%	33%	-	28%	0%	30%	26%	-	*	-	*
	EL	7%	7%	0%	-	0%	-	-	-	-	0%	*	0%	0%	0%	0%	0%	0%	-	-	-	*
	Male	25%	26%	26%	11%	12%	34%	*	*	*	0%	13%	34%	7%	30%	0%	26%	-	-	0%	-	*
	Female	23%	25%	23%	0%	15%	28%	*	-	-	14%	28%	3%	26%	0%	-	23%	-	-	-	-	*

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

- Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	66	66	64	67	50	*	*	58	64	55	58
CWD	55	43	47	57	*	-	*	*	52	55	53
CWOD	68	75	67	68	*	*	-	57	67	-	59
EL	58	-	58	-	-	-	-	-	56	53	58
Male	65	81	67	65	*	*	*	46	65	61	58
Female	67	50	62	69	*	*	-	71	63	49	57
Mathematics											
All Students	66	73	63	68	70	*	-	50	63	48	57
CWD	48	50	50	48	*	-	-	*	51	48	31
CWOD	69	82	65	71	*	*	-	52	66	-	62
EL	57	-	57	-	-	-	-	-	56	31	57
Male	63	65	60	66	*	*	-	50	58	44	55
Female	69	82	66	71	*	*	-	50	69	53	59

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	99.3%	100.0%	96.2%	100.0%	100.0%	-	-	100.0%	97.4%	100.0%	100.0%	100.0%	-
CWD	100.0%	-	100.0%	100.0%	100.0%	-	-	-	100.0%	100.0%	100.0%	-	-
CWOD	99.2%	100.0%	96.0%	100.0%	100.0%	-	-	100.0%	96.8%	-	100.0%	100.0%	-
EL	100.0%	-	100.0%	-	-	-	-	-	100.0%	100.0%	100.0%	-	-
Male	100.0%	100.0%	100.0%	100.0%	100.0%	-	-	100.0%	100.0%	100.0%	100.0%	-	-
Female	98.7%	-	91.7%	100.0%	100.0%	-	-	100.0%	95.0%	100.0%	100.0%	100.0%	-

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

^ Indicates there are no students in the group.

^ Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.
(EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
192	42	22%

*** Indicates data reporting does not meet for Minimum Size.

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

^ Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	49	39	39	54	41	72	*	43	39	23	25

School Quality (College, Career, and Military Readiness Performance)

%Students meeting CCMR	63%	*	58%	63%	*	-	-	75%	41%	75%	*
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*** Indicates results are masked due to small numbers to protect student confidentiality.

^ Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N	N	N	N	N	Y	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	N	N	N	N	N	N	Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	N	N	N	N	N	N	N

	All Students 73% N	African American 66% N	Hispanic 70% N	White 80% N	American Indian 73%	Asian 91%	Pacific Islander 75%	Two or More Races 77% N	Econ Disadv 68% N	CWD 62% N	EL + 70% N
Long-Term Goals Target Met											
English Learner Language Proficiency Status											
Interim Goals (2018-2022) Target Met											36% Y
Interim Goals (2023-2027) Target Met											38% Y
Interim Goals (2028-2032) Target Met											40% N
Long-Term Goals Target Met											40% N
Federal Graduation Status^											
Interim Goals (2018-2022) Target Met	90% Y	90%	90% Y	90% Y	90%	90%	90%	90%	90% Y	90%	90%
Interim Goals (2023-2027) Target Met	92% Y	92%	92% Y	92% Y	92%	92%	92%	92%	92% Y	92%	92%
Interim Goals (2028-2032) Target Met	94% Y	94%	94% Y	94% Y	94%	94%	94%	94%	94% Y	94%	94%
Long-Term Goals Target Met	94% Y	94%	94% Y	94% Y	94%	94%	94%	94%	94% Y	94%	94%

^+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		African				American		Pacific		Two or	Econ	Non					
		District	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	98%	100%	100%	100%	100%	-
	Students																
	CWD	98%	100%	99%	98%	100%	-	*	100%	99%	98%	98%	-	100%	97%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	100%	*	*	100%	100%	100%	97%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	100%	100%	100%	100%	*	*	100%	100%	100%	98%	100%	100%	99%	100%	-
	Students																
	CWD	98%	100%	98%	98%	*	-	*	100%	99%	97%	98%	-	100%	97%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	99%	100%	*	*	100%	100%	99%	97%	100%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All	100%	100%	100%	100%	100%	*	*	100%	100%	100%	98%	100%	100%	99%	100%	-
	Students																
	CWD	98%	100%	98%	98%	*	-	*	100%	99%	98%	98%	-	100%	97%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	99%	*	*	*	100%	100%	99%	97%	100%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All	100%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	100%	*	-	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	99%	*	-	-	*	100%	99%	100%	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	2%	0%	0%	0%	0%	-
	Students																
	CWD	2%	0%	1%	2%	0%	-	*	0%	1%	2%	2%	-	0%	3%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	0%	*	*	0%	0%	0%	3%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	-	0%	-

		African American				American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	0%	0%	0%	0%	0%	*	*	0%	0%	0%	2%	0%	0%	1%	0%	0%	1%	0%	-	
	CWD	2%	0%	2%	2%	*	-	*	0%	1%	3%	2%	-	0%	3%	0%	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	
	EL	0%	-	0%	*	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	
	Male	1%	0%	0%	1%	0%	*	*	0%	0%	1%	3%	0%	0%	1%	-	-	-	-	-	
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-	-	
Mathematics	All Students	0%	0%	0%	0%	0%	*	*	0%	0%	0%	2%	0%	0%	1%	0%	0%	1%	0%	-	
	CWD	2%	0%	2%	2%	*	-	*	0%	1%	2%	2%	-	0%	3%	0%	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	
	EL	0%	-	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	
	Male	1%	0%	1%	1%	*	*	*	0%	0%	1%	3%	0%	0%	1%	-	-	-	-	-	
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-	-	
Science	All Students	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	*	0%	0%	*	-	*	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	
	EL	0%	-	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	
	Male	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	
	Female	0%	0%	0%	1%	*	-	-	0%	0%	1%	0%	0%	0%	0%	-	0%	-	0%	-	

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

*** Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

The data is not required for district level.

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

The data is not required for district level.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	21.4	12.5%			19.4	13.5%
Teachers Teaching with Emergency or Provisional Credentials	4.0	2.5%			4.0	2.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	14.7	9.1%			14.5	10.6%

*** Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

to be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year.

	State Number of ALT2	State Rate of ALT2	Region 11 Number of ALT2	Region 11 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	5,881	1%	537	1%	-	-
Mathematics	5,880	1%	538	1%	-	-
Grade 4						
Reading	6,312	2%	637	1%	-	-
Mathematics	6,311	2%	637	1%	-	-
Grade 5						
Reading	6,133	1%	572	1%	-	-
Mathematics	6,131	1%	572	1%	-	-
Science	6,133	1%	572	1%	-	-
Grade 6						
Reading	6,038	1%	633	1%	*	2%
Mathematics	6,036	1%	632	1%	*	2%
Grade 7						
Reading	5,616	1%	510	1%	*	1%
Mathematics	5,616	2%	509	1%	*	1%
Grade 8						
Reading	5,251	1%	505	1%	*	1%
Mathematics	5,254	2%	505	1%	*	1%
Science	5,250	1%	505	1%	*	1%
End of Course						
English I	5,150	1%	473	1%	*	2%
English II	4,680	1%	469	1%	*	1%
Algebra I	5,122	1%	475	1%	*	2%
Biology	4,954	1%	447	1%	*	2%
All Grades						
All Subjects	101,751	1%	9,728	1%	25	1%
Reading	45,064	1%	4,336	1%	11	1%
Mathematics	40,350	1%	3,868	1%	9	1%
Science	16,337	1%	1,524	1%	5	1%

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

.- Indicates zero observations reported for this group.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
Grade 8	Reading	English Learners	97%
		Students with Disabilities	83%
	Mathematics	English Learners	96%
		Students with Disabilities	88%
		English Learners	97%

“*” Indicates reporting standards not met.

“n/a” Indicates data reporting is not applicable for this group.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

In-State Public Institutions	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
	60%	*	65%	58%	*	-	-	*	50%	*	*

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

“-” Indicates there are no students in the group.

