KISD Annual Performance Report

2019-2020

7 Sections of the Annual Performance Report

- Texas Academic Performance Report (TAPR)

- PEIMS Financial Standard Report

- District Accreditation Status

- District / Campus Performance Objectives

- Special Education Determination Status

- Report of Violent or Criminal Incidents

- Postsecondary enrollment and performance report

- The entire Annual Report will be posted on the district website.

TAPR

Due to the cancellation of Spring 2020 STAAR assessments, the data for these measures have not been updated. Therefore, the data that are reported are from 2019 STAAR. (p. 1-14)

- Two versions: streamlined pdf report, detailed online option
  - https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html
- District Accountability Rating: Not Rated: Declared State of Disaster
- Fully Accredited
- Campus Ratings: Not Rated: Declared State of Disaster
- Special Ed Determination Status: Meets Requirement

TAPR

Based on 2018-2019

Lagging Indicators

▶ Attendance rate for 18-19 was 95.4% (state 95.4%) up from 95.3%

▶ Annual dropout rate is 0% (state .4%)

▶ 2019 4-year graduation rate is 98.5% (state 90.0%) up from 96.5

▶ 94.1% graduated FHSP-E / DLA (state 85.9%)

▶ 93.3% College, Career, Military Ready Graduates (state 72.9%) up from 63.5%

▶ Graduates – 43.8% Hispanic, 6.4% AA, 46.8% White

▶ Average SAT score (2018-2019)1019 (state 1027) up from 1013

▶ Average ACT score 20.2 (state 20.6) up from 18.9

TAPR

▶ Demographics of our 4,055 students (19-20)

African American	4.6%
Hispanic	49.7%
White	42.4%
Two or more	2.4%
Economically Disadvantaged	75.4%
English Learners	19.9%

TAPR

▶ Teachers by years of experience

Years of experience	State	KISD
New Teachers	7.4%	2.9%
1-5 years	27.9%	23.5%
6-10 years	19.4%	16.2%
11-20 years	29.4%	32.8%
Over 20 years	15.9%	24.5%
Over 11 years	45.3%	57.3%

Financial Summary 18-19

Based on TEA Actual Financial Data Report

- Total Revenue: $48,483,860

- Operating Revenue: $41,878,986

  - Local: 22%

  - State: 63.32%

  - Federal: 11.25%

  - Other: 3.43%

- I&S and Debt Service Assistance Revenue: $5,048,274

- General Fund Total Revenue: $37,755,481

Financial Summary 18-19

Based on TEA Actual Financial Data Report

- Total Expenditures: $43,521,149 (including debt svc & Cap Outlay)

- General Fund Expenditures: $33,981,639

- Total Operating Expenditures: $38,245,181,

  - Payroll: 75.17%

  - Prof & Contracted Svc: 14.41%

  - Supplies and Materials: 7.39%

  - Other Operating: 3.02%

- Total Expenditures per Student: $10,781

- Total Fund Balance: $17,531,932 (includes Bond $$)

- Gen Fund Balance: $14,886,768

KISD Goals and Performance Objectives

- Goal 1: Improve Student Achievement
    - Performance Objective 1: State assessment scores in all core areas will meet or exceed state standards for all student groups.
    - Performance Objective 2: Percentage of students approaching, meeting, and mastering grade level on state accountability will meet or exceed state average in all subjects for all student groups
- Goal 2: Improve Student Career and College Readiness
    - Performance Objective 1: Percentage of students graduating with an endorsement will meet or exceed state averages.
    - Performance Objective 2: Completion rates, attendance rates, and dropout rates will meet or exceed state standards and averages.
    - Performance Objective 3: Promote a college -bound culture
- Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff
    - Performance Objective 1: The district will provide high quality staff development.
    - Performance Objective 2: The district will recruit and hire fully certified and highly qualified administrators, teachers, and staff.
- Goal 4: Improve Student Programs & Services
    - Performance Objective 1: Technology will be integrated throughout the district.
    - Performance Objective 2: Students in need of specialized services will be properly identified and served.
    - Performance Objective 3: Parental and community involvement will be prioritized.
    - Performance Objective 4: The district will maintain compliance with state and federal laws and regulations.
- Goal 5: Provide a safe and orderly learning environment
    - Performance Objective 1: Provide programs and structures that promote safety and security
    - Performance Objective 2: Provide programs and structures that promote an orderly learning environment
    - Performance Objective 3: Provide programs and structures that promote social and emotional well-being

Violent or Criminal Incidents PEIMS 425 Action Reason Codes	Incident Total* (District wide)
11 – Used, exhibited, or possessed firearm	0
12 – Used, exhibited, or possessed an illegal knife	0
13 – Used, exhibited, or possessed a club	0
14 – Used, exhibited, or possessed a prohibited weapon	0
16 – Arson	0
17* – Murder, attempted murder	0
18* – Indecency with a child	0
19* – Aggravated kidnapping	0
29 – Aggravated assault on district employee or volunteer	0
30* – Aggravated assault on someone other than district employee or volunteer	1
31 – Sexual assault or aggravated sexual assault against employee or volunteer	0
32* – Sexual assault or aggravated sexual assault against someone other than district employee/volunteer	0
36 – Felony controlled substance violation	0
37 – Felony alcohol violation	0
46* – Aggravated robbery	0
47 – Manslaughter	0
48 – Criminally negligent homicide	0

School Violence Prevention and Intervention Procedures

- School Counselors provide violence prevention and conflict resolution instruction to students on all campuses
- Assistant Principals on every campus oversee violence intervention procedures
- Anti-bullying procedures have been standardized across the district
- Kaufman ISD safety plan defining crisis management and safety procedures is posted in campus offices.
- District Threat Assessment Team
- KISD Police Department provides security on all campuses and at school activites.
- The District Emergency Operations Team conducts an annual audit district Emergency Operating Procedures and updates accordingly.
- Protect the Pride safety system to combat threats to student and teacher safety
- Student Advisory Council provides input to Asst. Sup.
- Safety Patrol on elementary campuses

Postsecondary Enrollment and Performance

Texas High School Graduates from FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019

County	District		Total Graduates	<2.0	GPA for 1st Year in Public Higher Education in Texas				
					2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	KAUFMAN ISD								
	129903003	GARY W CAMPBELL H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	25						
		Total High School Graduates	28						
	129903001	KAUFMAN H S							
		Four-Year Public University	29	5	6	9	4	4	1
		Two-Year Public Colleges	83	33	11	13	17	8	1
		Independent Colleges & Universities	4						
		Not Trackable	3						
		Not Found	119						
		Total High School Graduates	238						

❖ 44% of KISD graduates from 2018 attended TX college in 18-19

  ❖ Down from 50% from previous year
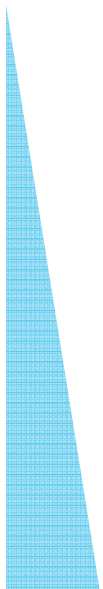
2019-20 Texas Academic Performance Report

District Name: **KAUFMAN ISD**

District Number: **129903**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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District Name: KAUFMAN ISD
County Name: KAUFMAN
District Number: 129903

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

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

District Name: KAUFMAN ISD
County Name: KAUFMAN
District Number: 129903

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	Region 10	District	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)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	**85%**	92%	79%	92%	*	*	-	86%	74%	83%	89%	78%	81%	73%
	2018	84%	85%	**81%**	63%	81%	83%	-	*	-	*	60%	100%	84%	74%	78%	77%
At Meets Grade Level or Above	2019	54%	57%	**42%**	38%	28%	58%	*	*	-	57%	22%	83%	43%	40%	34%	23%
	2018	54%	57%	**48%**	31%	44%	54%	-	*	-	*	24%	83%	51%	39%	41%	39%
At Masters Grade Level	2019	29%	33%	**22%**	23%	13%	32%	*	*	-	29%	4%	17%	22%	20%	17%	11%
	2018	26%	29%	**21%**	19%	14%	28%	-	*	-	*	4%	50%	23%	16%	15%	11%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	91%	**93%**	85%	91%	95%	*	*	-	100%	85%	100%	94%	91%	92%	88%
	2018	91%	91%	**91%**	75%	92%	92%	-	*	-	*	72%	100%	93%	86%	90%	91%
At Meets Grade Level or Above	2019	58%	61%	**56%**	54%	52%	60%	*	*	-	86%	44%	67%	58%	52%	50%	44%
	2018	58%	60%	**53%**	44%	50%	57%	-	*	-	*	32%	83%	57%	42%	48%	49%
At Masters Grade Level	2019	36%	40%	**37%**	31%	30%	44%	*	*	-	71%	26%	50%	40%	30%	32%	24%
	2018	30%	33%	**31%**	19%	32%	32%	-	*	-	*	20%	33%	33%	26%	29%	33%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	**81%**	92%	73%	90%	*	*	-	86%	70%	100%	84%	76%	77%	68%
	2018	76%	76%	**78%**	63%	73%	84%	-	*	-	*	64%	100%	80%	71%	74%	66%
At Meets Grade Level or Above	2019	49%	50%	**56%**	54%	46%	66%	*	*	-	86%	41%	67%	57%	52%	51%	42%
	2018	41%	42%	**41%**	19%	38%	45%	-	*	-	*	24%	50%	41%	40%	37%	35%
At Masters Grade Level	2019	24%	25%	**26%**	15%	18%	34%	*	*	-	43%	11%	67%	27%	23%	21%	20%
	2018	17%	18%	**14%**	0%	11%	20%	-	*	-	*	4%	33%	15%	12%	11%	12%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	70%	**64%**	56%	61%	67%	-	*	*	*	33%	*	65%	60%	60%	55%
	2018	69%	71%	**61%**	67%	56%	65%	*	*	-	*	44%	*	64%	48%	58%	45%
At Meets Grade Level or Above	2019	37%	41%	**33%**	33%	26%	40%	-	*	*	*	22%	*	34%	32%	29%	22%
	2018	39%	42%	**27%**	33%	21%	32%	*	*	-	*	22%	*	28%	22%	22%	17%
At Masters Grade Level	2019	18%	20%	**11%**	11%	9%	11%	-	*	*	*	0%	*	12%	9%	9%	5%
	2018	19%	21%	**11%**	8%	7%	16%	*	*	-	*	11%	*	10%	16%	6%	4%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	83%	**87%**	83%	86%	89%	-	*	*	*	63%	*	89%	82%	85%	83%
	2018	77%	79%	**80%**	83%	78%	82%	*	*	-	*	56%	*	81%	74%	79%	69%
At Meets Grade Level or Above	2019	47%	51%	**55%**	50%	54%	57%	-	*	*	*	33%	*	57%	49%	49%	50%
	2018	44%	49%	**47%**	33%	46%	50%	*	*	-	*	33%	*	47%	48%	45%	34%
At Masters Grade Level	2019	21%	25%	**26%**	28%	24%	28%	-	*	*	*	11%	*	26%	26%	21%	22%
	2018	18%	22%	**16%**	8%	14%	18%	*	*	-	*	17%	*	16%	14%	13%	15%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	**71%**	92%	66%	74%	*	*	-	*	30%	*	71%	68%	68%	58%
	2018	74%	76%	**67%**	67%	61%	75%	*	-	*	86%	31%	*	69%	60%	62%	58%

District Name: KAUFMAN ISD
County Name: KAUFMAN
District Number: 129903

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

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

District Name: KAUFMAN ISD
County Name: KAUFMAN
District Number: 129903

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	72%	**80%**	69%	74%	87%	*	*	*	100%	62%	*	81%	77%	77%	79%
	2018	65%	68%	**66%**	44%	62%	73%	*	-	-	78%	36%	*	66%	69%	61%	51%
At Meets Grade Level or Above	2019	37%	41%	**46%**	38%	35%	58%	*	*	*	57%	35%	*	46%	45%	38%	36%
	2018	36%	40%	**34%**	33%	29%	41%	*	-	-	22%	32%	*	33%	36%	28%	20%
At Masters Grade Level	2019	21%	25%	**25%**	15%	21%	32%	*	*	*	14%	19%	*	25%	25%	19%	18%
	2018	21%	24%	**14%**	0%	11%	19%	*	-	-	11%	12%	*	14%	14%	8%	8%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	69%	**67%**	60%	63%	73%	*	-	-	58%	52%	83%	70%	56%	63%	42%
	2018	65%	66%	**64%**	52%	59%	72%	*	*	-	50%	21%	*	66%	57%	60%	49%
At Meets Grade Level or Above	2019	50%	52%	**44%**	20%	38%	55%	*	-	-	33%	26%	33%	45%	39%	38%	13%
	2018	44%	47%	**42%**	31%	31%	55%	*	*	-	38%	7%	*	43%	38%	35%	18%
At Masters Grade Level	2019	11%	14%	**10%**	7%	6%	14%	*	-	-	8%	3%	0%	10%	6%	5%	1%
	2018	7%	8%	**4%**	3%	2%	5%	*	*	-	13%	4%	*	5%	2%	3%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	70%	**67%**	58%	60%	77%	*	100%	-	63%	20%	*	67%	69%	62%	44%
	2018	67%	69%	**66%**	62%	56%	76%	-	-	-	83%	27%	*	67%	61%	57%	36%
At Meets Grade Level or Above	2019	49%	52%	**47%**	37%	36%	59%	*	80%	-	50%	8%	*	47%	46%	38%	18%
	2018	48%	50%	**39%**	24%	29%	53%	-	-	-	67%	9%	*	41%	33%	29%	15%
At Masters Grade Level	2019	8%	10%	**5%**	5%	3%	5%	*	60%	-	13%	4%	*	5%	4%	4%	1%
	2018	8%	9%	**2%**	3%	1%	4%	-	-	-	0%	5%	*	2%	3%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	87%	**90%**	83%	91%	90%	*	*	-	71%	67%	100%	89%	92%	89%	88%
	2018	83%	84%	**81%**	53%	82%	83%	*	-	-	91%	48%	*	82%	79%	82%	78%
At Meets Grade Level or Above	2019	61%	64%	**66%**	42%	65%	67%	*	*	-	71%	33%	80%	67%	61%	63%	48%
	2018	55%	57%	**47%**	13%	43%	53%	*	-	-	64%	24%	*	50%	40%	43%	37%
At Masters Grade Level	2019	37%	42%	**38%**	33%	35%	45%	*	*	-	14%	22%	60%	41%	29%	34%	25%
	2018	32%	35%	**24%**	7%	19%	29%	*	-	-	45%	3%	*	27%	15%	16%	12%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	89%	**95%**	78%	95%	96%	*	-	-	100%	93%	*	96%	92%	95%	91%
	2018	87%	88%	**89%**	63%	89%	93%	*	*	-	100%	67%	*	90%	87%	89%	84%
At Meets Grade Level or Above	2019	62%	64%	**63%**	33%	60%	69%	*	-	-	56%	53%	*	63%	62%	61%	43%
	2018	59%	62%	**57%**	26%	47%	69%	*	*	-	57%	21%	*	60%	48%	48%	29%
At Masters Grade Level	2019	25%	28%	**23%**	22%	19%	27%	*	-	-	22%	20%	*	24%	18%	16%	4%
	2018	24%	27%	**23%**	21%	14%	31%	*	*	-	14%	4%	*	26%	17%	18%	6%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	**93%**	87%	90%	97%	-	-	-	100%	78%	*	94%	89%	91%	84%
	2018	92%	92%	**88%**	84%	82%	94%	-	*	-	*	56%	*	91%	78%	83%	68%
At Meets Grade Level or Above	2019	73%	74%	**60%**	53%	54%	68%	-	-	-	60%	43%	*	62%	53%	54%	34%
	2018	70%	72%	**52%**	42%	44%	62%	-	*	-	*	33%	*	55%	43%	44%	13%

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

District Name: KAUFMAN ISD
County Name: KAUFMAN
District Number: 129903

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	45%	48%	**30%**	13%	23%	42%	-	-	-	20%	17%	*	32%	26%	24%	14%
	2018	40%	44%	**23%**	11%	17%	32%	-	*	-	*	6%	*	25%	15%	15%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	**78%**	76%	74%	84%	79%	100%	100%	81%	56%	79%	80%	74%	75%	68%
	2018	77%	78%	**74%**	66%	69%	80%	64%	95%	*	80%	44%	84%	76%	68%	70%	62%
At Meets Grade Level or Above	2019	50%	53%	**46%**	36%	38%	55%	50%	84%	50%	51%	29%	46%	47%	43%	39%	29%
	2018	48%	51%	**41%**	29%	35%	50%	42%	82%	*	44%	22%	60%	43%	37%	35%	27%
At Masters Grade Level	2019	24%	26%	**20%**	15%	15%	25%	14%	60%	17%	22%	10%	26%	20%	17%	15%	12%
	2018	22%	24%	**16%**	9%	12%	21%	24%	45%	*	19%	8%	28%	17%	14%	12%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**73%**	71%	67%	79%	80%	100%	*	71%	46%	74%	74%	68%	69%	59%
	2018	74%	75%	**69%**	61%	63%	76%	64%	100%	*	71%	38%	80%	71%	61%	64%	55%
At Meets Grade Level or Above	2019	48%	51%	**41%**	27%	33%	52%	50%	83%	*	41%	22%	45%	41%	39%	34%	22%
	2018	46%	49%	**37%**	28%	29%	47%	45%	75%	*	39%	19%	57%	38%	34%	30%	21%
At Masters Grade Level	2019	21%	23%	**15%**	10%	11%	20%	20%	58%	*	18%	4%	14%	16%	14%	12%	8%
	2018	19%	22%	**13%**	9%	9%	17%	36%	38%	*	16%	6%	29%	13%	11%	9%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	84%	**84%**	83%	81%	88%	75%	100%	*	86%	62%	80%	85%	82%	82%	77%
	2018	81%	82%	**80%**	74%	76%	84%	80%	100%	*	84%	52%	87%	81%	75%	77%	73%
At Meets Grade Level or Above	2019	52%	55%	**50%**	43%	45%	56%	50%	86%	*	57%	32%	49%	52%	45%	44%	38%
	2018	50%	52%	**45%**	30%	41%	51%	50%	80%	*	47%	26%	68%	47%	40%	41%	36%
At Masters Grade Level	2019	26%	30%	**24%**	20%	20%	29%	0%	57%	*	29%	16%	34%	25%	21%	20%	17%
	2018	24%	27%	**20%**	11%	17%	24%	10%	60%	*	27%	12%	35%	21%	17%	17%	16%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	70%	**61%**	71%	55%	69%	*	*	-	50%	36%	58%	62%	59%	56%	47%
	2018	66%	68%	**59%**	68%	49%	67%	*	*	*	92%	18%	82%	61%	51%	52%	47%
At Meets Grade Level or Above	2019	38%	42%	**27%**	25%	20%	36%	*	*	-	17%	21%	8%	27%	29%	22%	18%
	2018	41%	44%	**30%**	28%	22%	39%	*	*	*	50%	10%	64%	30%	29%	24%	17%
At Masters Grade Level	2019	14%	17%	**6%**	8%	3%	9%	*	*	-	8%	11%	8%	7%	3%	4%	3%
	2018	13%	15%	**6%**	0%	5%	8%	*	*	*	8%	2%	9%	6%	5%	4%	5%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	**87%**	77%	81%	93%	83%	*	*	96%	71%	100%	89%	81%	83%	78%
	2018	80%	81%	**83%**	64%	79%	89%	80%	*	-	84%	57%	92%	84%	80%	79%	70%
At Meets Grade Level or Above	2019	54%	56%	**56%**	43%	47%	68%	50%	*	*	74%	38%	79%	57%	54%	51%	40%
	2018	51%	53%	**50%**	25%	44%	58%	60%	*	-	53%	23%	50%	51%	46%	43%	34%
At Masters Grade Level	2019	25%	27%	**24%**	17%	19%	30%	17%	*	*	30%	10%	50%	25%	22%	19%	16%
	2018	23%	25%	**21%**	11%	14%	28%	60%	*	-	21%	7%	25%	22%	16%	15%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	**87%**	79%	83%	92%	*	*	*	100%	69%	100%	88%	83%	84%	81%
	2018	78%	80%	**78%**	71%	74%	85%	*	*	-	85%	44%	*	79%	74%	73%	59%

District Name: KAUFMAN ISD
County Name: KAUFMAN
District Number: 129903

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		State	Region 10	District	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)
At Meets Grade Level or Above	2019	55%	58%	**54%**	46%	46%	63%	*	*	*	59%	39%	43%	55%	49%	47%	35%
	2018	53%	56%	**44%**	39%	38%	53%	*	*	-	38%	33%	*	45%	40%	37%	17%
At Masters Grade Level	2019	33%	36%	**28%**	14%	22%	37%	*	*	*	18%	18%	43%	29%	25%	22%	16%
	2018	31%	34%	**19%**	7%	14%	26%	*	*	-	15%	9%	*	20%	14%	12%	4%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Progress

District Name: KAUFMAN ISD
County Name: KAUFMAN
District Number: 129903

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		State	Region 10	District	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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	62	**64**	55	62	68	-	-	-	50	44	81	63	67	61	62
	2018	63	64	**60**	65	58	63	*	*	-	50	60	50	61	58	58	59
Grade 4 Mathematics	2019	65	67	**72**	91	71	74	-	-	-	44	67	75	72	71	69	67
	2018	65	67	**77**	73	74	79	*	*	-	100	67	100	77	75	75	74
Grade 5 ELA/Reading	2019	81	83	**85**	88	85	85	*	*	-	83	98	75	84	87	84	84
	2018	80	82	**83**	72	84	83	-	*	-	*	90	75	83	81	81	85
Grade 5 Mathematics	2019	83	85	**89**	92	88	89	*	*	-	100	98	100	92	82	88	88
	2018	81	82	**92**	94	91	92	-	*	-	*	96	83	91	95	93	92
Grade 6 ELA/Reading	2019	42	46	**39**	44	35	40	-	*	*	*	39	*	37	44	38	30
	2018	47	50	**47**	46	46	47	*	*	-	*	38	*	48	43	45	44
Grade 6 Mathematics	2019	54	58	**68**	75	66	68	-	*	*	*	41	*	67	70	65	60
	2018	56	60	**68**	54	66	72	*	*	-	*	72	*	70	62	68	67
Grade 7 ELA/Reading	2019	77	78	**73**	62	72	74	*	*	-	*	55	*	71	79	71	70
	2018	76	77	**75**	79	81	69	*	-	*	64	67	*	75	73	74	82
Grade 7 Mathematics	2019	62	64	**51**	62	46	55	*	*	-	*	50	*	50	57	51	52
	2018	67	69	**68**	63	71	65	*	-	*	71	66	90	68	67	67	71
Grade 8 ELA/Reading	2019	77	78	**79**	73	81	78	*	-	*	79	66	*	80	76	80	80
	2018	79	80	**76**	78	75	77	*	-	-	78	65	*	77	71	76	71
Grade 8 Mathematics	2019	82	81	**85**	81	86	83	*	-	*	92	67	*	84	88	85	87
	2018	81	80	**86**	100	83	90	*	-	-	75	74	*	85	89	86	79
End of Course English II	2019	69	71	**72**	71	72	71	*	90	-	69	65	*	70	79	70	76
	2018	67	67	**68**	55	69	67	-	-	-	*	57	*	68	65	67	69
End of Course Algebra I	2019	75	78	**76**	71	75	78	*	-	-	71	56	80	77	70	74	70
	2018	72	75	**72**	29	71	75	*	-	-	85	45	*	74	66	70	69
All Grades Both Subjects	2019	69	71	**71**	71	70	72	63	93	*	74	62	69	70	72	69	68
	2018	69	71	**72**	67	72	73	68	80	*	77	68	83	73	71	71	71
All Grades ELA/Reading	2019	68	70	**69**	64	68	69	57	90	*	73	61	66	68	72	67	67
	2018	69	70	**68**	65	69	68	50	60	*	71	65	72	69	66	66	68
All Grades Mathematics	2019	70	72	**73**	78	72	74	69	100	*	74	63	73	73	73	71	70
	2018	70	72	**77**	69	76	78	85	100	*	83	70	94	77	75	76	75

District Name: KAUFMAN ISD
County Name: KAUFMAN
District Number: 129903

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		State	Region 10	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%	**44%**	56%	41%	49%	*	-	*	25%	30%	42%	36%
	2018	38%	39%	**35%**	32%	32%	40%	*	-	*	*	18%	32%	27%
Mathematics	2019	45%	46%	**48%**	25%	45%	58%	*	-	-	*	31%	47%	41%
	2018	47%	47%	**49%**	44%	46%	54%	*	-	-	*	30%	48%	41%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	80%	**74%**	77%	64%	85%	*	*	-	86%	56%	69%	51%
Students Requiring Accelerated Instruction	2019	22%	20%	**26%**	23%	36%	15%	*	*	-	14%	44%	31%	49%
STAAR Cumulative Met Standard	2019	86%	87%	**85%**	92%	78%	92%	*	*	-	86%	74%	81%	68%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	96%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2019	9%	8%	**9%**	20%	9%	6%	-	-	-	-	0%	9%	6%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	85%	**86%**	77%	83%	90%	*	*	-	100%	70%	84%	74%
Students Requiring Accelerated Instruction	2019	17%	15%	**14%**	23%	17%	10%	*	*	-	0%	30%	16%	26%
STAAR Cumulative Met Standard	2019	90%	90%	**93%**	85%	91%	95%	*	*	-	100%	85%	92%	87%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	96%	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2019	24%	24%	**22%**	*	20%	33%	-	-	-	-	17%	20%	17%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	80%	**78%**	77%	69%	88%	*	*	*	86%	35%	74%	43%
Students Requiring Accelerated Instruction	2019	22%	20%	**22%**	23%	31%	12%	*	*	*	14%	65%	26%	57%
STAAR Cumulative Met Standard	2019	85%	87%	**87%**	85%	81%	94%	*	*	*	100%	52%	86%	68%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	99%	**100%**	*	100%	100%	*	-	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	13%	13%	**10%**	*	12%	11%	*	-	-	*	8%	10%	13%
Grade 8 Mathematics														

Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	84%	**80%**	77%	76%	85%	*	-	*	83%	36%	78%	73%
Students Requiring Accelerated Instruction														
	2019	18%	16%	**20%**	23%	24%	15%	*	-	*	17%	64%	22%	27%
STAAR Cumulative Met Standard														
	2019	88%	89%	**87%**	85%	85%	90%	*	-	*	100%	45%	86%	84%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	98%	**100%**	*	100%	100%	*	-	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	52%	**52%**	*	61%	40%	*	-	-	*	57%	52%	67%

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District Number: 129903

(Current EL Students)

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		State	Region 10	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	**78%**	*	*	-	-	-	58%	61%	58%	61%	58%	58%
	2018	77%	78%	**74%**	21%	21%	-	-	-	52%	56%	51%	50%	49%	49%
At Meets Grade Level or Above	2019	50%	53%	**46%**	*	*	-	-	-	17%	21%	16%	13%	17%	17%
	2018	48%	51%	**41%**	3%	3%	-	-	-	14%	19%	14%	14%	14%	14%
At Masters Grade Level	2019	24%	26%	**20%**	*	*	-	-	-	7%	10%	5%	5%	7%	6%
	2018	22%	24%	**16%**	2%	2%	-	-	-	4%	8%	4%	0%	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**73%**	*	*	-	-	-	49%	59%	46%	43%	49%	49%
	2018	74%	75%	**69%**	24%	24%	-	-	-	41%	60%	39%	33%	40%	40%
At Meets Grade Level or Above	2019	48%	51%	**41%**	*	*	-	-	-	10%	16%	9%	7%	10%	10%
	2018	46%	49%	**37%**	3%	3%	-	-	-	10%	15%	9%	0%	9%	9%
At Masters Grade Level	2019	21%	23%	**15%**	*	*	-	-	-	5%	10%	3%	0%	5%	4%
	2018	19%	22%	**13%**	3%	3%	-	-	-	2%	4%	2%	0%	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	84%	**84%**	*	*	-	-	-	72%	70%	72%	69%	72%	72%
	2018	81%	82%	**80%**	29%	29%	-	-	-	67%	62%	68%	67%	63%	63%
At Meets Grade Level or Above	2019	52%	55%	**50%**	*	*	-	-	-	27%	26%	27%	15%	27%	27%
	2018	50%	52%	**45%**	5%	5%	-	-	-	25%	30%	24%	33%	23%	23%
At Masters Grade Level	2019	26%	30%	**24%**	*	*	-	-	-	11%	15%	9%	8%	11%	11%
	2018	24%	27%	**20%**	3%	3%	-	-	-	9%	17%	8%	0%	9%	9%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	70%	**61%**	*	*	-	-	-	35%	42%	33%	*	35%	35%
	2018	66%	68%	**59%**	0%	0%	-	-	-	34%	42%	30%	*	29%	29%
At Meets Grade Level or Above	2019	38%	42%	**27%**	*	*	-	-	-	7%	13%	5%	*	7%	6%
	2018	41%	44%	**30%**	0%	0%	-	-	-	6%	10%	5%	*	5%	5%
At Masters Grade Level	2019	14%	17%	**6%**	*	*	-	-	-	0%	0%	0%	*	0%	0%
	2018	13%	15%	**6%**	0%	0%	-	-	-	1%	0%	2%	*	1%	1%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	**87%**	-	-	-	-	-	69%	56%	75%	83%	69%	69%
	2018	80%	81%	**83%**	-	-	-	-	-	58%	*	58%	-	58%	58%
At Meets Grade Level or Above	2019	54%	56%	**56%**	-	-	-	-	-	27%	23%	29%	33%	27%	28%
	2018	51%	53%	**50%**	-	-	-	-	-	15%	*	15%	-	15%	15%
At Masters Grade Level	2019	25%	27%	**24%**	-	-	-	-	-	9%	4%	12%	17%	9%	9%
	2018	23%	25%	**21%**	-	-	-	-	-	4%	*	4%	-	4%	4%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**87%**	-	-	-	-	-	73%	-	73%	*	73%	73%
	2018	78%	80%	**78%**	-	-	-	-	-	50%	*	50%	-	50%	50%
At Meets Grade Level or Above	2019	55%	58%	**54%**	-	-	-	-	-	13%	-	13%	*	13%	13%
	2018	53%	56%	**44%**	-	-	-	-	-	6%	*	6%	-	6%	6%
At Masters Grade Level	2019	33%	36%	**28%**	-	-	-	-	-	3%	-	3%	*	3%	3%
	2018	31%	34%	**19%**	-	-	-	-	-	0%	*	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	71%	**71%**	*	*	-	-	-	66%	78%	62%	80%	66%	67%
	2018	69%	71%	**72%**	50%	50%	-	-	-	69%	75%	69%	*	68%	68%
All Grades ELA/Reading	2019	68%	70%	**69%**	*	*	-	-	-	65%	76%	61%	75%	65%	65%
	2018	69%	70%	**68%**	39%	39%	-	-	-	68%	77%	67%	*	66%	66%
All Grades Mathematics	2019	70%	72%	**73%**	*	*	-	-	-	67%	79%	64%	85%	67%	68%

District Name: KAUFMAN ISD
County Name: KAUFMAN
District Number: 129903

Texas Academic Performance Report
2019-20 District STAAR Performance
Bilingual Education/English as a Second Language

(Current EL Students)

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

		State	Region 10	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	72%	**77%**	61%	61%	-	-	-	71%	73%	70%	*	70%	70%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	**44%**	*	*	-	-	-	36%	33%	38%	44%	36%	36%
	2018	38%	39%	**35%**	*	*	-	-	-	30%	44%	28%	-	27%	27%
Mathematics	2019	45%	46%	**48%**	*	*	-	-	-	42%	56%	35%	*	42%	41%
	2018	47%	47%	**49%**	*	*	-	-	-	45%	*	51%	-	41%	41%

District Name: KAUFMAN ISD

Texas Academic Performance Report

County Name: KAUFMAN

2019-20 District STAAR Participation

District Number: 129903

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

	State	Region 10	District	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%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	**95%**	89%	95%	95%	100%	100%	100%	97%	92%	95%	92%
Not Included in Accountability													
Mobile	4%	4%	**4%**	11%	3%	5%	0%	0%	0%	3%	6%	4%	4%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	99%	100%	100%
Included in Accountability	94%	94%	**96%**	95%	96%	96%	100%	100%	*	93%	96%	96%	95%
Not Included in Accountability													
Mobile	4%	4%	**4%**	5%	3%	4%	0%	0%	*	7%	4%	3%	2%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: KAUFMAN ISD

Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

County Name: KAUFMAN
District Number: 129903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.7%	**95.4%**	95.1%	95.9%	94.8%	96.4%	97.0%	*	95.5%	94.5%	95.2%	96.1%
2017-18	95.4%	95.7%	**95.3%**	94.9%	95.8%	94.8%	95.9%	96.3%	*	95.1%	94.4%	95.3%	96.2%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.4%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.4%	**0.0%**	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.4%	**0.3%**	0.0%	0.4%	0.3%	0.0%	0.0%	-	0.0%	0.0%	0.4%	1.9%
2017-18	1.9%	2.0%	**0.1%**	0.0%	0.0%	0.2%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	88.4%	**98.5%**	100.0%	98.6%	98.7%	*	*	-	85.7%	96.9%	97.4%	95.5%
Received TxCHSE	0.5%	0.3%	**0.3%**	0.0%	0.0%	0.7%	*	*	-	0.0%	0.0%	0.5%	4.5%
Continued HS	3.7%	4.6%	**1.2%**	0.0%	1.4%	0.7%	*	*	-	14.3%	3.1%	2.1%	0.0%
Dropped Out	5.9%	6.6%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.4%	88.7%	**98.8%**	100.0%	98.6%	99.3%	*	*	-	85.7%	96.9%	97.9%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	93.4%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
Class of 2018													
Graduated	90.0%	88.8%	**96.5%**	100.0%	94.8%	97.1%	*	*	-	*	90.9%	97.9%	87.5%
Received TxCHSE	0.4%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.8%	4.8%	**1.9%**	0.0%	2.1%	2.2%	*	*	-	*	3.0%	0.0%	0.0%
Dropped Out	5.7%	6.1%	**1.6%**	0.0%	3.1%	0.7%	*	*	-	*	6.1%	2.1%	12.5%
Graduates and TxCHSE	90.4%	89.1%	**96.5%**	100.0%	94.8%	97.1%	*	*	-	*	90.9%	97.9%	87.5%
Graduates, TxCHSE, and Continuers	94.3%	93.9%	**98.4%**	100.0%	96.9%	99.3%	*	*	-	*	93.9%	97.9%	87.5%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	91.3%	**98.1%**	100.0%	95.8%	99.3%	*	*	-	*	93.8%	97.2%	80.0%
Received TxCHSE	0.6%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	1.4%	**0.4%**	0.0%	1.0%	0.0%	*	*	-	*	0.0%	0.7%	10.0%
Dropped Out	6.1%	6.9%	**1.5%**	0.0%	3.1%	0.7%	*	*	-	*	6.3%	2.1%	10.0%
Graduates and TxCHSE	92.8%	91.7%	**98.1%**	100.0%	95.8%	99.3%	*	*	-	*	93.8%	97.2%	80.0%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	**98.5%**	100.0%	96.9%	99.3%	*	*	-	*	93.8%	97.9%	90.0%
Class of 2017													
Graduated	92.0%	91.7%	**95.8%**	100.0%	96.6%	95.0%	-	*	-	80.0%	85.7%	93.8%	87.5%
Received TxCHSE	0.6%	0.4%	**0.8%**	0.0%	0.0%	1.7%	-	*	-	0.0%	0.0%	1.5%	0.0%
Continued HS	1.1%	1.4%	**1.3%**	0.0%	2.3%	0.8%	-	*	-	0.0%	7.1%	0.8%	0.0%
Dropped Out	6.3%	6.5%	**2.1%**	0.0%	1.1%	2.5%	-	*	-	20.0%	7.1%	3.8%	12.5%
Graduates and TxCHSE	92.6%	92.1%	**96.6%**	100.0%	96.6%	96.7%	-	*	-	80.0%	85.7%	95.4%	87.5%
Graduates, TxCHSE, and Continuers	93.7%	93.5%	**97.9%**	100.0%	98.9%	97.5%	-	*	-	80.0%	92.9%	96.2%	87.5%
6-Year Extended Longitudinal Rate (Gr 9-12)													

District Name: KAUFMAN ISD

County Name: KAUFMAN

District Number: 129903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	92.3%	**97.0%**	100.0%	98.9%	95.8%	-	*	-	80.0%	92.3%	94.6%	87.5%
Received TxCHSE	0.7%	0.6%	**0.9%**	0.0%	0.0%	1.7%	-	*	-	0.0%	0.0%	1.6%	0.0%
Continued HS	0.6%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	6.5%	**2.1%**	0.0%	1.1%	2.5%	-	*	-	20.0%	7.7%	3.9%	12.5%
Graduates and TxCHSE	93.2%	92.9%	**97.9%**	100.0%	98.9%	97.5%	-	*	-	80.0%	92.3%	96.1%	87.5%
Graduates, TxCHSE, and Continuers	93.7%	93.5%	**97.9%**	100.0%	98.9%	97.5%	-	*	-	80.0%	92.3%	96.1%	87.5%
Class of 2016													
Graduated	92.1%	92.0%	**85.1%**	100.0%	89.5%	81.0%	-	*	-	-	*	80.0%	-
Received TxCHSE	0.8%	0.6%	**6.0%**	0.0%	5.3%	7.1%	-	*	-	-	*	11.4%	-
Continued HS	0.5%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	-	*	0.0%	-
Dropped Out	6.6%	6.9%	**9.0%**	0.0%	5.3%	11.9%	-	*	-	-	*	8.6%	-
Graduates and TxCHSE	92.9%	92.6%	**91.0%**	100.0%	94.7%	88.1%	-	*	-	-	*	91.4%	-
Graduates, TxCHSE, and Continuers	93.4%	93.1%	**91.0%**	100.0%	94.7%	88.1%	-	*	-	-	*	91.4%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	88.4%	**97.9%**	95.7%	97.9%	98.7%	*	*	-	85.7%	91.2%	96.4%	95.5%
Class of 2018	90.0%	88.8%	**96.5%**	100.0%	94.8%	97.1%	*	*	-	*	90.9%	97.9%	87.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	76.1%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	71.8%	*	-	*	*	-	-	-	-	*	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	5.1%	**0.9%**	0.0%	1.4%	0.7%	*	*	-	0.0%	0.0%	1.1%	4.8%
Class of 2018	5.0%	4.2%	**1.2%**	0.0%	1.1%	1.5%	*	*	-	*	3.4%	0.7%	16.7%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	82.7%	**93.1%**	81.8%	93.6%	93.8%	*	*	-	100.0%	20.8%	91.5%	85.7%
Class of 2018	82.0%	82.4%	**89.4%**	60.0%	92.2%	90.2%	*	*	-	*	31.0%	84.3%	83.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.8%	**94.0%**	81.8%	95.0%	94.5%	*	*	-	100.0%	20.8%	92.6%	90.5%
Class of 2018	86.8%	86.5%	**90.0%**	60.0%	93.4%	90.4%	*	*	-	*	36.7%	83.9%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	22.3%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	43.0%	*	-	-	*	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	6.0%	**1.2%**	0.0%	2.1%	0.7%	*	*	-	*	0.0%	1.1%	4.2%
2017-18	4.9%	4.2%	**0.8%**	0.0%	1.0%	0.7%	*	*	-	*	3.4%	0.7%	10.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	80.9%	**92.9%**	85.7%	91.5%	94.7%	*	*	-	*	14.3%	91.5%	83.3%
2017-18	81.5%	82.1%	**91.2%**	66.7%	94.1%	91.8%	*	*	-	*	31.0%	88.0%	90.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

District Name: KAUFMAN ISD

County Name: KAUFMAN

District Number: 129903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	86.3%	**94.1%**	85.7%	93.6%	95.4%	*	*	-	*	14.3%	92.6%	87.5%
2017-18	85.1%	84.7%	**91.4%**	66.7%	95.1%	91.3%	*	*	-	*	35.5%	87.5%	100.0%

District Name: KAUFMAN ISD

Texas Academic Performance Report

County Name: KAUFMAN

2019-20 District Graduation Profile

District Number: 129903

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	329	100.0%	355,615	100.0%
By Ethnicity:				
African American	21	6.4%	43,953	12.4%
Hispanic	144	43.8%	180,673	50.8%
White	154	46.8%	105,577	29.7%
American Indian	2	0.6%	1,293	0.4%
Asian	3	0.9%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	5	1.5%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	26	7.9%	51,579	14.5%
Foundation H.S. Program (Endorsement)	4	1.2%	15,160	4.3%
Foundation H.S. Program (DLA)	299	90.9%	285,538	80.3%
Special Education Graduates	28	8.5%	27,598	7.8%
Economically Disadvantaged Graduates	190	57.8%	186,364	52.4%
LEP Graduates	24	7.3%	25,189	7.1%
At-Risk Graduates	191	58.1%	146,432	41.2%

District Name: KAUFMAN ISD

County Name: KAUFMAN

District Number: 129903

	State	Region 10	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 (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	71.2%	**93.3%**	92.9%	93.8%	92.9%	*	*	-	90.0%	89.3%	94.2%	89.6%
2017-18	65.5%	63.6%	**63.5%**	50.0%	56.9%	69.9%	*	*	-	*	61.3%	53.1%	50.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	53.0%	**81.8%**	81.0%	81.9%	81.2%	*	*	-	80.0%	25.0%	82.1%	70.8%
2017-18	50.0%	49.5%	**28.6%**	11.1%	21.6%	34.8%	*	*	-	*	3.2%	16.7%	0.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	61.0%	**88.1%**	85.7%	86.8%	89.6%	*	*	-	80.0%	28.6%	87.9%	75.0%
2017-18	58.2%	58.0%	**44.7%**	22.2%	36.3%	52.9%	*	*	-	*	12.9%	29.9%	0.0%
Mathematics													
2018-19	48.6%	46.9%	**79.6%**	81.0%	81.3%	77.9%	*	*	-	80.0%	32.1%	78.4%	70.8%
2017-18	46.0%	44.1%	**20.7%**	11.1%	12.7%	26.1%	*	*	-	*	3.2%	11.1%	0.0%
Both Subjects													
2018-19	44.2%	43.7%	**76.9%**	81.0%	78.5%	74.7%	*	*	-	80.0%	25.0%	76.8%	70.8%
2017-18	42.1%	41.3%	**20.3%**	11.1%	12.7%	25.4%	*	*	-	*	3.2%	10.4%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.2%	**23.1%**	9.5%	17.4%	29.9%	*	*	-	20.0%	0.0%	15.3%	4.2%
2017-18	20.7%	16.7%	**19.2%**	0.0%	14.7%	23.9%	*	*	-	*	3.2%	8.3%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	26.6%	**5.5%**	0.0%	6.9%	5.2%	*	*	-	0.0%	0.0%	6.3%	4.2%
2017-18	20.4%	25.7%	**4.1%**	0.0%	8.8%	0.7%	*	*	-	*	0.0%	5.6%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.9%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	1.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	1.8%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	1.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.6%	**53.3%**	52.4%	54.5%	51.9%	*	*	-	50.0%	82.1%	53.7%	52.1%
2017-18	28.7%	25.8%	**48.7%**	44.4%	44.6%	52.5%	*	*	-	*	61.3%	44.1%	50.0%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.2%	**10.3%**	4.8%	10.4%	9.7%	*	*	-	0.0%	10.7%	10.5%	8.3%
2017-18	4.8%	3.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: KAUFMAN ISD

Texas Academic Performance Report

County Name: KAUFMAN

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

District Number: 129903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.3%	**4.9%**	9.5%	5.6%	3.9%	*	*	-	0.0%	57.1%	6.3%	12.5%
2017-18	1.7%	1.7%	**1.1%**	5.6%	0.0%	1.4%	*	*	-	*	6.5%	1.4%	0.0%

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	55.6%	54.8%	**86.0%**	85.7%	87.5%	84.4%	*	*	-	100.0%	78.6%	83.7%	66.7%
2017-18	38.7%	38.0%	**86.5%**	72.2%	86.3%	88.4%	*	*	-	*	61.3%	82.6%	90.0%

U.S. Armed Forces Enlistment (Annual Graduates)

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	5.0%	3.1%	**2.7%**	0.0%	2.8%	3.2%	*	*	-	0.0%	0.0%	2.1%	8.3%
2017-18	4.3%	2.2%	**3.0%**	5.6%	2.0%	3.6%	*	*	-	*	0.0%	2.1%	10.0%

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

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.7%	2.9%	**0.9%**	0.0%	0.0%	1.9%	*	*	-	0.0%	10.7%	1.1%	0.0%
2017-18	2.6%	2.6%	**4.1%**	0.0%	1.0%	7.2%	*	*	-	*	35.5%	1.4%	0.0%

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

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	0.6%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: KAUFMAN ISD

County Name: KAUFMAN

District Number: 129903

	State	Region 10	District	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													
2018-19	33.4%	27.5%	**59.3%**	42.9%	52.8%	67.5%	*	*	-	40.0%	3.6%	52.6%	12.5%
2017-18	32.1%	25.5%	**41.7%**	22.2%	33.3%	50.7%	*	*	-	*	9.7%	29.2%	0.0%
Mathematics													
2018-19	24.7%	18.3%	**35.6%**	28.6%	34.0%	37.7%	*	*	-	20.0%	0.0%	31.6%	12.5%
2017-18	23.7%	16.7%	**17.7%**	5.6%	11.8%	23.2%	*	*	-	*	3.2%	9.7%	0.0%
Both Subjects													
2018-19	18.8%	13.6%	**32.5%**	19.0%	29.2%	37.0%	*	*	-	20.0%	0.0%	27.4%	4.2%
2017-18	18.1%	12.2%	**16.9%**	5.6%	11.8%	21.7%	*	*	-	*	3.2%	9.0%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	60.0%	**89.1%**	95.2%	89.6%	87.7%	*	*	-	100.0%	89.3%	87.4%	66.7%
2017-18	58.4%	62.0%	**96.2%**	88.9%	98.0%	95.7%	*	*	-	*	80.6%	96.5%	100.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	3.6%	**46.5%**	66.7%	51.4%	39.6%	*	*	-	60.0%	25.0%	54.7%	70.8%
2017-18	2.0%	0.6%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	4.2%	**55.0%**	71.4%	58.3%	50.6%	*	*	-	60.0%	32.1%	61.1%	70.8%
2017-18	3.9%	1.5%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	1.5%	**38.6%**	61.9%	42.4%	31.8%	*	*	-	60.0%	21.4%	46.8%	66.7%
2017-18	0.9%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	31.3%	**5.2%**	0.0%	5.4%	5.3%	*	*	-	0.0%	n/a	5.8%	n/a
2018	25.8%	31.8%	**4.2%**	2.6%	7.3%	1.1%	*	33.3%	-	12.5%	n/a	6.7%	n/a
English Language Arts													
2019	14.5%	19.0%	**1.6%**	0.0%	2.3%	0.8%	*	*	-	0.0%	n/a	2.3%	n/a
2018	15.3%	20.1%	**1.4%**	2.6%	2.6%	0.0%	*	16.7%	-	0.0%	n/a	2.4%	n/a
Mathematics													
2019	7.4%	10.2%	**1.4%**	0.0%	1.6%	1.1%	*	*	-	0.0%	n/a	1.5%	n/a
2018	7.3%	9.7%	**0.3%**	0.0%	0.0%	0.4%	*	16.7%	-	0.0%	n/a	0.3%	n/a
Science													
2019	10.4%	13.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
2018	10.8%	13.4%	**0.3%**	2.6%	0.4%	0.0%	*	0.0%	-	0.0%	n/a	0.6%	n/a
Social Studies													
2019	13.9%	17.4%	**2.4%**	0.0%	1.6%	3.4%	*	*	-	0.0%	n/a	2.6%	n/a
2018	14.5%	18.2%	**1.7%**	0.0%	3.0%	0.4%	*	16.7%	-	12.5%	n/a	3.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	54.4%	**46.7%**	-	57.1%	42.9%	-	*	-	-	n/a	45.0%	n/a
2018	50.7%	54.8%	**33.3%**	*	41.2%	*	-	*	-	*	n/a	36.4%	n/a
English Language Arts													
2019	41.2%	44.3%	**11.1%**	-	0.0%	*	-	*	-	-	n/a	12.5%	n/a
2018	42.5%	45.1%	**0.0%**	*	0.0%	-	-	*	-	-	n/a	0.0%	n/a

District Name: KAUFMAN ISD

County Name: KAUFMAN

District Number: 129903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	58.1%	**25.0%**	-	*	*	-	*	-	-	n/a	0.0%	n/a
2018	52.8%	60.2%	*	-	-	*	-	*	-	-	n/a	*	n/a
Science													
2019	40.6%	44.2%	**-**	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	43.5%	*	*	*	-	-	-	-	-	n/a	*	n/a
Social Studies													
2019	46.3%	51.2%	**35.7%**	-	*	33.3%	-	*	-	-	n/a	33.3%	n/a
2018	44.6%	48.6%	**10.0%**	-	14.3%	*	-	*	-	*	n/a	10.0%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	80.5%	**39.2%**	52.4%	32.6%	41.6%	*	*	-	60.0%	n/a	31.4%	n/a
2017-18	74.6%	79.0%	**38.0%**	38.9%	30.4%	41.3%	*	*	-	*	n/a	26.8%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	40.1%	**35.7%**	9.1%	34.0%	42.2%	*	*	-	*	n/a	35.0%	n/a
2017-18	37.9%	41.3%	**21.8%**	14.3%	6.5%	26.3%	*	*	-	*	n/a	10.0%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1039	**1019**	881	1012	1049	-	*	-	*	n/a	1009	n/a
2017-18	1036	1047	**1013**	913	970	1036	*	*	-	*	n/a	955	n/a
English Language Arts and Writing													
2018-19	517	521	**518**	442	508	539	-	*	-	*	n/a	509	n/a
2017-18	521	525	**521**	487	510	527	*	*	-	*	n/a	492	n/a
Mathematics													
2018-19	510	518	**502**	439	504	511	-	*	-	*	n/a	500	n/a
2017-18	515	522	**493**	427	460	510	*	*	-	*	n/a	463	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.6	**20.2**	14.0	20.1	21.4	*	*	-	-	n/a	19.4	n/a
2017-18	20.6	20.5	**18.9**	*	17.6	19.5	-	*	-	*	n/a	16.8	n/a
English Language Arts													
2018-19	20.3	20.2	**19.8**	12.8	20.2	20.9	*	*	-	-	n/a	19.1	n/a
2017-18	20.3	20.0	**18.6**	*	17.4	19.3	-	*	-	*	n/a	16.2	n/a
Mathematics													
2018-19	20.4	20.7	**19.7**	14.5	19.1	20.9	*	*	-	-	n/a	19.1	n/a
2017-18	20.6	20.6	**18.5**	*	16.6	19.0	-	*	-	*	n/a	16.5	n/a
Science													
2018-19	20.8	20.8	**20.9**	15.0	20.5	22.1	*	*	-	-	n/a	19.9	n/a
2017-18	20.9	20.7	**19.4**	*	18.3	19.6	-	*	-	*	n/a	17.7	n/a

District Name: KAUFMAN ISD

Texas Academic Performance Report

County Name: KAUFMAN

2019-20 District Other Postsecondary Indicators

District Number: 129903

	State	Region 10	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													
2018-19	44.6%	47.2%	**35.7%**	40.9%	28.9%	40.9%	33.3%	100.0%	-	28.6%	11.0%	29.4%	10.0%
2017-18	43.4%	45.7%	**33.2%**	15.2%	29.1%	38.7%	33.3%	40.0%	-	43.8%	15.5%	27.4%	7.2%
English Language Arts													
2018-19	17.8%	18.5%	**12.9%**	7.8%	8.7%	17.1%	16.7%	42.9%	-	15.8%	1.1%	8.1%	0.0%
2017-18	17.3%	17.5%	**7.8%**	2.7%	5.8%	9.8%	33.3%	25.0%	-	0.0%	2.0%	4.6%	0.0%
Mathematics													
2018-19	20.4%	22.0%	**13.0%**	11.7%	11.1%	14.9%	0.0%	42.9%	-	5.9%	1.2%	9.7%	3.1%
2017-18	20.7%	21.8%	**16.3%**	7.5%	14.5%	18.3%	33.3%	40.0%	-	20.0%	3.8%	13.4%	2.8%
Science													
2018-19	21.7%	22.7%	**17.2%**	30.0%	13.9%	19.1%	16.7%	25.0%	-	10.0%	6.7%	15.4%	4.3%
2017-18	21.2%	21.9%	**18.2%**	10.1%	16.1%	21.0%	*	30.0%	-	20.0%	13.5%	15.3%	2.8%
Social Studies													
2018-19	23.6%	27.0%	**19.9%**	14.3%	14.6%	24.9%	20.0%	71.4%	-	11.8%	1.2%	13.5%	0.0%
2017-18	22.8%	26.4%	**16.4%**	6.8%	11.2%	21.0%	*	40.0%	-	18.8%	0.0%	9.2%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.9%	**44.0%**	44.4%	39.2%	47.8%	*	*	-	*	22.6%	34.9%	20.0%
2016-17	54.6%	54.1%	**49.4%**	38.1%	42.3%	56.7%	-	*	-	*	25.9%	39.3%	14.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	57.3%	**54.0%**	25.0%	42.1%	62.5%	*	*	-	*	28.6%	41.2%	*
2016-17	59.2%	58.5%	**54.8%**	37.5%	43.6%	61.5%	-	*	-	*	0.0%	41.5%	*

District Name: KAUFMAN ISD

Texas Academic Performance Report

County Name: KAUFMAN

2019-20 District Student Information

District Number: 129903

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	4,055	100.0%	5,479,173	100.0%	4,057	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	11	0.3%	16,848	0.3%	11	0.3%	25,883	0.5%
Pre-Kindergarten	169	4.2%	248,413	4.5%	170	4.2%	249,226	4.5%
Kindergarten	282	7.0%	383,585	7.0%	282	7.0%	384,114	7.0%
Grade 1	293	7.2%	391,175	7.1%	293	7.2%	391,449	7.1%
Grade 2	259	6.4%	388,370	7.1%	259	6.4%	388,675	7.1%
Grade 3	260	6.4%	391,565	7.1%	260	6.4%	391,795	7.1%
Grade 4	278	6.9%	399,883	7.3%	278	6.9%	400,111	7.3%
Grade 5	320	7.9%	417,272	7.6%	321	7.9%	417,444	7.6%
Grade 6	341	8.4%	422,605	7.7%	341	8.4%	422,740	7.7%
Grade 7	316	7.8%	423,421	7.7%	316	7.8%	423,545	7.7%
Grade 8	330	8.1%	411,170	7.5%	330	8.1%	411,272	7.5%
Grade 9	326	8.0%	448,929	8.2%	326	8.0%	449,122	8.2%
Grade 10	295	7.3%	406,785	7.4%	295	7.3%	407,044	7.4%
Grade 11	308	7.6%	376,894	6.9%	308	7.6%	377,208	6.9%
Grade 12	267	6.6%	352,258	6.4%	267	6.6%	354,312	6.4%
Ethnic Distribution:								
African American	188	4.6%	691,582	12.6%	188	4.6%	692,925	12.6%
Hispanic	2,014	49.7%	2,892,928	52.8%	2,014	49.6%	2,899,504	52.8%
White	1,719	42.4%	1,477,699	27.0%	1,721	42.4%	1,483,688	27.0%
American Indian	19	0.5%	19,999	0.4%	19	0.5%	20,062	0.4%
Asian	14	0.3%	250,065	4.6%	14	0.3%	250,463	4.6%
Pacific Islander	5	0.1%	8,466	0.2%	5	0.1%	8,481	0.2%
Two or More Races	96	2.4%	138,434	2.5%	96	2.4%	138,817	2.5%
Sex:								
Female	1,966	48.5%	2,673,270	48.8%	1,966	48.5%	2,678,619	48.8%
Male	2,089	51.5%	2,805,903	51.2%	2,091	51.5%	2,815,321	51.2%
Economically Disadvantaged	3,057	75.4%	3,303,974	60.3%	3,058	75.4%	3,309,610	60.2%
Non-Educationally Disadvantaged	998	24.6%	2,175,199	39.7%	999	24.6%	2,184,330	39.8%
Section 504 Students	307	7.6%	376,734	6.9%	307	7.6%	376,956	6.9%
English Learners (EL)	808	19.9%	1,112,674	20.3%	808	19.9%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	97	2.2%	82,551	1.5%				
Students w/ Dyslexia	189	4.7%	224,619	4.1%	189	4.7%	224,741	4.1%
Foster Care	28	0.7%	17,393	0.3%	28	0.7%	17,451	0.3%
Homeless	160	3.9%	78,178	1.4%	160	3.9%	78,296	1.4%
Immigrant	0	0.0%	126,747	2.3%	0	0.0%	126,858	2.3%
Migrant	0	0.0%	18,888	0.3%	0	0.0%	18,992	0.3%
Title I	1,871	46.1%	3,568,526	65.1%	1,873	46.2%	3,576,850	65.1%
Military Connected	26	0.6%	105,751	1.9%	26	0.6%	105,787	1.9%
At-Risk	2,379	58.7%	2,773,390	50.6%	2,379	58.6%	2,776,481	50.5%

District Name: KAUFMAN ISD

County Name: KAUFMAN
District Number: 129903

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	795	19.6%	1,128,904	20.6%	795	19.6%	1,129,558	20.6%
Career & Technical Education	1,128	27.8%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	745	62.3%	805,496	50.8%	745	62.3%	806,117	50.8%
Gifted & Talented Education	270	6.7%	444,125	8.1%	270	6.7%	444,196	8.1%
Special Education	417	10.3%	577,868	10.5%	419	10.3%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	417		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	129	30.9%	245,216	42.4%				
Students with Physical Disabilities	166	39.8%	123,847	21.4%				
Students with Autism	**	**	79,952	13.8%				
Students with Behavioral Disabilities	88	21.1%	120,042	20.8%				
Students with Non-Categorical Early Childhood	*	*	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	452	11.8%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.2%	1.6%	0.0%	5.5%
Grade 1	1.3%	2.9%	5.3%	4.9%
Grade 2	0.0%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.9%	2.9%	0.8%
Grade 4	0.0%	0.5%	0.0%	0.4%
Grade 5	0.3%	0.4%	0.0%	0.5%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.3%	0.5%	0.0%	0.6%
Grade 8	0.3%	0.4%	3.8%	0.6%
Grade 9	1.5%	7.8%	0.0%	13.1%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	1	0.1%	5,686	0.2%

District Name: KAUFMAN ISD

Texas Academic Performance Report

County Name: KAUFMAN

2019-20 District Student Information

District Number: 129903

Class Size Information	District	State

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

Elementary:

	District	State
Kindergarten	20.2	19.0
Grade 1	19.4	18.9
Grade 2	16.6	18.8
Grade 3	18.4	19.0
Grade 4	19.4	19.2
Grade 5	22.5	20.9
Grade 6	23.7	20.4

Secondary:

	District	State
English/Language Arts	15.6	16.4
Foreign Languages	18.6	18.7
Mathematics	17.8	17.8
Science	18.8	18.8
Social Studies	17.8	19.3

District Name: KAUFMAN ISD

County Name: KAUFMAN

District Number: 129903

Staff Information	--------------- District ---------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Total Staff	514.7	100.0%	734,726.4	100.0%
Professional Staff:	338.2	65.7%	468,132.4	63.7%
Teachers	271.9	52.8%	363,121.3	49.4%
Professional Support	37.7	7.3%	74,698.8	10.2%
Campus Administration (School Leadership)	18.6	3.6%	21,960.1	3.0%
Central Administration	10.0	1.9%	8,352.3	1.1%
Educational Aides:	92.1	17.9%	78,096.8	10.6%
Auxiliary Staff:	84.4	16.4%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	10.0	n/a	12,901.0	n/a
Part-time	1.0	n/a	1,103.0	n/a
Total Minority Staff:	119.4	23.2%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	6.0	2.2%	39,132.5	10.8%
Hispanic	27.0	9.9%	102,099.7	28.1%
White	235.4	86.6%	209,453.0	57.7%
American Indian	0.5	0.2%	1,239.6	0.3%
Asian	2.0	0.7%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	1.0	0.4%	4,165.2	1.1%
Males	66.7	24.5%	86,302.4	23.8%
Females	205.2	75.5%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,859.9	1.3%
Bachelors	222.1	81.7%	266,596.3	73.4%
Masters	48.8	18.0%	89,088.4	24.5%
Doctorate	1.0	0.4%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	8.0	2.9%	26,878.7	7.4%
1-5 Years Experience	64.0	23.5%	101,305.8	27.9%
6-10 Years Experience	44.1	16.2%	70,305.4	19.4%
11-20 Years Experience	89.1	32.8%	106,767.7	29.4%
Over 20 Years Experience	66.7	24.5%	57,863.9	15.9%
Number of Students per Teacher	14.9	n/a	15.1	n/a

District Name: KAUFMAN ISD

Texas Academic Performance Report

County Name: KAUFMAN

2019-20 District Staff Information

District Number: 129903

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.7	6.2
Average Years Experience of Principals with District	6.3	5.3
Average Years Experience of Assistant Principals	3.8	5.3
Average Years Experience of Assistant Principals with District	3.7	4.7
Average Years Experience of Teachers:	13.4	11.1
Average Years Experience of Teachers with District:	7.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$48,180	$49,868
1-5 Years Experience	$50,054	$52,823
6-10 Years Experience	$51,711	$55,756
11-20 Years Experience	$56,211	$59,308
Over 20 Years Experience	$63,534	$65,449
Average Actual Salaries (regular duties only):		
Teachers	$55,593	$57,091
Professional Support	$64,288	$67,352
Campus Administration (School Leadership)	$75,045	$82,512
Central Administration	$116,645	$108,367
Instructional Staff Percent:	74.6%	64.6%
Turnover Rate for Teachers:	14.2%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

District Name: KAUFMAN ISD

Texas Academic Performance Report

County Name: KAUFMAN

2019-20 District Staff Information

District Number: 129903

Program Information	---------------- District ---------------		---------------- State -----------------	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	6.0	2.2%	23,626.0	6.5%
Career & Technical Education	16.1	5.9%	18,120.4	5.0%
Compensatory Education	29.1	10.7%	10,147.3	2.8%
Gifted & Talented Education	0.0	0.0%	7,053.3	1.9%
Regular Education	185.6	68.3%	257,548.7	70.9%
Special Education	17.4	6.4%	33,620.4	9.3%
Other	17.7	6.5%	13,005.2	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.
'-'   Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

2019-20 Texas Academic Performance Report

District Name: **KAUFMAN ISD**

Campus Name: **KAUFMAN H S**

Campus Number: **129903001**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

District Name: KAUFMAN ISD
Campus Name: KAUFMAN H S
Campus Number: 129903001

Total Students: 1,167
Grade Span: 09 - 12
School Type: High School

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

		State	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	67%	**67%**	57%	63%	75%	*	-	-	64%	52%	83%	70%	57%	64%	43%
	2018	65%	64%	**64%**	52%	59%	71%	*	*	-	50%	21%	*	67%	56%	60%	49%
At Meets Grade Level or Above	2019	50%	44%	**44%**	21%	38%	56%	*	-	-	36%	26%	33%	46%	40%	38%	13%
	2018	44%	42%	**42%**	33%	32%	54%	*	*	-	38%	7%	*	44%	37%	35%	18%
At Masters Grade Level	2019	11%	10%	**10%**	7%	6%	15%	*	-	-	9%	3%	0%	11%	7%	5%	1%
	2018	7%	4%	**4%**	4%	2%	5%	*	*	-	13%	4%	*	5%	3%	3%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	67%	**68%**	59%	60%	77%	*	100%	-	71%	20%	*	68%	67%	62%	45%
	2018	67%	66%	**66%**	65%	56%	76%	-	-	-	83%	30%	*	68%	59%	57%	36%
At Meets Grade Level or Above	2019	49%	47%	**47%**	41%	36%	60%	*	80%	-	57%	8%	*	47%	46%	39%	19%
	2018	48%	39%	**40%**	27%	29%	52%	-	-	-	67%	10%	*	42%	32%	29%	16%
At Masters Grade Level	2019	8%	5%	**6%**	6%	3%	6%	*	60%	-	14%	4%	*	6%	5%	4%	1%
	2018	8%	2%	**2%**	4%	1%	4%	-	-	-	0%	5%	*	2%	4%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**87%**	82%	89%	86%	*	-	-	80%	65%	*	86%	90%	88%	86%
	2018	83%	81%	**77%**	53%	78%	77%	*	-	-	88%	46%	*	77%	77%	79%	75%
At Meets Grade Level or Above	2019	61%	66%	**58%**	36%	60%	57%	*	-	-	80%	31%	*	59%	55%	58%	40%
	2018	55%	47%	**39%**	13%	37%	43%	*	-	-	50%	25%	*	41%	35%	38%	32%
At Masters Grade Level	2019	37%	38%	**29%**	27%	28%	33%	*	-	-	0%	19%	*	30%	26%	28%	16%
	2018	32%	24%	**11%**	7%	10%	11%	*	-	-	25%	4%	*	12%	9%	10%	6%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	95%	**96%**	75%	95%	98%	*	-	-	100%	93%	*	97%	94%	96%	91%
	2018	87%	89%	**89%**	61%	89%	92%	*	*	-	100%	67%	*	91%	87%	89%	85%
At Meets Grade Level or Above	2019	62%	63%	**65%**	38%	61%	71%	*	-	-	63%	53%	*	65%	64%	63%	43%
	2018	59%	57%	**57%**	28%	47%	70%	*	*	-	57%	21%	*	61%	50%	48%	29%
At Masters Grade Level	2019	25%	23%	**23%**	25%	19%	28%	*	-	-	25%	20%	*	25%	19%	17%	4%
	2018	24%	23%	**24%**	22%	14%	32%	*	*	-	14%	4%	*	26%	18%	18%	6%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	**93%**	86%	90%	97%	-	-	-	100%	78%	*	93%	91%	91%	84%
	2018	92%	88%	**87%**	84%	82%	94%	-	*	-	*	56%	-	90%	76%	82%	66%
At Meets Grade Level or Above	2019	73%	60%	**61%**	57%	55%	68%	-	-	-	56%	43%	*	63%	54%	55%	34%
	2018	70%	52%	**53%**	42%	45%	63%	-	*	-	*	33%	-	57%	41%	44%	12%
At Masters Grade Level	2019	45%	30%	**31%**	14%	23%	42%	-	-	-	22%	17%	*	32%	26%	25%	14%
	2018	40%	23%	**23%**	11%	17%	32%	-	*	-	*	6%	-	26%	13%	15%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**80%**	70%	77%	86%	75%	100%	-	83%	58%	89%	81%	77%	78%	64%

District Name: KAUFMAN ISD

Campus Name: KAUFMAN H S

Campus Number: 129903001

Total Students: 1,167

Grade Span: 09 - 12

School Type: High School

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

		State	District	Campus	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)
	2018	77%	74%	**76%**	63%	72%	82%	100%	100%	-	82%	43%	82%	77%	70%	72%	60%
At Meets Grade Level or Above	2019	50%	46%	**54%**	39%	48%	62%	63%	80%	-	55%	30%	44%	55%	51%	49%	27%
	2018	48%	41%	**46%**	30%	37%	57%	100%	100%	-	55%	19%	64%	48%	39%	38%	21%
At Masters Grade Level	2019	24%	20%	**18%**	14%	14%	24%	25%	60%	-	15%	12%	11%	19%	15%	14%	6%
	2018	22%	16%	**12%**	9%	8%	16%	100%	50%	-	15%	4%	18%	13%	9%	9%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	73%	**67%**	58%	62%	76%	*	100%	-	67%	38%	78%	69%	62%	63%	44%
	2018	74%	69%	**65%**	58%	58%	74%	*	*	-	64%	25%	67%	67%	57%	59%	43%
At Meets Grade Level or Above	2019	48%	41%	**46%**	32%	37%	58%	*	80%	-	44%	18%	33%	46%	43%	38%	16%
	2018	46%	37%	**41%**	30%	31%	54%	*	*	-	50%	8%	67%	43%	35%	32%	17%
At Masters Grade Level	2019	21%	15%	**8%**	6%	5%	10%	*	60%	-	11%	4%	0%	8%	6%	5%	1%
	2018	19%	13%	**3%**	4%	1%	5%	*	*	-	7%	4%	17%	4%	3%	2%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	84%	**87%**	82%	89%	86%	*	-	-	80%	65%	*	86%	90%	88%	86%
	2018	81%	80%	**77%**	53%	78%	77%	*	-	-	88%	46%	*	77%	77%	79%	75%
At Meets Grade Level or Above	2019	52%	50%	**58%**	36%	60%	57%	*	-	-	80%	31%	*	59%	55%	58%	40%
	2018	50%	45%	**39%**	13%	37%	43%	*	-	-	50%	25%	*	41%	35%	38%	32%
At Masters Grade Level	2019	26%	24%	**29%**	27%	28%	33%	*	-	-	0%	19%	*	30%	26%	28%	16%
	2018	24%	20%	**11%**	7%	10%	11%	*	-	-	25%	4%	*	12%	9%	10%	6%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	87%	**96%**	75%	95%	98%	*	-	-	100%	93%	*	97%	94%	96%	91%
	2018	80%	83%	**89%**	61%	89%	92%	*	*	-	100%	67%	*	91%	87%	89%	85%
At Meets Grade Level or Above	2019	54%	56%	**65%**	38%	61%	71%	*	-	-	63%	53%	*	65%	64%	63%	43%
	2018	51%	50%	**57%**	28%	47%	70%	*	*	-	57%	21%	*	61%	50%	48%	29%
At Masters Grade Level	2019	25%	24%	**23%**	25%	19%	28%	*	-	-	25%	20%	*	25%	19%	17%	4%
	2018	23%	21%	**24%**	22%	14%	32%	*	*	-	14%	4%	*	26%	18%	18%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	87%	**93%**	86%	90%	97%	-	-	-	100%	78%	*	93%	91%	91%	84%
	2018	78%	78%	**87%**	84%	82%	94%	-	*	-	*	56%	-	90%	76%	82%	66%
At Meets Grade Level or Above	2019	55%	54%	**61%**	57%	55%	68%	-	-	-	56%	43%	*	63%	54%	55%	34%
	2018	53%	44%	**53%**	42%	45%	63%	-	*	-	*	33%	-	57%	41%	44%	12%
At Masters Grade Level	2019	33%	28%	**31%**	14%	23%	42%	-	-	-	22%	17%	*	32%	26%	25%	14%
	2018	31%	19%	**23%**	11%	17%	32%	-	*	-	*	6%	-	26%	13%	15%	0%

Texas Academic Performance Report
2019-20 Campus Progress

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

		State	District	Campus	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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	72	**72**	71	73	70	*	90	-	79	65	*	70	79	71	78
	2018	67	68	**68**	53	69	68	-	-	-	*	57	*	68	65	67	68
End of Course Algebra I	2019	75	76	**74**	71	75	74	*	-	-	80	54	*	75	72	73	67
	2018	72	72	**65**	29	66	68	*	-	-	79	45	*	67	62	66	65
All Grades Both Subjects	2019	69	71	**73**	71	74	72	*	90	-	79	59	80	72	76	72	73
	2018	69	72	**67**	44	68	68	*	-	-	85	50	90	68	63	67	67
All Grades ELA/Reading	2019	68	69	**72**	71	73	70	*	90	-	79	65	*	70	79	71	78
	2018	69	68	**68**	53	69	68	-	-	-	*	57	*	68	65	67	68
All Grades Mathematics	2019	70	73	**74**	71	75	74	*	-	-	80	54	*	75	72	73	67
	2018	70	77	**65**	29	66	68	*	-	-	79	45	*	67	62	66	65

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 1,167

Campus Name: KAUFMAN H S

2019-20 Campus Prior Year and Student Success Initiative

Grade Span: 09 - 12

Campus Number: 129903001

School Type: High School

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

		State	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	2019	13%	10%	**10%**	*	12%	11%	*	-	-	*	8%	10%	13%
Grade 8 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	52%	**52%**	*	61%	40%	*	-	-	*	57%	52%	67%

District Name: KAUFMAN ISD
Campus Name: KAUFMAN H S
Campus Number: 129903001

Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 1,167
Grade Span: 09 - 12
(Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**80%**	-	-	-	-	-	52%	-	52%	*	52%	52%
	2018	77%	74%	**76%**	-	-	-	-	-	47%	*	47%	-	47%	47%
At Meets Grade Level or Above	2019	50%	46%	**54%**	-	-	-	-	-	11%	-	11%	*	11%	11%
	2018	48%	41%	**46%**	-	-	-	-	-	10%	*	10%	-	10%	10%
At Masters Grade Level	2019	24%	20%	**18%**	-	-	-	-	-	2%	-	2%	*	2%	2%
	2018	22%	16%	**12%**	-	-	-	-	-	2%	*	2%	-	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	73%	**67%**	-	-	-	-	-	28%	-	28%	*	28%	27%
	2018	74%	69%	**65%**	-	-	-	-	-	24%	-	24%	-	24%	24%
At Meets Grade Level or Above	2019	48%	41%	**46%**	-	-	-	-	-	4%	-	4%	*	4%	4%
	2018	46%	37%	**41%**	-	-	-	-	-	4%	-	4%	-	4%	4%
At Masters Grade Level	2019	21%	15%	**8%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	19%	13%	**3%**	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	84%	**87%**	-	-	-	-	-	84%	-	84%	-	84%	84%
	2018	81%	80%	**77%**	-	-	-	-	-	63%	-	63%	-	63%	63%
At Meets Grade Level or Above	2019	52%	50%	**58%**	-	-	-	-	-	22%	-	22%	-	22%	22%
	2018	50%	45%	**39%**	-	-	-	-	-	25%	-	25%	-	25%	25%
At Masters Grade Level	2019	26%	24%	**29%**	-	-	-	-	-	8%	-	8%	-	8%	8%
	2018	24%	20%	**11%**	-	-	-	-	-	6%	-	6%	-	6%	6%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	87%	**96%**	-	-	-	-	-	83%	-	83%	-	83%	83%
	2018	80%	83%	**89%**	-	-	-	-	-	78%	*	77%	-	78%	78%
At Meets Grade Level or Above	2019	54%	56%	**65%**	-	-	-	-	-	22%	-	22%	-	22%	22%
	2018	51%	50%	**57%**	-	-	-	-	-	13%	*	14%	-	13%	13%
At Masters Grade Level	2019	25%	24%	**23%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	21%	**24%**	-	-	-	-	-	2%	*	2%	-	2%	2%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	87%	**93%**	-	-	-	-	-	79%	-	79%	*	79%	79%
	2018	78%	78%	**87%**	-	-	-	-	-	58%	*	57%	-	58%	58%
At Meets Grade Level or Above	2019	55%	54%	**61%**	-	-	-	-	-	19%	-	19%	*	19%	19%
	2018	53%	44%	**53%**	-	-	-	-	-	6%	*	6%	-	6%	6%
At Masters Grade Level	2019	33%	28%	**31%**	-	-	-	-	-	5%	-	5%	*	5%	5%
	2018	31%	19%	**23%**	-	-	-	-	-	0%	*	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	71%	**73%**	-	-	-	-	-	70%	-	70%	-	70%	70%
	2018	69%	72%	**67%**	-	-	-	-	-	60%	-	60%	-	60%	60%
All Grades ELA/Reading	2019	68%	69%	**72%**	-	-	-	-	-	82%	-	82%	-	82%	82%
	2018	69%	68%	**68%**	-	-	-	-	-	64%	-	64%	-	64%	64%
All Grades Mathematics	2019	70%	73%	**74%**	-	-	-	-	-	57%	-	57%	-	57%	57%
	2018	70%	77%	**65%**	-	-	-	-	-	57%	-	57%	-	57%	57%

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

District Name: KAUFMAN ISD

Campus Name: KAUFMAN H S

Campus Number: 129903001

Total Students: 1,170

Grade Span: 09 - 12

School Type: High School

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

	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%	100%
Included in Accountability	94%	95%	**96%**	93%	95%	97%	100%	100%	-	100%	92%	95%	90%
Not Included in Accountability													
Mobile	4%	4%	**3%**	7%	3%	3%	0%	0%	-	0%	5%	3%	3%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	0%	-	0%	3%	1%	7%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	99%	100%	100%	-	100%	100%	100%	99%
Included in Accountability	94%	96%	**97%**	94%	97%	97%	100%	100%	-	100%	93%	97%	94%
Not Included in Accountability													
Mobile	4%	4%	**2%**	6%	2%	3%	0%	0%	-	0%	6%	2%	0%
Other Exclusions	1%	0%	**1%**	0%	1%	0%	0%	0%	-	0%	1%	1%	5%
Not Tested	1%	0%	**0%**	0%	0%	1%	0%	0%	-	0%	0%	0%	1%
Absent	1%	0%	**0%**	0%	0%	1%	0%	0%	-	0%	0%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

Texas Education Agency

District Name: KAUFMAN ISD

Campus Name: KAUFMAN H S

Campus Number: 129903001

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,167

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)
Attendance Rate													
2018-19	95.4%	95.4%	**95.1%**	94.0%	95.4%	94.9%	97.2%	98.8%	-	94.3%	94.6%	94.8%	95.1%
2017-18	95.4%	95.3%	**95.0%**	94.3%	95.7%	94.5%	97.9%	96.4%	-	94.7%	94.3%	95.0%	95.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	**0.3%**	0.0%	0.4%	0.4%	0.0%	0.0%	-	0.0%	0.0%	0.4%	2.0%
2017-18	1.9%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	98.5%	**99.3%**	100.0%	99.3%	99.3%	*	*	-	100.0%	100.0%	98.9%	95.0%
Received TxCHSE	0.5%	0.3%	**0.3%**	0.0%	0.0%	0.7%	*	*	-	0.0%	0.0%	0.6%	5.0%
Continued HS	3.7%	1.2%	**0.3%**	0.0%	0.7%	0.0%	*	*	-	0.0%	0.0%	0.6%	0.0%
Dropped Out	5.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.4%	98.8%	**99.7%**	100.0%	99.3%	100.0%	*	*	-	100.0%	100.0%	99.4%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
Class of 2018													
Graduated	90.0%	96.5%	**99.1%**	100.0%	98.9%	99.2%	*	*	-	*	96.6%	100.0%	100.0%
Received TxCHSE	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.8%	1.9%	**0.9%**	0.0%	1.1%	0.8%	*	*	-	*	3.4%	0.0%	0.0%
Dropped Out	5.7%	1.6%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.4%	96.5%	**99.1%**	100.0%	98.9%	99.2%	*	*	-	*	96.6%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	94.3%	98.4%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	98.1%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	100.0%
Received TxCHSE	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	1.5%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.8%	98.1%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	98.5%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	100.0%
Class of 2017													
Graduated	92.0%	95.8%	**97.2%**	100.0%	96.3%	98.1%	-	*	-	*	92.3%	96.5%	87.5%
Received TxCHSE	0.6%	0.8%	**0.5%**	0.0%	0.0%	0.9%	-	*	-	*	0.0%	0.9%	0.0%
Continued HS	1.1%	1.3%	**1.4%**	0.0%	2.4%	0.9%	-	*	-	*	7.7%	0.9%	0.0%
Dropped Out	6.3%	2.1%	**0.9%**	0.0%	1.2%	0.0%	-	*	-	*	0.0%	1.8%	12.5%
Graduates and TxCHSE	92.6%	96.6%	**97.7%**	100.0%	96.3%	99.1%	-	*	-	*	92.3%	97.3%	87.5%
Graduates, TxCHSE, and Continuers	93.7%	97.9%	**99.1%**	100.0%	98.8%	100.0%	-	*	-	*	100.0%	98.2%	87.5%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.0%	**98.6%**	100.0%	98.8%	99.1%	-	*	-	*	100.0%	97.3%	87.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: KAUFMAN ISD
Campus Name: KAUFMAN H S
Campus Number: 129903001

Total Students: 1,167
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)
Received TxCHSE	0.7%	0.9%	**0.5%**	0.0%	0.0%	0.9%	-	*	-	*	0.0%	0.9%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	2.1%	**0.9%**	0.0%	1.2%	0.0%	-	*	-	*	0.0%	1.8%	12.5%
Graduates and TxCHSE	93.2%	97.9%	**99.1%**	100.0%	98.8%	100.0%	-	*	-	*	100.0%	98.2%	87.5%
Graduates, TxCHSE, and Continuers	93.7%	97.9%	**99.1%**	100.0%	98.8%	100.0%	-	*	-	*	100.0%	98.2%	87.5%
Class of 2016													
Graduated	92.1%	85.1%	**96.7%**	*	87.5%	100.0%	-	*	-	-	*	91.7%	-
Received TxCHSE	0.8%	6.0%	**3.3%**	*	12.5%	0.0%	-	*	-	-	*	8.3%	-
Continued HS	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Dropped Out	6.6%	9.0%	**0.0%**	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Graduates and TxCHSE	92.9%	91.0%	**100.0%**	*	100.0%	100.0%	-	*	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.4%	91.0%	**100.0%**	*	100.0%	100.0%	-	*	-	-	*	100.0%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	97.9%	**98.7%**	95.0%	98.5%	99.3%	*	*	-	100.0%	93.1%	97.7%	95.0%
Class of 2018	90.0%	96.5%	**99.1%**	100.0%	98.9%	99.2%	*	*	-	*	96.6%	100.0%	100.0%

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	73.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	*****	-	*	*	-	-	-	-	*	*	*

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	4.2%	0.9%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Class of 2018	5.0%	1.2%	**0.9%**	0.0%	1.2%	0.8%	*	*	-	*	3.7%	0.8%	16.7%

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	83.5%	93.1%	**94.6%**	84.2%	94.7%	95.6%	*	*	-	*	20.0%	92.4%	89.5%
Class of 2018	82.0%	89.4%	**90.3%**	64.3%	91.8%	91.6%	*	*	-	*	29.6%	83.6%	83.3%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	87.6%	94.0%	**94.6%**	84.2%	94.7%	95.6%	*	*	-	*	20.0%	92.4%	89.5%
Class of 2018	86.8%	90.0%	**90.4%**	64.3%	93.0%	91.0%	*	*	-	*	35.7%	83.2%	100.0%

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	32.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	*	*****	-	-	*	-	-	-	-	*	*	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	4.4%	1.2%	**0.3%**	0.0%	0.7%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2017-18	4.9%	0.8%	**0.9%**	0.0%	1.1%	0.8%	*	*	-	*	3.7%	0.8%	11.1%

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	82.1%	92.9%	**94.0%**	89.5%	92.6%	95.7%	*	*	-	*	15.8%	92.6%	86.4%
2017-18	81.5%	91.2%	**90.6%**	62.5%	93.5%	91.7%	*	*	-	*	25.9%	86.4%	88.9%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	94.1%	**94.4%**	89.5%	93.3%	95.7%	*	*	-	*	15.8%	92.6%	86.4%
2017-18	85.1%	91.4%	**91.1%**	62.5%	94.6%	91.8%	*	*	-	*	32.1%	86.5%	100.0%

District Name: KAUFMAN ISD

Campus Name: KAUFMAN H S

Campus Number: 129903001

Texas Academic Performance Report

2019-20 Campus Graduation Profile

Total Students: 1,167

Grade Span: 09 - 12

School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	309	100.0%	329	355,615
By Ethnicity:				
African American	19	6.1%	21	43,953
Hispanic	138	44.7%	144	180,673
White	142	46.0%	154	105,577
American Indian	2	0.6%	2	1,293
Asian	3	1.0%	3	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	5	1.6%	5	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	24	7.8%	26	51,579
Foundation H.S. Program (Endorsement)	1	0.3%	4	15,160
Foundation H.S. Program (DLA)	284	91.9%	299	285,538
Special Education Graduates	26	8.4%	28	27,598
Economically Disadvantaged Graduates	176	57.0%	190	186,364
LEP Graduates	22	7.1%	24	25,189
At-Risk Graduates	175	56.6%	191	146,432

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 1,167

Campus Name: KAUFMAN H S

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

Grade Span: 09 - 12

Campus Number: 129903001

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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	93.3%	**94.5%**	94.7%	93.5%	95.4%	*	*	-	90.0%	88.5%	95.7%	88.6%
2017-18	65.5%	63.5%	**65.4%**	50.0%	58.2%	72.5%	*	*	-	*	60.7%	54.8%	44.4%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	81.8%	**84.5%**	89.5%	83.3%	84.5%	*	*	-	80.0%	26.9%	85.2%	72.7%
2017-18	50.0%	28.6%	**31.2%**	12.5%	23.9%	37.7%	*	*	-	*	3.6%	18.3%	0.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	88.1%	**89.3%**	89.5%	87.0%	91.5%	*	*	-	80.0%	30.8%	89.2%	77.3%
2017-18	58.2%	44.7%	**48.1%**	25.0%	38.0%	57.4%	*	*	-	*	14.3%	32.5%	0.0%
Mathematics													
2018-19	48.6%	79.6%	**81.9%**	89.5%	82.6%	80.3%	*	*	-	80.0%	34.6%	80.7%	72.7%
2017-18	46.0%	20.7%	**23.2%**	12.5%	14.1%	29.5%	*	*	-	*	3.6%	12.7%	0.0%
Both Subjects													
2018-19	44.2%	76.9%	**79.6%**	89.5%	79.7%	78.2%	*	*	-	80.0%	26.9%	79.5%	72.7%
2017-18	42.1%	20.3%	**22.8%**	12.5%	14.1%	28.7%	*	*	-	*	3.6%	11.9%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.1%	**23.9%**	10.5%	18.1%	31.0%	*	*	-	20.0%	0.0%	15.9%	4.5%
2017-18	20.7%	19.2%	**20.7%**	0.0%	16.3%	25.4%	*	*	-	*	3.6%	8.7%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	5.5%	**5.8%**	0.0%	7.2%	5.6%	*	*	-	0.0%	0.0%	6.8%	4.5%
2017-18	20.4%	4.1%	**4.6%**	0.0%	9.8%	0.8%	*	*	-	*	0.0%	6.3%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	53.3%	**54.0%**	50.0%	54.0%	54.2%	*	*	-	50.0%	80.8%	54.8%	50.0%
2017-18	28.7%	48.7%	**49.4%**	43.8%	44.6%	54.1%	*	*	-	*	60.7%	45.2%	44.4%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	10.3%	**11.0%**	5.3%	10.9%	10.6%	*	*	-	0.0%	11.5%	11.4%	9.1%
2017-18	4.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 1,167

Campus Name: KAUFMAN H S

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

Grade Span: 09 - 12

Campus Number: 129903001

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)
2018-19	2.3%	4.9%	**4.5%**	5.3%	5.8%	3.5%	*	*	-	0.0%	53.8%	6.3%	13.6%
2017-18	1.7%	1.1%	**1.3%**	6.3%	0.0%	1.6%	*	*	-	*	7.1%	1.6%	0.0%

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	55.6%	86.0%	**88.7%**	89.5%	89.1%	88.0%	*	*	-	100.0%	80.8%	88.1%	68.2%
2017-18	38.7%	86.5%	**89.5%**	75.0%	88.0%	92.6%	*	*	-	*	67.9%	85.7%	88.9%

U.S. Armed Forces Enlistment (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	5.0%	2.7%	**1.9%**	0.0%	0.7%	3.5%	*	*	-	0.0%	0.0%	0.6%	4.5%
2017-18	4.3%	3.0%	**2.1%**	0.0%	0.0%	4.1%	*	*	-	*	0.0%	0.8%	0.0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.7%	0.9%	**1.0%**	0.0%	0.0%	2.1%	*	*	-	0.0%	11.5%	1.1%	0.0%
2017-18	2.6%	4.1%	**3.8%**	0.0%	1.1%	6.6%	*	*	-	*	32.1%	1.6%	0.0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: KAUFMAN ISD
Campus Name: KAUFMAN H S
Campus Number: 129903001

Total Students: 1,167
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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	59.3%	**60.5%**	42.1%	52.9%	70.4%	*	*	-	40.0%	3.8%	53.4%	13.6%
2017-18	32.1%	41.7%	**44.7%**	25.0%	34.8%	54.9%	*	*	-	*	10.7%	31.7%	0.0%
Mathematics													
2018-19	24.7%	35.6%	**37.5%**	31.6%	35.5%	40.1%	*	*	-	20.0%	0.0%	33.5%	13.6%
2017-18	23.7%	17.7%	**19.8%**	6.3%	13.0%	26.2%	*	*	-	*	3.6%	11.1%	0.0%
Both Subjects													
2018-19	18.8%	32.5%	**34.3%**	21.1%	30.4%	39.4%	*	*	-	20.0%	0.0%	29.0%	4.5%
2017-18	18.1%	16.9%	**19.0%**	6.3%	13.0%	24.6%	*	*	-	*	3.6%	10.3%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	89.1%	**91.3%**	94.7%	91.3%	90.8%	*	*	-	100.0%	88.5%	90.9%	68.2%
2017-18	58.4%	96.2%	**97.5%**	87.5%	98.9%	97.5%	*	*	-	*	82.1%	97.6%	100.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	46.5%	**46.3%**	68.4%	50.7%	39.4%	*	*	-	60.0%	26.9%	55.1%	72.7%
2017-18	2.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	55.0%	**55.7%**	78.9%	58.7%	50.7%	*	*	-	60.0%	34.6%	61.9%	72.7%
2017-18	3.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	38.6%	**39.2%**	68.4%	42.0%	32.4%	*	*	-	60.0%	23.1%	47.7%	68.2%
2017-18	0.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	5.2%	**5.3%**	0.0%	5.6%	5.6%	*	*	-	0.0%	n/a	6.2%	n/a
2018	25.8%	4.2%	**4.5%**	2.9%	7.7%	1.2%	*	33.3%	-	14.3%	n/a	7.4%	n/a
English Language Arts													
2019	14.5%	1.6%	**1.6%**	0.0%	2.4%	0.8%	*	*	-	0.0%	n/a	2.5%	n/a
2018	15.3%	1.4%	**1.5%**	2.9%	2.7%	0.0%	*	16.7%	-	0.0%	n/a	2.7%	n/a
Mathematics													
2019	7.4%	1.4%	**1.4%**	0.0%	1.6%	1.2%	*	*	-	0.0%	n/a	1.6%	n/a
2018	7.3%	0.3%	**0.4%**	0.0%	0.0%	0.4%	*	16.7%	-	0.0%	n/a	0.3%	n/a
Science													
2019	10.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
2018	10.8%	0.3%	**0.4%**	2.9%	0.5%	0.0%	*	0.0%	-	0.0%	n/a	0.7%	n/a
Social Studies													
2019	13.9%	2.4%	**2.4%**	0.0%	1.6%	3.6%	*	*	-	0.0%	n/a	2.8%	n/a
2018	14.5%	1.7%	**1.9%**	0.0%	3.2%	0.4%	*	16.7%	-	14.3%	n/a	3.4%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	46.7%	**48.3%**	-	57.1%	42.9%	-	*	-	-	n/a	45.0%	n/a
2018	50.7%	33.3%	**33.3%**	*	41.2%	*	-	*	-	*	n/a	36.4%	n/a
English Language Arts													
2019	41.2%	11.1%	**11.1%**	-	0.0%	*	-	*	-	-	n/a	12.5%	n/a
2018	42.5%	0.0%	**0.0%**	*	0.0%	-	-	*	-	-	n/a	0.0%	n/a
Mathematics													
2019	52.2%	25.0%	**25.0%**	-	*	*	-	*	-	-	n/a	0.0%	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	*	*	-	-	*	-	*	-	-	n/a	*	n/a
Science													
2019	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	*	*	*	*	-	-	-	-	-	n/a	*	n/a
Social Studies													
2019	46.3%	35.7%	**38.5%**	-	*	33.3%	-	-	-	-	n/a	33.3%	n/a
2018	44.6%	10.0%	**10.0%**	-	14.3%	*	-	*	-	*	n/a	10.0%	n/a

SAT/ACT Results (Annual Graduates)
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	39.2%	**41.4%**	57.9%	33.3%	45.1%	*	*	-	60.0%	n/a	33.3%	n/a
2017-18	74.6%	38.0%	**38.8%**	37.5%	32.6%	41.8%	*	*	-	*	n/a	27.3%	n/a

At/Above Criterion for All Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	35.7%	**35.9%**	9.1%	34.8%	42.2%	*	*	-	*	n/a	35.6%	n/a
2017-18	37.9%	21.8%	**23.9%**	16.7%	6.7%	29.4%	*	*	-	*	n/a	11.4%	n/a

Average SAT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	1019	**1021**	881	1016	1049	-	*	-	*	n/a	1012	n/a
2017-18	1036	1013	**1013**	913	970	1036	*	*	-	*	n/a	955	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	518	**518**	442	508	539	-	*	-	*	n/a	510	n/a
2017-18	521	521	**521**	487	510	527	*	*	-	*	n/a	492	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	502	**503**	439	507	511	-	*	-	*	n/a	502	n/a
2017-18	515	493	**493**	427	460	510	*	*	-	*	n/a	463	n/a

Average ACT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	20.2	**20.2**	14.0	20.1	21.4	*	*	-	-	n/a	19.4	n/a
2017-18	20.6	18.9	**19.6**	*	17.9	20.1	-	*	-	*	n/a	17.4	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	19.8	**19.8**	12.8	20.2	20.9	*	*	-	-	n/a	19.1	n/a
2017-18	20.3	18.6	**19.4**	*	17.9	20.1	-	*	-	*	n/a	17.0	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	19.7	**19.7**	14.5	19.1	20.9	*	*	-	-	n/a	19.1	n/a
2017-18	20.6	18.5	**19.0**	*	16.6	19.6	-	*	-	*	n/a	16.9	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	20.9	**20.9**	15.0	20.5	22.1	*	*	-	-	n/a	19.9	n/a
2017-18	20.9	19.4	**19.7**	*	18.6	20.1	-	*	-	*	n/a	17.9	n/a

Texas Education Agency
District Name: KAUFMAN ISD
Texas Academic Performance Report
Total Students: 1,167
Campus Name: KAUFMAN H S
2019-20 Campus Other Postsecondary Indicators
Grade Span: 09 - 12
Campus Number: 129903001
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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	35.7%	**36.5%**	42.9%	29.2%	42.2%	33.3%	100.0%	-	33.3%	11.3%	29.9%	9.4%
2017-18	43.4%	33.2%	**33.6%**	14.7%	29.2%	39.6%	33.3%	40.0%	-	46.7%	15.3%	27.3%	7.4%
English Language Arts													
2018-19	17.8%	12.9%	**13.1%**	8.2%	9.0%	17.3%	16.7%	42.9%	-	18.8%	1.1%	8.1%	0.0%
2017-18	17.3%	7.8%	**8.0%**	2.8%	6.0%	10.2%	33.3%	25.0%	-	0.0%	2.1%	4.8%	0.0%
Mathematics													
2018-19	20.4%	13.0%	**12.9%**	11.9%	10.8%	15.1%	0.0%	42.9%	-	6.7%	1.2%	9.5%	2.1%
2017-18	20.7%	16.3%	**15.9%**	6.2%	14.3%	17.8%	33.3%	40.0%	-	21.4%	2.6%	12.7%	2.9%
Science													
2018-19	21.7%	17.2%	**17.6%**	30.5%	14.2%	19.7%	16.7%	25.0%	-	11.8%	6.8%	15.7%	4.4%
2017-18	21.2%	18.2%	**18.8%**	10.8%	16.4%	21.8%	*	30.0%	-	21.4%	14.3%	15.7%	2.9%
Social Studies													
2018-19	23.6%	19.9%	**20.4%**	14.9%	14.9%	25.7%	20.0%	71.4%	-	13.3%	1.2%	13.7%	0.0%
2017-18	22.8%	16.4%	**16.7%**	7.0%	11.4%	21.5%	*	40.0%	-	20.0%	0.0%	9.4%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	44.0%	**48.1%**	50.0%	43.5%	51.6%	*	*	-	*	25.0%	40.6%	22.2%
2016-17	54.6%	49.4%	**54.2%**	40.0%	47.1%	61.9%	-	*	-	*	26.9%	43.8%	14.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.0%	**53.6%**	25.0%	42.1%	62.3%	*	*	-	*	28.6%	41.2%	*
2016-17	59.2%	54.8%	**55.8%**	37.5%	43.6%	63.5%	-	*	-	*	0.0%	43.1%	*

Texas Education Agency
District Name: KAUFMAN ISD

Campus Name: KAUFMAN H S

Campus Number: 129903001

Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,167

Grade Span: 09 - 12

School Type: High School

| Student Information | Membership | | | | Enrollment | | | |
| | --------- Campus --------- | | | | --------- Campus --------- | | | |
	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,167	100.0%	4,055	5,479,173	1,167	100.0%	4,057	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	4.2%	4.5%	0	0.0%	4.2%	4.5%
Kindergarten	0	0.0%	7.0%	7.0%	0	0.0%	7.0%	7.0%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.3%	0	0.0%	6.9%	7.3%
Grade 5	0	0.0%	7.9%	7.6%	0	0.0%	7.9%	7.6%
Grade 6	0	0.0%	8.4%	7.7%	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	8.1%	7.5%	0	0.0%	8.1%	7.5%
Grade 9	326	27.9%	8.0%	8.2%	326	27.9%	8.0%	8.2%
Grade 10	291	24.9%	7.3%	7.4%	291	24.9%	7.3%	7.4%
Grade 11	294	25.2%	7.6%	6.9%	294	25.2%	7.6%	6.9%
Grade 12	256	21.9%	6.6%	6.4%	256	21.9%	6.6%	6.4%
Ethnic Distribution:								
African American	56	4.8%	4.6%	12.6%	56	4.8%	4.6%	12.6%
Hispanic	545	46.7%	49.7%	52.8%	545	46.7%	49.6%	52.8%
White	530	45.4%	42.4%	27.0%	530	45.4%	42.4%	27.0%
American Indian	9	0.8%	0.5%	0.4%	9	0.8%	0.5%	0.4%
Asian	5	0.4%	0.3%	4.6%	5	0.4%	0.3%	4.6%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	21	1.8%	2.4%	2.5%	21	1.8%	2.4%	2.5%
Sex:								
Female	558	47.8%	48.5%	48.8%	558	47.8%	48.5%	48.8%
Male	609	52.2%	51.5%	51.2%	609	52.2%	51.5%	51.2%
Economically Disadvantaged	799	68.5%	75.4%	60.3%	799	68.5%	75.4%	60.2%
Non-Educationally Disadvantaged	368	31.5%	24.6%	39.7%	368	31.5%	24.6%	39.8%
Section 504 Students	115	9.9%	7.6%	6.9%	115	9.9%	7.6%	6.9%
English Learners (EL)	105	9.0%	19.9%	20.3%	105	9.0%	19.9%	20.3%
Students w/ Disciplinary Placements (2018-19)	53	4.3%	2.2%	1.5%				
Students w/ Dyslexia	52	4.5%	4.7%	4.1%	52	4.5%	4.7%	4.1%
Foster Care	3	0.3%	0.7%	0.3%	3	0.3%	0.7%	0.3%
Homeless	22	1.9%	3.9%	1.4%	22	1.9%	3.9%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	46.1%	65.1%	0	0.0%	46.2%	65.1%
Military Connected	7	0.6%	0.6%	1.9%	7	0.6%	0.6%	1.9%
At-Risk	879	75.3%	58.7%	50.6%	879	75.3%	58.6%	50.5%

Texas Education Agency

District Name: KAUFMAN ISD

Campus Name: KAUFMAN H S

Campus Number: 129903001

Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,167

Grade Span: 09 - 12

School Type: High School

Student Information	Membership Campus Count	Membership Campus Percent	Membership District	Membership State	Enrollment Campus Count	Enrollment Campus Percent	Enrollment District	Enrollment State
Students by Instructional Program:								
Bilingual/ESL Education	104	8.9%	19.6%	20.6%	104	8.9%	19.6%	20.6%
Career & Technical Education	1,102	94.4%	27.8%	27.6%				
Career & Technical Education (9-12 grades only)	719	61.6%	62.3%	50.8%	719	61.6%	62.3%	50.8%
Gifted & Talented Education	81	6.9%	6.7%	8.1%	81	6.9%	6.7%	8.1%
Special Education	87	7.5%	10.3%	10.5%	87	7.5%	10.3%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	87							
By Type of Primary Disability								
Students with Intellectual Disabilities	44	50.6%	30.9%	42.4%				
Students with Physical Disabilities	10	11.5%	39.8%	21.4%				
Students with Autism	8	9.2%	**	13.8%				
Students with Behavioral Disabilities	25	28.7%	21.1%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	124	10.1%	11.8%	15.3%				
By Ethnicity:								
African American	17	1.4%						
Hispanic	54	4.4%						
White	48	3.9%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	5	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	85	9.7%						

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.6%	-	0.0%	5.5%
Grade 1	-	1.3%	2.9%	-	5.3%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	2.9%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.3%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.3%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	3.8%	0.6%
Grade 9	1.5%	1.5%	7.8%	0.0%	0.0%	13.1%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: KAUFMAN ISD
Campus Name: KAUFMAN H S
Campus Number: 129903001

Total Students: 1,167
Grade Span: 09 - 12
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	19.0
Grade 1	-	19.4	18.9
Grade 2	-	16.6	18.8
Grade 3	-	18.4	19.0
Grade 4	-	19.4	19.2
Grade 5	-	22.5	20.9
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	15.0	15.6	16.4
Foreign Languages	18.6	18.6	18.7
Mathematics	18.8	17.8	17.8
Science	21.8	18.8	18.8
Social Studies	21.2	17.8	19.3

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 1,167

Campus Name: KAUFMAN H S

2019-20 Campus Staff Information

Grade Span: 09 - 12

Campus Number: 129903001

School Type: High School

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	101.2	100.0%	100.0%	100.0%
Professional Staff:	89.1	88.0%	65.7%	63.7%
Teachers	75.5	74.6%	52.8%	49.4%
Professional Support	8.5	8.4%	7.3%	10.2%
Campus Administration (School Leadership)	5.0	4.9%	3.6%	3.0%
Educational Aides:	12.2	12.0%	17.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	3.0	n/a	10.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	13.8	13.7%	23.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	2.6%	2.2%	10.8%
Hispanic	6.0	7.9%	9.9%	28.1%
White	66.5	88.1%	86.6%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.3%	0.7%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.1%
Males	28.4	37.6%	24.5%	23.8%
Females	47.2	62.4%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	57.9	76.7%	81.7%	73.4%
Masters	16.6	22.0%	18.0%	24.5%
Doctorate	1.0	1.3%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.9%	7.4%
1-5 Years Experience	13.8	18.2%	23.5%	27.9%
6-10 Years Experience	14.4	19.1%	16.2%	19.4%
11-20 Years Experience	28.0	37.0%	32.8%	29.4%
Over 20 Years Experience	19.4	25.7%	24.5%	15.9%
Number of Students per Teacher	15.5	n/a	14.9	15.1

District Name: KAUFMAN ISD
Campus Name: KAUFMAN H S
Campus Number: 129903001

Total Students: 1,167
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	6.7	6.2
Average Years Experience of Principals with District	1.0	6.3	5.3
Average Years Experience of Assistant Principals	3.3	3.8	5.3
Average Years Experience of Assistant Principals with District	3.0	3.7	4.7
Average Years Experience of Teachers:	15.2	13.4	11.1
Average Years Experience of Teachers with District:	7.2	7.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$48,180	$49,868
1-5 Years Experience	$52,568	$50,054	$52,823
6-10 Years Experience	$52,076	$51,711	$55,756
11-20 Years Experience	$57,567	$56,211	$59,308
Over 20 Years Experience	$63,742	$63,534	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$57,194	$55,593	$57,091
Professional Support	$63,035	$64,288	$67,352
Campus Administration (School Leadership)	$81,208	$75,045	$82,512
Instructional Staff Percent:	n/a	74.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: KAUFMAN ISD
Campus Name: KAUFMAN H S
Campus Number: 129903001

Total Students: 1,167
Grade Span: 09 - 12
School Type: High School

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	2.6%	2.2%	6.5%
Career & Technical Education	15.3	20.2%	5.9%	5.0%
Compensatory Education	2.8	3.6%	10.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	36.6	48.4%	68.3%	70.9%
Special Education	4.8	6.3%	6.4%	9.3%
Other	14.2	18.8%	6.5%	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.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

2019-20 Texas Academic Performance Report

District Name: **KAUFMAN ISD**

Campus Name: **GARY W CAMPBELL H S**

Campus Number: **129903003**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**
      (evaluated with alternative education accountability provisions)

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

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Total Students: 29
Grade Span: 10 - 12
School Type: High School

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

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

		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)
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	67%	**40%**	*	*	20%	-	-	-	*	-	-	38%	*	43%	*
	2018	65%	64%	**67%**	*	*	*	-	-	-	-	-	-	40%	*	71%	*
At Meets Grade Level or Above	2019	50%	44%	**20%**	*	*	20%	-	-	-	*	-	-	25%	*	14%	*
	2018	44%	42%	**44%**	*	*	*	-	-	-	-	-	-	20%	*	43%	*
At Masters Grade Level	2019	11%	10%	**0%**	*	*	0%	-	-	-	*	-	-	0%	*	0%	*
	2018	7%	4%	**0%**	*	*	*	-	-	-	-	-	-	0%	*	0%	*
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	67%	**53%**	*	60%	57%	-	-	-	*	-	-	46%	*	45%	*
	2018	67%	66%	**63%**	*	*	70%	-	-	-	-	*	*	43%	78%	64%	*
At Meets Grade Level or Above	2019	49%	47%	**27%**	*	20%	43%	-	-	-	*	-	-	23%	*	18%	*
	2018	48%	39%	**31%**	*	*	50%	-	-	-	-	*	*	14%	44%	27%	*
At Masters Grade Level	2019	8%	5%	**0%**	*	0%	0%	-	-	-	*	-	-	0%	*	0%	*
	2018	8%	2%	**0%**	*	*	0%	-	-	-	-	*	*	0%	0%	0%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**89%**	*	*	100%	-	-	-	*	-	-	83%	*	80%	-
	2018	83%	81%	**92%**	-	100%	86%	-	-	-	-	*	-	100%	80%	100%	*
At Meets Grade Level or Above	2019	61%	66%	**33%**	*	*	33%	-	-	-	*	-	-	33%	*	40%	-
	2018	55%	47%	**8%**	-	0%	14%	-	-	-	-	*	-	0%	20%	0%	*
At Masters Grade Level	2019	37%	38%	**11%**	*	*	0%	-	-	-	*	-	-	17%	*	20%	-
	2018	32%	24%	**0%**	-	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	95%	**57%**	*	*	*	-	-	-	*	-	-	60%	*	80%	*
	2018	87%	89%	**83%**	*	*	*	-	-	-	-	-	-	*	100%	*	*
At Meets Grade Level or Above	2019	62%	63%	**0%**	*	*	*	-	-	-	*	-	-	0%	*	0%	*
	2018	59%	57%	**17%**	*	*	*	-	-	-	-	-	-	*	20%	*	*
At Masters Grade Level	2019	25%	23%	**0%**	*	*	*	-	-	-	*	-	-	0%	*	0%	*
	2018	24%	23%	**0%**	*	*	*	-	-	-	-	-	-	*	0%	*	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	**85%**	*	*	86%	-	-	-	*	-	-	100%	60%	80%	*
	2018	92%	88%	**100%**	-	*	100%	-	-	-	-	-	*	100%	100%	100%	*
At Meets Grade Level or Above	2019	73%	60%	**46%**	*	*	57%	-	-	-	*	-	-	50%	40%	30%	*
	2018	70%	52%	**38%**	-	*	50%	-	-	-	-	-	*	13%	80%	43%	*
At Masters Grade Level	2019	45%	30%	**15%**	*	*	29%	-	-	-	*	-	-	13%	20%	0%	*
	2018	40%	23%	**23%**	-	*	30%	-	-	-	-	-	*	13%	40%	14%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**65%**	83%	73%	61%	-	-	-	40%	-	-	63%	71%	63%	40%

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

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Total Students: 29
Grade Span: 10 - 12
School Type: High School

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

		State	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)
	2018	77%	74%	**80%**	40%	81%	86%	-	-	-	-	*	*	71%	89%	82%	67%
At Meets Grade Level or Above	2019	50%	46%	**28%**	17%	20%	36%	-	-	-	20%	-	-	28%	29%	21%	0%
	2018	48%	41%	**29%**	0%	6%	43%	-	-	-	-	*	*	11%	46%	26%	11%
At Masters Grade Level	2019	24%	20%	**6%**	17%	0%	7%	-	-	-	0%	-	-	5%	7%	3%	0%
	2018	22%	16%	**5%**	0%	0%	9%	-	-	-	-	*	*	4%	7%	3%	0%
All Grades ELA/Reading At Approaches Grade Level or Above	2019	75%	73%	**48%**	*	63%	42%	-	-	-	*	-	-	43%	*	44%	*
	2018	74%	69%	**64%**	*	71%	71%	-	-	-	-	*	*	42%	85%	67%	*
At Meets Grade Level or Above	2019	48%	41%	**24%**	*	25%	33%	-	-	-	*	-	-	24%	*	17%	*
	2018	46%	37%	**36%**	*	14%	57%	-	-	-	-	*	*	17%	54%	33%	*
At Masters Grade Level	2019	21%	15%	**0%**	*	0%	0%	-	-	-	*	-	-	0%	*	0%	*
	2018	19%	13%	**0%**	*	0%	0%	-	-	-	-	*	*	0%	0%	0%	*
All Grades Mathematics At Approaches Grade Level or Above	2019	82%	84%	**89%**	*	*	100%	-	-	-	*	-	-	83%	*	80%	-
	2018	81%	80%	**92%**	-	100%	86%	-	-	-	-	*	-	100%	80%	100%	*
At Meets Grade Level or Above	2019	52%	50%	**33%**	*	*	33%	-	-	-	*	-	-	33%	*	40%	-
	2018	50%	45%	**8%**	-	0%	14%	-	-	-	-	*	-	0%	20%	0%	*
At Masters Grade Level	2019	26%	24%	**11%**	*	*	0%	-	-	-	*	-	-	17%	*	20%	-
	2018	24%	20%	**0%**	-	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
All Grades Science At Approaches Grade Level or Above	2019	81%	87%	**57%**	*	*	*	-	-	-	*	-	-	60%	*	80%	*
	2018	80%	83%	**83%**	*	*	*	-	-	-	-	-	-	*	100%	*	*
At Meets Grade Level or Above	2019	54%	56%	**0%**	*	*	*	-	-	-	*	-	-	0%	*	0%	*
	2018	51%	50%	**17%**	*	*	*	-	-	-	-	-	-	*	20%	*	*
At Masters Grade Level	2019	25%	24%	**0%**	*	*	*	-	-	-	*	-	-	0%	*	0%	*
	2018	23%	21%	**0%**	*	*	*	-	-	-	-	-	-	*	0%	*	*
All Grades Social Studies At Approaches Grade Level or Above	2019	81%	87%	**85%**	*	*	86%	-	-	-	*	-	-	100%	60%	80%	*
	2018	78%	78%	**100%**	-	*	100%	-	-	-	-	-	*	100%	100%	100%	*
At Meets Grade Level or Above	2019	55%	54%	**46%**	*	*	57%	-	-	-	*	-	-	50%	40%	30%	*
	2018	53%	44%	**38%**	-	*	50%	-	-	-	-	-	*	13%	80%	43%	*
At Masters Grade Level	2019	33%	28%	**15%**	*	*	29%	-	-	-	*	-	-	13%	20%	0%	*
	2018	31%	19%	**23%**	-	*	30%	-	-	-	-	-	*	13%	40%	14%	*

District Name: KAUFMAN ISD

Campus Name: GARY W CAMPBELL H S

Campus Number: 129903003

Total Students: 29

Grade Span: 10 - 12

School Type: High School

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

		State	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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	72	**50**	-	*	*	-	-	-	*	-	-	50	*	*	*
	2018	67	68	*	-	-	*	-	-	-	-	-	*	*	*	*	-
End of Course Algebra I	2019	75	76	*	-	-	-	-	-	-	*	-	-	*	-	*	-
	2018	72	72	*	-	-	*	-	-	-	-	-	-	-	*	*	-
All Grades Both Subjects	2019	69	71	**44**	-	*	*	-	-	-	*	-	-	43	*	20	*
	2018	69	72	**50**	-	-	50	-	-	-	-	-	*	*	*	*	-
All Grades ELA/Reading	2019	68	69	**50**	-	*	*	-	-	-	*	-	-	50	*	*	*
	2018	69	68	*	-	-	*	-	-	-	-	-	*	*	*	*	-
All Grades Mathematics	2019	70	73	*	-	-	-	-	-	-	*	-	-	*	-	*	-
	2018	70	77	*	-	-	*	-	-	-	-	-	-	-	*	*	-

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Total Students: 29
Grade Span: 10 - 12
School Type: High School

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

There is no data for this campus.

District Name: KAUFMAN ISD

Campus Name: GARY W CAMPBELL H S

Campus Number: 129903003

Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 29

Grade Span: 10 - 12

(Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**65%**	-	-	-	-	-	*	-	*	-	*	*
	2018	77%	74%	**80%**	-	-	-	-	-	67%	-	67%	-	67%	67%
At Meets Grade Level or Above	2019	50%	46%	**28%**	-	-	-	-	-	*	-	*	-	*	*
	2018	48%	41%	**29%**	-	-	-	-	-	11%	-	11%	-	11%	11%
At Masters Grade Level	2019	24%	20%	**6%**	-	-	-	-	-	*	-	*	-	*	*
	2018	22%	16%	**5%**	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	73%	**48%**	-	-	-	-	-	*	-	*	-	*	*
	2018	74%	69%	**64%**	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	48%	41%	**24%**	-	-	-	-	-	*	-	*	-	*	*
	2018	46%	37%	**36%**	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	21%	15%	**0%**	-	-	-	-	-	*	-	*	-	*	*
	2018	19%	13%	**0%**	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	84%	**89%**	-	-	-	-	-	-	-	-	-	-	-
	2018	81%	80%	**92%**	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	52%	50%	**33%**	-	-	-	-	-	-	-	-	-	-	-
	2018	50%	45%	**8%**	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	26%	24%	**11%**	-	-	-	-	-	-	-	-	-	-	-
	2018	24%	20%	**0%**	-	-	-	-	-	*	-	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	87%	**57%**	-	-	-	-	-	*	-	*	-	*	*
	2018	80%	83%	**83%**	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	54%	56%	**0%**	-	-	-	-	-	*	-	*	-	*	*
	2018	51%	50%	**17%**	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	25%	24%	**0%**	-	-	-	-	-	*	-	*	-	*	*
	2018	23%	21%	**0%**	-	-	-	-	-	*	-	*	-	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	87%	**85%**	-	-	-	-	-	-	-	-	-	-	-
	2018	78%	78%	**100%**	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	55%	54%	**46%**	-	-	-	-	-	-	-	-	-	-	-
	2018	53%	44%	**38%**	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	33%	28%	**15%**	-	-	-	-	-	-	-	-	-	-	-
	2018	31%	19%	**23%**	-	-	-	-	-	*	-	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	71%	**44%**	-	-	-	-	-	-	-	-	-	-	-
	2018	69%	72%	**50%**	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68%	69%	**50%**	-	-	-	-	-	-	-	-	-	-	-
	2018	69%	68%	*****	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	73%	*****	-	-	-	-	-	-	-	-	-	-	-
	2018	70%	77%	*****	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Total Students: 34
Grade Span: 09 - 12
School Type: High School

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

	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%	**97%**	100%	100%	94%	-	-	-	100%	-	96%	100%
Included in Accountability	94%	95%	**77%**	100%	60%	85%	-	-	-	83%	-	79%	50%
Not Included in Accountability													
Mobile	4%	4%	**20%**	0%	40%	9%	-	-	-	17%	-	17%	50%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	-	0%	0%
Not Tested	1%	0%	**3%**	0%	0%	6%	-	-	-	0%	-	4%	0%
Absent	1%	0%	**3%**	0%	0%	6%	-	-	-	0%	-	4%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	-	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**98%**	100%	100%	96%	-	-	-	-	100%	96%	100%
Included in Accountability	94%	96%	**68%**	83%	59%	71%	-	-	-	-	43%	63%	69%
Not Included in Accountability													
Mobile	4%	4%	**29%**	17%	41%	24%	-	-	-	-	57%	33%	31%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
Not Tested	1%	0%	**2%**	0%	0%	4%	-	-	-	-	0%	4%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**2%**	0%	0%	4%	-	-	-	-	0%	4%	0%

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Total Students: 29
Grade Span: 10 - 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)
Attendance Rate													
2018-19	95.4%	95.4%	**81.2%**	*	84.6%	78.0%	-	-	-	*	*	83.0%	*
2017-18	95.4%	95.3%	**83.4%**	*	82.3%	82.9%	-	-	-	*	*	82.7%	*
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
2017-18	1.9%	0.1%	**1.5%**	0.0%	0.0%	2.6%	-	-	-	*	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	98.5%	**88.0%**	*	88.9%	90.9%	-	-	-	*	80.0%	85.0%	*
Received TxCHSE	0.5%	0.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.7%	1.2%	**12.0%**	*	11.1%	9.1%	-	-	-	*	20.0%	15.0%	*
Dropped Out	5.9%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	98.8%	**88.0%**	*	88.9%	90.9%	-	-	-	*	80.0%	85.0%	*
Graduates, TxCHSE, and Continuers	94.1%	100.0%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Class of 2018													
Graduated	90.0%	96.5%	**73.1%**	*	55.6%	81.3%	-	-	-	-	*	80.0%	*
Received TxCHSE	0.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Continued HS	3.8%	1.9%	**11.5%**	*	11.1%	12.5%	-	-	-	-	*	0.0%	*
Dropped Out	5.7%	1.6%	**15.4%**	*	33.3%	6.3%	-	-	-	-	*	20.0%	*
Graduates and TxCHSE	90.4%	96.5%	**73.1%**	*	55.6%	81.3%	-	-	-	-	*	80.0%	*
Graduates, TxCHSE, and Continuers	94.3%	98.4%	**84.6%**	*	66.7%	93.8%	-	-	-	-	*	80.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	98.1%	**81.5%**	*	55.6%	94.1%	-	-	-	-	*	76.5%	*
Received TxCHSE	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Continued HS	1.1%	0.4%	**3.7%**	*	11.1%	0.0%	-	-	-	-	*	5.9%	*
Dropped Out	6.1%	1.5%	**14.8%**	*	33.3%	5.9%	-	-	-	-	*	17.6%	*
Graduates and TxCHSE	92.8%	98.1%	**81.5%**	*	55.6%	94.1%	-	-	-	-	*	76.5%	*
Graduates, TxCHSE, and Continuers	93.9%	98.5%	**85.2%**	*	66.7%	94.1%	-	-	-	-	*	82.4%	*
Class of 2017													
Graduated	92.0%	95.8%	**81.0%**	*	100.0%	69.2%	-	-	-	*	*	76.5%	-
Received TxCHSE	0.6%	0.8%	**4.8%**	*	0.0%	7.7%	-	-	-	*	*	5.9%	-
Continued HS	1.1%	1.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Dropped Out	6.3%	2.1%	**14.3%**	*	0.0%	23.1%	-	-	-	*	*	17.6%	-
Graduates and TxCHSE	92.6%	96.6%	**85.7%**	*	100.0%	76.9%	-	-	-	*	*	82.4%	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	**85.7%**	*	100.0%	76.9%	-	-	-	*	*	82.4%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.0%	**81.0%**	*	100.0%	69.2%	-	-	-	*	*	76.5%	-

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Total Students: 29
Grade Span: 10 - 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)
Received TxCHSE	0.7%	0.9%	**4.8%**	*	0.0%	7.7%	-	-	-	*	*	5.9%	-
Continued HS	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Dropped Out	6.3%	2.1%	**14.3%**	*	0.0%	23.1%	-	-	-	*	*	17.6%	-
Graduates and TxCHSE	93.2%	97.9%	**85.7%**	*	100.0%	76.9%	-	-	-	*	*	82.4%	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	**85.7%**	*	100.0%	76.9%	-	-	-	*	*	82.4%	-
Class of 2016													
Graduated	92.1%	85.1%	**75.7%**	*	90.9%	66.7%	-	-	-	-	*	73.9%	-
Received TxCHSE	0.8%	6.0%	**8.1%**	*	0.0%	12.5%	-	-	-	-	*	13.0%	-
Continued HS	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Dropped Out	6.6%	9.0%	**16.2%**	*	9.1%	20.8%	-	-	-	-	*	13.0%	-
Graduates and TxCHSE	92.9%	91.0%	**83.8%**	*	90.9%	79.2%	-	-	-	-	*	87.0%	-
Graduates, TxCHSE, and Continuers	93.4%	91.0%	**83.8%**	*	90.9%	79.2%	-	-	-	-	*	87.0%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	97.9%	**88.0%**	*	88.9%	90.9%	-	-	-	*	80.0%	85.0%	*
Class of 2018	90.0%	96.5%	**74.1%**	*	60.0%	81.3%	-	-	-	-	*	81.3%	*

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	73.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	**-**	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	4.2%	0.9%	**13.6%**	*	25.0%	10.0%	-	-	-	*	*	11.8%	*
Class of 2018	5.0%	1.2%	**5.3%**	*	0.0%	7.7%	-	-	-	-	*	0.0%	-

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	83.5%	93.1%	**72.7%**	*	75.0%	70.0%	-	-	-	*	*	82.4%	*
Class of 2018	82.0%	89.4%	**78.9%**	*	100.0%	76.9%	-	-	-	-	*	91.7%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	87.6%	94.0%	**86.4%**	*	100.0%	80.0%	-	-	-	*	*	94.1%	*
Class of 2018	86.8%	90.0%	**84.2%**	*	100.0%	84.6%	-	-	-	-	*	91.7%	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	32.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	*	*****	-	-	*	-	-	-	-	*	*	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	4.4%	1.2%	**15.0%**	*	33.3%	8.3%	-	-	-	-	*	14.3%	*
2017-18	4.9%	0.8%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	82.1%	92.9%	**75.0%**	*	66.7%	83.3%	-	-	-	-	*	78.6%	*
2017-18	81.5%	91.2%	**96.3%**	*	100.0%	92.9%	-	-	-	*	*	100.0%	*

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	94.1%	**90.0%**	*	100.0%	91.7%	-	-	-	-	*	92.9%	*
2017-18	85.1%	91.4%	**93.1%**	*	100.0%	87.5%	-	-	-	*	*	94.4%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Total Students: 29
Grade Span: 10 - 12
School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	20	100.0%	329	355,615
By Ethnicity:				
African American	2	10.0%	21	43,953
Hispanic	6	30.0%	144	180,673
White	12	60.0%	154	105,577
American Indian	0	0.0%	2	1,293
Asian	0	0.0%	3	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	0	0.0%	5	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	2	10.0%	26	51,579
Foundation H.S. Program (Endorsement)	3	15.0%	4	15,160
Foundation H.S. Program (DLA)	15	75.0%	299	285,538
Special Education Graduates	2	10.0%	28	27,598
Economically Disadvantaged Graduates	14	70.0%	190	186,364
LEP Graduates	2	10.0%	24	25,189
At-Risk Graduates	16	80.0%	191	146,432

Texas Education Agency

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 29
Grade Span: 10 - 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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	93.3%	**75.0%**	*	100.0%	62.5%	-	-	-	-	*	75.0%	*
2017-18	65.5%	63.5%	**48.3%**	*	45.0%	50.0%	-	-	-	*	*	41.7%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	81.8%	**40.0%**	*	50.0%	41.7%	-	-	-	-	*	42.9%	*
2017-18	50.0%	28.6%	**6.9%**	*	0.0%	12.5%	-	-	-	*	*	5.6%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	88.1%	**70.0%**	*	83.3%	66.7%	-	-	-	-	*	71.4%	*
2017-18	58.2%	44.7%	**17.2%**	*	20.0%	18.8%	-	-	-	*	*	11.1%	*
Mathematics													
2018-19	48.6%	79.6%	**45.0%**	*	50.0%	50.0%	-	-	-	-	*	50.0%	*
2017-18	46.0%	20.7%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Both Subjects													
2018-19	44.2%	76.9%	**35.0%**	*	50.0%	33.3%	-	-	-	-	*	42.9%	*
2017-18	42.1%	20.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.1%	**10.0%**	*	0.0%	16.7%	-	-	-	-	*	7.1%	*
2017-18	20.7%	19.2%	**6.9%**	*	0.0%	12.5%	-	-	-	*	*	5.6%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	5.5%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
2017-18	20.4%	4.1%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
2017-18	1.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
2017-18	1.0%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	53.3%	**42.5%**	*	66.7%	25.0%	-	-	-	-	*	39.3%	*
2017-18	28.7%	48.7%	**43.1%**	*	45.0%	40.6%	-	-	-	*	*	36.1%	*
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	10.3%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
2017-18	4.8%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 29
Grade Span: 10 - 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)
2018-19	2.3%	4.9%	**10.0%**	*	0.0%	8.3%	-	-	-	-	*	7.1%	*
2017-18	1.7%	1.1%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	86.0%	**45.0%**	*	50.0%	41.7%	-	-	-	-	*	28.6%	*
2017-18	38.7%	86.5%	**62.1%**	*	70.0%	56.3%	-	-	-	*	*	61.1%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	**15.0%**	*	50.0%	0.0%	-	-	-	-	*	21.4%	*
2017-18	4.3%	3.0%	**10.3%**	*	20.0%	0.0%	-	-	-	*	*	11.1%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	0.9%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
2017-18	2.6%	4.1%	**6.9%**	*	0.0%	12.5%	-	-	-	*	*	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
2017-18	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Total Students: 29
Grade Span: 10 - 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	59.3%	**40.0%**	*	50.0%	33.3%	-	-	-	-	*	42.9%	*
2017-18	32.1%	41.7%	**17.2%**	*	20.0%	18.8%	-	-	-	*	*	11.1%	*
Mathematics													
2018-19	24.7%	35.6%	**5.0%**	*	0.0%	8.3%	-	-	-	-	*	7.1%	*
2017-18	23.7%	17.7%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Both Subjects													
2018-19	18.8%	32.5%	**5.0%**	*	0.0%	8.3%	-	-	-	-	*	7.1%	*
2017-18	18.1%	16.9%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	89.1%	**55.0%**	*	50.0%	50.0%	-	-	-	-	*	42.9%	*
2017-18	58.4%	96.2%	**86.2%**	*	90.0%	81.3%	-	-	-	*	*	88.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	46.5%	**50.0%**	*	66.7%	41.7%	-	-	-	-	*	50.0%	*
2017-18	2.0%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Mathematics													
2018-19	7.3%	55.0%	**45.0%**	*	50.0%	50.0%	-	-	-	-	*	50.0%	*
2017-18	3.9%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Both Subjects													
2018-19	2.6%	38.6%	**30.0%**	*	50.0%	25.0%	-	-	-	-	*	35.7%	*
2017-18	0.9%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	5.2%	**3.7%**	*	0.0%	0.0%	-	?	-	*	n/a	0.0%	n/a
2018	25.8%	4.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
English Language Arts													
2019	14.5%	1.6%	**0.0%**	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2018	15.3%	1.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Mathematics													
2019	7.4%	1.4%	**0.0%**	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2018	7.3%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Science													
2019	10.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2018	10.8%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Social Studies													
2019	13.9%	2.4%	**3.7%**	*	0.0%	0.0%	-	?	-	*	n/a	0.0%	n/a
2018	14.5%	1.7%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	46.7%	*	-	-	-	-	*	-	-	n/a	-	n/a
2018	50.7%	33.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	11.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	25.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Total Students: 29
Grade Span: 10 - 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)
2018	52.8%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	35.7%	*	-	-	-	-	*	-	-	n/a	-	n/a
2018	44.6%	10.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	39.2%	**5.0%**	*	16.7%	0.0%	-	-	-	-	n/a	7.1%	n/a
2017-18	74.6%	38.0%	**31.0%**	*	10.0%	37.5%	-	-	-	*	n/a	23.8%	n/a

At/Above Criterion for All Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	35.7%	*	-	*	-	-	-	-	-	n/a	*	n/a
2017-18	37.9%	21.8%	**0.0%**	*	*	0.0%	-	-	-	*	n/a	0.0%	n/a

Average SAT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	1019	*	-	*	-	-	-	-	-	n/a	*	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	518	*	-	*	-	-	-	-	-	n/a	*	n/a
2017-18	521	521	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	502	*	-	*	-	-	-	-	-	n/a	*	n/a
2017-18	515	493	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.9	**15.4**	*	*	16.2	-	-	-	*	n/a	15.4	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	18.6	**14.2**	*	*	15.3	-	-	-	*	n/a	14.4	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.5	**15.8**	*	*	16.2	-	-	-	*	n/a	15.6	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	19.4	**17.3**	*	*	17.5	-	-	-	*	n/a	17.2	n/a

Texas Education Agency

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 29
Grade Span: 10 - 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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	35.7%	**14.0%**	*	18.8%	14.8%	-	-	-	*	*	16.0%	*
2017-18	43.4%	33.2%	**23.3%**	16.7%	26.3%	23.5%	-	-	-	*	20.0%	29.0%	*
English Language Arts													
2018-19	17.8%	12.9%	**6.8%**	*	0.0%	13.0%	-	-	-	*	*	8.7%	*
2017-18	17.3%	7.8%	**2.0%**	*	0.0%	3.2%	-	-	-	*	*	0.0%	*
Mathematics													
2018-19	20.4%	13.0%	**14.3%**	*	30.0%	9.1%	-	-	-	*	*	16.7%	*
2017-18	20.7%	16.3%	**24.4%**	*	23.1%	25.0%	-	-	-	*	*	29.2%	*
Science													
2018-19	21.7%	17.2%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
2017-18	21.2%	18.2%	**4.4%**	0.0%	6.7%	4.2%	-	-	-	*	0.0%	7.1%	*
Social Studies													
2018-19	23.6%	19.9%	**2.9%**	*	0.0%	4.8%	-	-	-	*	*	5.0%	*
2017-18	22.8%	16.4%	**8.7%**	*	7.1%	11.1%	-	-	-	*	*	4.0%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	44.0%	**10.3%**	*	0.0%	18.8%	-	-	-	*	*	0.0%	*
2016-17	54.6%	49.4%	**7.7%**	*	0.0%	14.3%	-	-	-	*	*	10.5%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.0%	*	-	-	*	-	-	-	-	-	-	-
2016-17	59.2%	54.8%	*	-	-	*	-	-	-	-	-	*	-

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 29
Grade Span: 10 - 12
School Type: High School

Student Information	Membership Campus Count	Membership Campus Percent	Membership District	Membership State	Enrollment Campus Count	Enrollment Campus Percent	Enrollment District	Enrollment State
Total Students	29	100.0%	4,055	5,479,173	29	100.0%	4,057	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	4.2%	4.5%	0	0.0%	4.2%	4.5%
Kindergarten	0	0.0%	7.0%	7.0%	0	0.0%	7.0%	7.0%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.3%	0	0.0%	6.9%	7.3%
Grade 5	0	0.0%	7.9%	7.6%	0	0.0%	7.9%	7.6%
Grade 6	0	0.0%	8.4%	7.7%	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	8.1%	7.5%	0	0.0%	8.1%	7.5%
Grade 9	0	0.0%	8.0%	8.2%	0	0.0%	8.0%	8.2%
Grade 10	4	13.8%	7.3%	7.4%	4	13.8%	7.3%	7.4%
Grade 11	14	48.3%	7.6%	6.9%	14	48.3%	7.6%	6.9%
Grade 12	11	37.9%	6.6%	6.4%	11	37.9%	6.6%	6.4%
Ethnic Distribution:								
African American	2	6.9%	4.6%	12.6%	2	6.9%	4.6%	12.6%
Hispanic	12	41.4%	49.7%	52.8%	12	41.4%	49.6%	52.8%
White	12	41.4%	42.4%	27.0%	12	41.4%	42.4%	27.0%
American Indian	0	0.0%	0.5%	0.4%	0	0.0%	0.5%	0.4%
Asian	0	0.0%	0.3%	4.6%	0	0.0%	0.3%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	3	10.3%	2.4%	2.5%	3	10.3%	2.4%	2.5%
Sex:								
Female	18	62.1%	48.5%	48.8%	18	62.1%	48.5%	48.8%
Male	11	37.9%	51.5%	51.2%	11	37.9%	51.5%	51.2%
Economically Disadvantaged	24	82.8%	75.4%	60.3%	24	82.8%	75.4%	60.2%
Non-Educationally Disadvantaged	5	17.2%	24.6%	39.7%	5	17.2%	24.6%	39.8%
Section 504 Students	0	0.0%	7.6%	6.9%	0	0.0%	7.6%	6.9%
English Learners (EL)	4	13.8%	19.9%	20.3%	4	13.8%	19.9%	20.3%
Students w/ Disciplinary Placements (2018-19)	4	7.0%	2.2%	1.5%				
Students w/ Dyslexia	1	3.4%	4.7%	4.1%	1	3.4%	4.7%	4.1%
Foster Care	0	0.0%	0.7%	0.3%	0	0.0%	0.7%	0.3%
Homeless	1	3.4%	3.9%	1.4%	1	3.4%	3.9%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	46.1%	65.1%	0	0.0%	46.2%	65.1%
Military Connected	0	0.0%	0.6%	1.9%	0	0.0%	0.6%	1.9%
At-Risk	25	86.2%	58.7%	50.6%	25	86.2%	58.6%	50.5%

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 29

Campus Name: GARY W CAMPBELL H S

2019-20 Campus Student Information

Grade Span: 10 - 12

Campus Number: 129903003

School Type: High School

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	4	13.8%	19.6%	20.6%	4	13.8%	19.6%	20.6%
Career & Technical Education	26	89.7%	27.8%	27.6%				
Career & Technical Education (9-12 grades only)	26	89.7%	62.3%	50.8%	26	89.7%	62.3%	50.8%
Gifted & Talented Education	1	3.4%	6.7%	8.1%	1	3.4%	6.7%	8.1%
Special Education	1	3.4%	10.3%	10.5%	1	3.4%	10.3%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	30.9%	42.4%				
Students with Physical Disabilities	**	**	39.8%	21.4%				
Students with Autism	**	**	**	13.8%				
Students with Behavioral Disabilities	*	*	21.1%	20.8%				
Students with Non-Categorical Early Childhood	**	**	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	37	64.9%	11.8%	15.3%				
By Ethnicity:								
African American	3	5.3%						
Hispanic	12	21.1%						
White	20	35.1%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	2	3.5%						
Student Attrition (2018-19):								
Total Student Attrition	11	47.8%						

Student Information	---------Non-Special Education Rates---------			-------------Special Education Rates-------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.6%	-	0.0%	5.5%
Grade 1	-	1.3%	2.9%	-	5.3%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	2.9%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.3%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.3%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	3.8%	0.6%
Grade 9	0.0%	1.5%	7.8%	-	0.0%	13.1%

Texas Education Agency

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 29
Grade Span: 10 - 12
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	19.0
Grade 1	-	19.4	18.9
Grade 2	-	16.6	18.8
Grade 3	-	18.4	19.0
Grade 4	-	19.4	19.2
Grade 5	-	22.5	20.9
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	2.8	15.6	16.4
Foreign Languages	-	18.6	18.7
Mathematics	5.3	17.8	17.8
Science	1.8	18.8	18.8
Social Studies	1.8	17.8	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Total Students: 29
Grade Span: 10 - 12
School Type: High School

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	18.6	100.0%	100.0%	100.0%
Professional Staff:	11.8	63.6%	65.7%	63.7%
Teachers	9.3	49.6%	52.8%	49.4%
Professional Support	1.0	5.4%	7.3%	10.2%
Campus Administration (School Leadership)	1.6	8.6%	3.6%	3.0%
Educational Aides:	6.8	36.4%	17.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	10.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	4.4	23.8%	23.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	10.8%	2.2%	10.8%
Hispanic	0.0	0.0%	9.9%	28.1%
White	7.8	83.8%	86.6%	57.7%
American Indian	0.5	5.4%	0.2%	0.3%
Asian	0.0	0.0%	0.7%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.1%
Males	7.2	78.4%	24.5%	23.8%
Females	2.0	21.6%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	5.0	54.1%	81.7%	73.4%
Masters	4.3	45.9%	18.0%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.9%	7.4%
1-5 Years Experience	1.0	10.8%	23.5%	27.9%
6-10 Years Experience	1.0	10.8%	16.2%	19.4%
11-20 Years Experience	1.9	20.7%	32.8%	29.4%
Over 20 Years Experience	5.3	57.7%	24.5%	15.9%
Number of Students per Teacher	3.1	n/a	14.9	15.1

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Total Students: 29
Grade Span: 10 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	21.0	6.7	6.2
Average Years Experience of Principals with District	18.0	6.3	5.3
Average Years Experience of Assistant Principals	8.0	3.8	5.3
Average Years Experience of Assistant Principals with District	8.0	3.7	4.7
Average Years Experience of Teachers:	18.9	13.4	11.1
Average Years Experience of Teachers with District:	7.7	7.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$48,180	$49,868
1-5 Years Experience	$49,100	$50,054	$52,823
6-10 Years Experience	$51,800	$51,711	$55,756
11-20 Years Experience	$52,832	$56,211	$59,308
Over 20 Years Experience	$62,871	$63,534	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$58,108	$55,593	$57,091
Professional Support	$69,467	$64,288	$67,352
Campus Administration (School Leadership)	$80,995	$75,045	$82,512
Instructional Staff Percent:	n/a	74.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: KAUFMAN ISD
Campus Name: GARY W CAMPBELL H S
Campus Number: 129903003

Total Students: 29
Grade Span: 10 - 12
School Type: High School

Program Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.2%	6.5%
Career & Technical Education	0.0	0.0%	5.9%	5.0%
Compensatory Education	8.1	87.0%	10.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	0.0	0.0%	68.3%	70.9%
Special Education	1.2	13.0%	6.4%	9.3%
Other	0.0	0.0%	6.5%	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.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

2019-20 Texas Academic Performance Report

District Name: **KAUFMAN ISD**

Campus Name: **NORMAN J H**

Campus Number: **129903041**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency

District Name: KAUFMAN ISD
Campus Name: NORMAN J H
Campus Number: 129903041

Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 987
Grade Span: 06 - 08
School Type: Middle

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

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

District Name: KAUFMAN ISD
Campus Name: NORMAN J H
Campus Number: 129903041

Total Students: 987
Grade Span: 06 - 08
School Type: Middle

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

		State	District	Campus	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)

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

Grade 6 Reading
At Approaches Grade Level or

		State	District	Campus	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)
Above	2019	68%	64%	**64%**	56%	61%	67%	-	*	*	*	33%	*	65%	60%	60%	55%
At Meets Grade Level or Above	2019	37%	33%	**33%**	33%	26%	40%	-	*	*	*	22%	*	34%	32%	29%	22%
At Masters Grade Level	2019	18%	11%	**11%**	11%	9%	11%	-	*	*	*	0%	*	12%	9%	9%	5%

Grade 6 Mathematics
At Approaches Grade Level or

		State	District	Campus	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)
Above	2019	81%	87%	**87%**	83%	86%	89%	-	*	*	*	63%	*	89%	82%	85%	83%
At Meets Grade Level or Above	2019	47%	55%	**55%**	50%	54%	57%	-	*	*	*	33%	*	57%	49%	49%	50%
At Masters Grade Level	2019	21%	26%	**26%**	28%	24%	28%	-	*	*	*	11%	*	26%	26%	21%	22%

Grade 7 Reading
At Approaches Grade Level or

		State	District	Campus	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)
Above	2019	76%	71%	**71%**	92%	66%	74%	*	*	-	*	30%	*	71%	68%	68%	58%
	2018	74%	67%	**67%**	67%	61%	75%	*	-	*	86%	31%	*	69%	60%	62%	58%
At Meets Grade Level or Above	2019	49%	37%	**37%**	15%	29%	48%	*	*	-	*	20%	*	38%	34%	32%	22%
	2018	48%	38%	**38%**	33%	32%	46%	*	-	*	43%	14%	*	40%	32%	32%	28%
At Masters Grade Level	2019	29%	19%	**19%**	8%	15%	25%	*	*	-	*	10%	*	19%	21%	15%	12%
	2018	29%	24%	**24%**	17%	20%	30%	*	-	*	29%	3%	*	25%	22%	18%	16%

Grade 7 Mathematics
At Approaches Grade Level or

		State	District	Campus	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)
Above	2019	75%	77%	**77%**	100%	71%	80%	*	*	-	*	50%	*	77%	75%	75%	64%
	2018	72%	78%	**78%**	92%	74%	82%	*	-	*	86%	52%	80%	80%	74%	74%	77%
At Meets Grade Level or Above	2019	43%	38%	**38%**	31%	34%	42%	*	*	-	*	30%	*	39%	35%	36%	29%
	2018	40%	42%	**42%**	17%	38%	51%	*	-	*	43%	17%	80%	45%	35%	35%	38%
At Masters Grade Level	2019	17%	13%	**13%**	8%	11%	14%	*	*	-	*	15%	*	12%	16%	12%	14%
	2018	18%	18%	**18%**	0%	14%	23%	*	-	*	14%	7%	60%	19%	13%	13%	13%

Grade 7 Writing
At Approaches Grade Level or

		State	District	Campus	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)
Above	2019	70%	67%	**67%**	85%	62%	70%	*	*	-	*	30%	*	67%	66%	63%	52%
	2018	69%	67%	**67%**	75%	58%	75%	*	-	*	86%	25%	*	68%	62%	61%	60%
At Meets Grade Level or Above	2019	42%	31%	**31%**	23%	25%	38%	*	*	-	*	20%	*	30%	35%	28%	24%
	2018	43%	33%	**33%**	25%	29%	38%	*	-	*	43%	18%	*	32%	36%	27%	26%
At Masters Grade Level	2019	18%	8%	**8%**	15%	4%	9%	*	*	-	*	10%	*	8%	6%	7%	6%
	2018	15%	6%	**6%**	0%	6%	5%	*	-	*	14%	4%	*	6%	6%	4%	5%

Grade 8 Reading^
At Approaches Grade Level or

		State	District	Campus	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)
Above	2019	86%	87%	**87%**	85%	82%	94%	*	*	*	100%	58%	*	89%	82%	86%	83%
	2018	86%	86%	**86%**	67%	85%	90%	*	-	-	78%	46%	*	86%	83%	83%	82%
At Meets Grade Level or Above	2019	55%	49%	**49%**	31%	42%	59%	*	*	*	57%	19%	*	48%	52%	42%	35%
	2018	49%	42%	**42%**	44%	39%	44%	*	-	-	56%	38%	*	40%	48%	36%	30%
At Masters Grade Level	2019	28%	25%	**25%**	23%	21%	30%	*	*	*	29%	0%	*	25%	23%	21%	15%

District Name: KAUFMAN ISD
Campus Name: NORMAN J H
Campus Number: 129903041

Total Students: 987
Grade Span: 06 - 08
School Type: Middle

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

		State	District	Campus	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)
	2018	27%	16%	**16%**	11%	15%	17%	*	-	-	22%	4%	*	16%	15%	12%	7%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	**88%**	85%	86%	90%	*	-	*	100%	52%	*	90%	81%	87%	90%
	2018	86%	83%	**83%**	67%	81%	90%	*	-	-	67%	42%	*	83%	84%	80%	75%
At Meets Grade Level or Above	2019	57%	45%	**45%**	54%	37%	53%	*	-	*	83%	24%	*	47%	41%	40%	38%
	2018	51%	49%	**49%**	44%	49%	51%	*	-	-	33%	27%	*	48%	50%	49%	42%
At Masters Grade Level	2019	17%	9%	**9%**	8%	8%	10%	*	-	*	17%	12%	*	9%	7%	8%	7%
	2018	15%	9%	**9%**	11%	12%	5%	*	-	-	0%	15%	*	7%	14%	11%	12%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	84%	**84%**	62%	77%	94%	*	*	*	100%	58%	*	86%	78%	80%	83%
	2018	76%	79%	**79%**	67%	71%	89%	*	-	-	78%	42%	*	79%	78%	72%	60%
At Meets Grade Level or Above	2019	51%	51%	**51%**	38%	37%	67%	*	*	*	86%	27%	*	52%	48%	43%	35%
	2018	52%	50%	**50%**	33%	46%	57%	*	-	-	44%	23%	*	51%	48%	43%	37%
At Masters Grade Level	2019	25%	24%	**24%**	15%	21%	29%	*	*	*	29%	4%	*	24%	25%	20%	18%
	2018	28%	25%	**25%**	11%	17%	33%	*	-	-	33%	12%	*	26%	18%	15%	16%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	80%	**80%**	69%	74%	87%	*	*	*	100%	62%	*	81%	77%	77%	79%
	2018	65%	66%	**66%**	44%	62%	73%	*	-	-	78%	36%	*	66%	69%	61%	51%
At Meets Grade Level or Above	2019	37%	46%	**46%**	38%	35%	58%	*	*	*	57%	35%	*	46%	45%	38%	36%
	2018	36%	34%	**34%**	33%	29%	41%	*	-	-	22%	32%	*	33%	36%	28%	20%
At Masters Grade Level	2019	21%	25%	**25%**	15%	21%	32%	*	*	*	14%	19%	*	25%	25%	19%	18%
	2018	21%	14%	**14%**	0%	11%	19%	*	-	-	11%	12%	*	14%	14%	8%	8%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**100%**	-	100%	100%	-	*	-	*	*	*	100%	100%	100%	100%
	2018	83%	81%	**100%**	-	100%	100%	*	-	-	*	-	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	66%	**100%**	-	100%	100%	-	*	-	*	*	*	100%	100%	100%	100%
	2018	55%	47%	**100%**	-	100%	100%	*	-	-	*	-	*	100%	100%	100%	100%
At Masters Grade Level	2019	37%	38%	**81%**	-	78%	84%	-	*	-	*	*	*	87%	55%	76%	88%
	2018	32%	24%	**95%**	-	90%	100%	*	-	-	*	-	*	98%	80%	86%	71%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**79%**	79%	74%	83%	71%	100%	100%	93%	50%	75%	80%	74%	76%	71%
	2018	77%	74%	**76%**	69%	70%	82%	44%	-	*	81%	39%	84%	76%	73%	71%	66%
At Meets Grade Level or Above	2019	50%	46%	**44%**	35%	36%	53%	43%	78%	50%	65%	26%	53%	45%	42%	38%	33%
	2018	48%	41%	**43%**	32%	38%	49%	22%	-	*	44%	24%	60%	43%	42%	37%	32%
At Masters Grade Level	2019	24%	20%	**19%**	15%	16%	23%	7%	33%	17%	33%	9%	36%	20%	18%	15%	14%
	2018	22%	16%	**18%**	7%	16%	23%	6%	-	*	23%	8%	28%	19%	16%	13%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	73%	**74%**	75%	69%	78%	*	*	*	92%	41%	67%	76%	69%	71%	64%
	2018	74%	69%	**76%**	67%	72%	82%	40%	-	*	81%	38%	86%	78%	71%	72%	69%
At Meets Grade Level or Above	2019	48%	41%	**40%**	27%	32%	49%	*	*	*	54%	21%	58%	40%	39%	34%	26%

District Name: KAUFMAN ISD
Campus Name: NORMAN J H
Campus Number: 129903041

Total Students: 987
Grade Span: 06 - 08
School Type: Middle

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

		State	District	Campus	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)
	2018	46%	37%	**40%**	38%	35%	45%	20%	-	*	50%	25%	57%	40%	40%	34%	29%
At Masters Grade Level	2019	21%	15%	**18%**	14%	15%	22%	*	*	*	38%	3%	33%	19%	17%	15%	10%
	2018	19%	13%	**20%**	14%	18%	24%	0%	-	*	25%	4%	43%	21%	19%	15%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	84%	**85%**	89%	81%	87%	*	*	*	92%	56%	75%	86%	80%	83%	79%
	2018	81%	80%	**82%**	81%	78%	87%	60%	-	*	81%	47%	88%	83%	80%	78%	77%
At Meets Grade Level or Above	2019	52%	50%	**50%**	45%	45%	55%	*	*	*	77%	30%	50%	52%	45%	44%	41%
	2018	50%	45%	**51%**	29%	47%	57%	40%	-	*	50%	22%	88%	52%	46%	45%	43%
At Masters Grade Level	2019	26%	24%	**21%**	16%	18%	25%	*	*	*	38%	14%	42%	21%	20%	17%	17%
	2018	24%	20%	**22%**	5%	19%	27%	0%	-	*	25%	11%	50%	23%	19%	16%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	61%	**67%**	85%	62%	70%	*	*	-	*	30%	*	67%	66%	63%	52%
	2018	66%	59%	**67%**	75%	58%	75%	*	-	*	86%	25%	*	68%	62%	61%	60%
At Meets Grade Level or Above	2019	38%	27%	**31%**	23%	25%	38%	*	*	-	*	20%	*	30%	35%	28%	24%
	2018	41%	30%	**33%**	25%	29%	38%	*	-	*	43%	18%	*	32%	36%	27%	26%
At Masters Grade Level	2019	14%	6%	**8%**	15%	4%	9%	*	*	-	*	10%	*	8%	6%	7%	6%
	2018	13%	6%	**6%**	0%	6%	5%	*	-	*	14%	4%	*	6%	6%	4%	5%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	87%	**84%**	62%	77%	94%	*	*	*	100%	58%	*	86%	78%	80%	83%
	2018	80%	83%	**79%**	67%	71%	89%	*	-	-	78%	42%	*	79%	78%	72%	60%
At Meets Grade Level or Above	2019	54%	56%	**51%**	38%	37%	67%	*	*	*	86%	27%	*	52%	48%	43%	35%
	2018	51%	50%	**50%**	33%	46%	57%	*	-	-	44%	23%	*	51%	48%	43%	37%
At Masters Grade Level	2019	25%	24%	**24%**	15%	21%	29%	*	*	*	29%	4%	*	24%	25%	20%	18%
	2018	23%	21%	**25%**	11%	17%	33%	*	-	-	33%	12%	*	26%	18%	15%	16%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	87%	**80%**	69%	74%	87%	*	*	*	100%	62%	*	81%	77%	77%	79%
	2018	78%	78%	**66%**	44%	62%	73%	*	-	-	78%	36%	*	66%	69%	61%	51%
At Meets Grade Level or Above	2019	55%	54%	**46%**	38%	35%	58%	*	*	*	57%	35%	*	46%	45%	38%	36%
	2018	53%	44%	**34%**	33%	29%	41%	*	-	-	22%	32%	*	33%	36%	28%	20%
At Masters Grade Level	2019	33%	28%	**25%**	15%	21%	32%	*	*	*	14%	19%	*	25%	25%	19%	18%
	2018	31%	19%	**14%**	0%	11%	19%	*	-	-	11%	12%	*	14%	14%	8%	8%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

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

School Progress Domain - Academic Growth Score by Grade and Subject

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 6 ELA/Reading	2019	42	39	**39**	44	35	40	-	*	*	*	39	*	37	44	38	30
	2018	47	47	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics	2019	54	68	**68**	75	66	68	-	*	*	*	41	*	67	70	65	60
	2018	56	68	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 ELA/Reading	2019	77	73	**73**	62	72	74	*	*	-	*	55	*	71	79	71	70
	2018	76	75	**75**	79	81	69	*	-	*	64	67	*	75	73	74	82
Grade 7 Mathematics	2019	62	51	**51**	62	46	55	*	*	-	*	50	*	50	57	51	52
	2018	67	68	**68**	63	71	65	*	-	*	71	66	90	68	67	67	71
Grade 8 ELA/Reading	2019	77	79	**79**	73	81	78	*	-	*	79	66	*	80	76	80	80
	2018	79	76	**76**	78	75	77	*	-	-	78	65	*	77	71	76	71
Grade 8 Mathematics	2019	82	85	**85**	81	86	83	*	-	*	92	67	*	84	88	85	87
	2018	81	86	**86**	100	83	90	*	-	-	75	74	*	85	89	86	79
End of Course Algebra I	2019	75	76	**84**	-	78	88	-	-	-	*	*	*	88	61	78	88
	2018	72	72	**100**	-	100	100	*	-	-	*	-	*	100	100	100	100
All Grades Both Subjects	2019	69	71	**66**	65	64	67	69	*	*	85	53	52	65	68	64	63
	2018	69	72	**77**	79	78	75	60	-	*	75	68	93	77	75	76	76
All Grades ELA/Reading	2019	68	69	**63**	58	63	64	*	*	*	85	53	42	63	65	63	60
	2018	69	68	**75**	79	78	73	40	-	*	72	66	93	76	72	75	77
All Grades Mathematics	2019	70	73	**68**	73	65	70	*	*	*	85	53	63	67	70	66	65
	2018	70	77	**78**	79	79	78	80	-	*	78	69	94	78	78	77	75

District Name: KAUFMAN ISD
Campus Name: NORMAN J H
Campus Number: 129903041

Total Students: 987
Grade Span: 06 - 08
School Type: Middle

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

		State	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%	44%	**41%**	57%	38%	42%	*	-	*	*	17%	41%	34%
	2018	38%	35%	**38%**	*	37%	46%	*	-	*	*	17%	38%	30%
Mathematics	2019	45%	48%	**45%**	*	40%	54%	*	-	-	*	16%	44%	31%
	2018	47%	49%	**48%**	*	47%	55%	*	-	-	*	22%	47%	50%
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	9%	**9%**	20%	9%	6%	-	-	-	-	0%	9%	6%
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	22%	**22%**	*	20%	33%	-	-	-	-	17%	20%	17%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	78%	**78%**	77%	69%	88%	*	*	*	86%	35%	74%	43%
Students Requiring Accelerated Instruction														
	2019	22%	22%	**22%**	23%	31%	12%	*	*	*	14%	65%	26%	57%
STAAR Cumulative Met Standard														
	2019	85%	87%	**87%**	85%	81%	94%	*	*	*	100%	52%	86%	68%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	100%	**100%**	*	100%	100%	*	-	-	*	100%	100%	100%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	80%	**80%**	77%	76%	85%	*	-	*	83%	36%	78%	73%
Students Requiring Accelerated Instruction														
	2019	18%	20%	**20%**	23%	24%	15%	*	-	*	17%	64%	22%	27%
STAAR Cumulative Met Standard														
	2019	88%	87%	**87%**	85%	85%	90%	*	-	*	100%	45%	86%	84%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	100%	**100%**	*	100%	100%	*	-	-	*	100%	100%	100%

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 987

Campus Name: NORMAN J H

2019-20 Campus STAAR Performance

Grade Span: 06 - 08

Campus Number: 129903041

Bilingual Education/English as a Second Language

(Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**79%**	-	-	-	-	-	55%	-	55%	83%	55%	55%
	2018	77%	74%	**76%**	-	-	-	-	-	44%	*	45%	-	44%	44%
At Meets Grade Level or Above	2019	50%	46%	**44%**	-	-	-	-	-	11%	-	11%	17%	11%	11%
	2018	48%	41%	**43%**	-	-	-	-	-	9%	*	9%	-	9%	9%
At Masters Grade Level	2019	24%	20%	**19%**	-	-	-	-	-	3%	-	3%	0%	3%	3%
	2018	22%	16%	**18%**	-	-	-	-	-	1%	*	1%	-	1%	1%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	73%	**74%**	-	-	-	-	-	45%	-	45%	*	45%	45%
	2018	74%	69%	**76%**	-	-	-	-	-	43%	*	42%	-	43%	43%
At Meets Grade Level or Above	2019	48%	41%	**40%**	-	-	-	-	-	4%	-	4%	*	4%	4%
	2018	46%	37%	**40%**	-	-	-	-	-	6%	*	6%	-	6%	6%
At Masters Grade Level	2019	21%	15%	**18%**	-	-	-	-	-	1%	-	1%	*	1%	1%
	2018	19%	13%	**20%**	-	-	-	-	-	1%	*	1%	-	1%	1%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	84%	**85%**	-	-	-	-	-	67%	-	67%	*	67%	67%
	2018	81%	80%	**82%**	-	-	-	-	-	65%	*	66%	-	65%	65%
At Meets Grade Level or Above	2019	52%	50%	**50%**	-	-	-	-	-	22%	-	22%	*	22%	22%
	2018	50%	45%	**51%**	-	-	-	-	-	19%	*	19%	-	19%	19%
At Masters Grade Level	2019	26%	24%	**21%**	-	-	-	-	-	6%	-	6%	*	6%	6%
	2018	24%	20%	**22%**	-	-	-	-	-	1%	*	1%	-	1%	1%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	61%	**67%**	-	-	-	-	-	35%	-	35%	-	35%	35%
	2018	66%	59%	**67%**	-	-	-	-	-	31%	-	31%	-	31%	31%
At Meets Grade Level or Above	2019	38%	27%	**31%**	-	-	-	-	-	3%	-	3%	-	3%	3%
	2018	41%	30%	**33%**	-	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	14%	6%	**8%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	13%	6%	**6%**	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	87%	**84%**	-	-	-	-	-	71%	-	71%	*	71%	72%
	2018	80%	83%	**79%**	-	-	-	-	-	30%	*	31%	-	30%	30%
At Meets Grade Level or Above	2019	54%	56%	**51%**	-	-	-	-	-	9%	-	9%	*	9%	8%
	2018	51%	50%	**50%**	-	-	-	-	-	7%	*	8%	-	7%	7%
At Masters Grade Level	2019	25%	24%	**24%**	-	-	-	-	-	3%	-	3%	*	3%	3%
	2018	23%	21%	**25%**	-	-	-	-	-	0%	*	0%	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	87%	**80%**	-	-	-	-	-	66%	-	66%	*	66%	67%
	2018	78%	78%	**66%**	-	-	-	-	-	29%	*	30%	-	29%	29%
At Meets Grade Level or Above	2019	55%	54%	**46%**	-	-	-	-	-	6%	-	6%	*	6%	6%
	2018	53%	44%	**34%**	-	-	-	-	-	4%	*	4%	-	4%	4%
At Masters Grade Level	2019	33%	28%	**25%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	31%	19%	**14%**	-	-	-	-	-	0%	*	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	71%	**66%**	-	-	-	-	-	57%	-	57%	*	57%	57%
	2018	69%	72%	**77%**	-	-	-	-	-	74%	*	74%	-	74%	74%
All Grades ELA/Reading	2019	68%	69%	**63%**	-	-	-	-	-	54%	-	54%	*	54%	54%
	2018	69%	68%	**75%**	-	-	-	-	-	82%	*	82%	-	82%	82%
All Grades Mathematics	2019	70%	73%	**68%**	-	-	-	-	-	60%	-	60%	*	60%	60%

District Name: KAUFMAN ISD

Campus Name: NORMAN J H

Campus Number: 129903041

Texas Academic Performance Report

2019-20 Campus STAAR Performance

Bilingual Education/English as a Second Language

Total Students: 987

Grade Span: 06 - 08

(Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	77%	**78%**	-	-	-	-	-	66%	*	66%	-	66%	66%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	44%	**41%**	-	-	-	-	-	33%	-	33%	*	33%	34%
	2018	38%	35%	**38%**	-	-	-	-	-	30%	*	29%	-	30%	30%
Mathematics	2019	45%	48%	**45%**	-	-	-	-	-	31%	-	31%	-	31%	31%
	2018	47%	49%	**48%**	-	-	-	-	-	50%	*	52%	-	50%	50%

District Name: KAUFMAN ISD
Campus Name: NORMAN J H
Campus Number: 129903041

Total Students: 934
Grade Span: 06 - 08
School Type: Middle

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

	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%	99%	100%	100%	100%	100%	98%	100%	100%
Included in Accountability	94%	95%	**95%**	91%	96%	95%	100%	100%	100%	91%	92%	96%	94%
Not Included in Accountability													
Mobile	4%	4%	**4%**	9%	3%	4%	0%	0%	0%	9%	5%	3%	3%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	0%	**0%**	0%	0%	1%	0%	0%	0%	0%	2%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	0%	0%	0%	0%	2%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	99%	100%	-	*	100%	99%	100%	100%
Included in Accountability	94%	96%	**96%**	100%	98%	95%	100%	-	*	89%	98%	97%	98%
Not Included in Accountability													
Mobile	4%	4%	**3%**	0%	2%	4%	0%	-	*	11%	2%	3%	1%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	-	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	1%	0%	-	*	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	0%	-	*	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	-	*	0%	0%	0%	0%

District Name: KAUFMAN ISD
Campus Name: NORMAN J H
Campus Number: 129903041

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 987
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													
2018-19	95.4%	95.4%	**95.3%**	95.2%	96.1%	94.4%	96.4%	*	*	96.0%	93.2%	95.0%	96.0%
2017-18	95.4%	95.3%	**95.6%**	94.2%	96.3%	95.1%	96.8%	-	*	95.0%	93.9%	95.4%	96.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	98.5%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.8%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.5%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.9%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	98.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.8%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	**-**	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.0%	**-**	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
District Name: KAUFMAN ISD
Campus Name: NORMAN J H
Campus Number: 129903041

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 987
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)
Received TxCHSE	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

Class of 2019	83.5%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	89.4%	-	-	-	-	-	-	-	-	-	-	-

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

Class of 2019	87.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

2018-19	4.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

2018-19	82.1%	92.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	91.2%	-	-	-	-	-	-	-	-	-	-	-

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

2018-19	85.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	91.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD

Campus Name: NORMAN J H

Campus Number: 129903041

Texas Academic Performance Report

2019-20 Campus Graduation Profile

Total Students: 987

Grade Span: 06 - 08

School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	329	355,615
By Ethnicity:				
African American	-	-	21	43,953
Hispanic	-	-	144	180,673
White	-	-	154	105,577
American Indian	-	-	2	1,293
Asian	-	-	3	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	5	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	26	51,579
Foundation H.S. Program (Endorsement)	-	-	4	15,160
Foundation H.S. Program (DLA)	-	-	299	285,538
Special Education Graduates	-	-	28	27,598
Economically Disadvantaged Graduates	-	-	190	186,364
LEP Graduates	-	-	24	25,189
At-Risk Graduates	-	-	191	146,432

Texas Education Agency
District Name: KAUFMAN ISD
Texas Academic Performance Report
Total Students: 987
Campus Name: NORMAN J H
2019-20 Campus College, Career, and Military Readiness (CCMR)
Grade Span: 06 - 08
Campus Number: 129903041
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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	63.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	81.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	28.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	88.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	44.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	79.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	20.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	76.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	5.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	53.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	48.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	10.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 987

Campus Name: NORMAN J H

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

Grade Span: 06 - 08

Campus Number: 129903041

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)
2018-19	2.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

| 2018-19 | 55.6% | 86.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 38.7% | 86.5% | - | - | - | - | - | - | - | - | - | - | - |

U.S. Armed Forces Enlistment (Annual Graduates)

| 2018-19 | 5.0% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 4.3% | 3.0% | - | - | - | - | - | - | - | - | - | - | - |

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

| 2018-19 | 2.7% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 2.6% | 4.1% | - | - | - | - | - | - | - | - | - | - | - |

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

| 2018-19 | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
District Name: KAUFMAN ISD
Campus Name: NORMAN J H
Campus Number: 129903041

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

Total Students: 987
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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	41.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	32.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	16.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	46.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	55.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	5.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	1.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	2.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	1.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	46.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	33.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	11.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	25.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency

District Name: KAUFMAN ISD

Campus Name: NORMAN J H

Campus Number: 129903041

Texas Academic Performance Report

2019-20 Campus CCMR-Related Indicators

Total Students: 987

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)
2018	52.8%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	35.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	10.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)

Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	39.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	38.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion for All
Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	35.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	21.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)

All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	1019	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts
and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	518	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	521	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	502	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	493	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)

All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.9	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	18.6	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 987

Campus Name: NORMAN J H

2019-20 Campus Other Postsecondary Indicators

Grade Span: 06 - 08

Campus Number: 129903041

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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	35.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	33.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	12.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	13.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	16.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	44.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	49.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	54.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD
Campus Name: NORMAN J H
Campus Number: 129903041

Total Students: 987
Grade Span: 06 - 08
School Type: Middle

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent	District	State	Count	Percent	District	State
Total Students	987	100.0%	4,055	5,479,173	987	100.0%	4,057	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	4.2%	4.5%	0	0.0%	4.2%	4.5%
Kindergarten	0	0.0%	7.0%	7.0%	0	0.0%	7.0%	7.0%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.3%	0	0.0%	6.9%	7.3%
Grade 5	0	0.0%	7.9%	7.6%	0	0.0%	7.9%	7.6%
Grade 6	341	34.5%	8.4%	7.7%	341	34.5%	8.4%	7.7%
Grade 7	316	32.0%	7.8%	7.7%	316	32.0%	7.8%	7.7%
Grade 8	330	33.4%	8.1%	7.5%	330	33.4%	8.1%	7.5%
Grade 9	0	0.0%	8.0%	8.2%	0	0.0%	8.0%	8.2%
Grade 10	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	7.6%	6.9%	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	6.6%	6.4%	0	0.0%	6.6%	6.4%
Ethnic Distribution:								
African American	44	4.5%	4.6%	12.6%	44	4.5%	4.6%	12.6%
Hispanic	498	50.5%	49.7%	52.8%	498	50.5%	49.6%	52.8%
White	419	42.5%	42.4%	27.0%	419	42.5%	42.4%	27.0%
American Indian	5	0.5%	0.5%	0.4%	5	0.5%	0.5%	0.4%
Asian	4	0.4%	0.3%	4.6%	4	0.4%	0.3%	4.6%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	16	1.6%	2.4%	2.5%	16	1.6%	2.4%	2.5%
Sex:								
Female	480	48.6%	48.5%	48.8%	480	48.6%	48.5%	48.8%
Male	507	51.4%	51.5%	51.2%	507	51.4%	51.5%	51.2%
Economically Disadvantaged	749	75.9%	75.4%	60.3%	749	75.9%	75.4%	60.2%
Non-Educationally Disadvantaged	238	24.1%	24.6%	39.7%	238	24.1%	24.6%	39.8%
Section 504 Students	93	9.4%	7.6%	6.9%	93	9.4%	7.6%	6.9%
English Learners (EL)	221	22.4%	19.9%	20.3%	221	22.4%	19.9%	20.3%
Students w/ Disciplinary Placements (2018-19)	34	3.5%	2.2%	1.5%				
Students w/ Dyslexia	52	5.3%	4.7%	4.1%	52	5.3%	4.7%	4.1%
Foster Care	4	0.4%	0.7%	0.3%	4	0.4%	0.7%	0.3%
Homeless	14	1.4%	3.9%	1.4%	14	1.4%	3.9%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	46.1%	65.1%	0	0.0%	46.2%	65.1%
Military Connected	9	0.9%	0.6%	1.9%	9	0.9%	0.6%	1.9%
At-Risk	637	64.5%	58.7%	50.6%	637	64.5%	58.6%	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: KAUFMAN ISD
Campus Name: NORMAN J H
Campus Number: 129903041

Total Students: 987
Grade Span: 06 - 08
School Type: Middle

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	219	22.2%	19.6%	20.6%	219	22.2%	19.6%	20.6%
Career & Technical Education	0	0.0%	27.8%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	62.3%	50.8%	0	-	62.3%	50.8%
Gifted & Talented Education	66	6.7%	6.7%	8.1%	66	6.7%	6.7%	8.1%
Special Education	92	9.3%	10.3%	10.5%	92	9.3%	10.3%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	92							
By Type of Primary Disability								
Students with Intellectual Disabilities	36	39.1%	30.9%	42.4%				
Students with Physical Disabilities	16	17.4%	39.8%	21.4%				
Students with Autism	8	8.7%	**	13.8%				
Students with Behavioral Disabilities	32	34.8%	21.1%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	78	7.9%	11.8%	15.3%				
By Ethnicity:								
African American	6	0.6%						
Hispanic	32	3.3%						
White	39	4.0%						
American Indian	1	0.1%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	51	8.1%						

Student Information	---------Non-Special Education Rates---------			-------------Special Education Rates-------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.6%	-	0.0%	5.5%
Grade 1	-	1.3%	2.9%	-	5.3%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	2.9%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.3%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.3%	0.3%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.3%	0.3%	0.4%	3.8%	3.8%	0.6%
Grade 9	-	1.5%	7.8%	-	0.0%	13.1%

Texas Education Agency

District Name: KAUFMAN ISD
Campus Name: NORMAN J H
Campus Number: 129903041

Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 987
Grade Span: 06 - 08
School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	19.0
Grade 1	-	19.4	18.9
Grade 2	-	16.6	18.8
Grade 3	-	18.4	19.0
Grade 4	-	19.4	19.2
Grade 5	-	22.5	20.9
Grade 6	23.7	23.7	20.4
Secondary:			
English/Language Arts	17.9	15.6	16.4
Foreign Languages	-	18.6	18.7
Mathematics	17.3	17.8	17.8
Science	20.1	18.8	18.8
Social Studies	18.9	17.8	19.3

District Name: KAUFMAN ISD

Campus Name: NORMAN J H

Campus Number: 129903041

Total Students: 987

Grade Span: 06 - 08

School Type: Middle

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	81.6	100.0%	100.0%	100.0%
Professional Staff:	67.2	82.3%	65.7%	63.7%
Teachers	61.2	75.0%	52.8%	49.4%
Professional Support	3.0	3.7%	7.3%	10.2%
Campus Administration (School Leadership)	3.0	3.7%	3.6%	3.0%
Educational Aides:	14.4	17.7%	17.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	2.0	n/a	10.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	18.5	22.7%	23.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	3.3%	2.2%	10.8%
Hispanic	4.0	6.5%	9.9%	28.1%
White	54.2	88.6%	86.6%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.7%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.6%	0.4%	1.1%
Males	24.1	39.4%	24.5%	23.8%
Females	37.1	60.6%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	48.2	78.7%	81.7%	73.4%
Masters	13.0	21.3%	18.0%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.2%	2.9%	7.4%
1-5 Years Experience	12.2	20.0%	23.5%	27.9%
6-10 Years Experience	9.7	15.8%	16.2%	19.4%
11-20 Years Experience	19.2	31.5%	32.8%	29.4%
Over 20 Years Experience	18.0	29.4%	24.5%	15.9%
Number of Students per Teacher	16.1	n/a	14.9	15.1

District Name: KAUFMAN ISD
Campus Name: NORMAN J H
Campus Number: 129903041

Total Students: 987
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	6.7	6.2
Average Years Experience of Principals with District	7.0	6.3	5.3
Average Years Experience of Assistant Principals	2.5	3.8	5.3
Average Years Experience of Assistant Principals with District	2.5	3.7	4.7
Average Years Experience of Teachers:	13.8	13.4	11.1
Average Years Experience of Teachers with District:	9.1	7.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,903	$48,180	$49,868
1-5 Years Experience	$49,703	$50,054	$52,823
6-10 Years Experience	$52,002	$51,711	$55,756
11-20 Years Experience	$55,508	$56,211	$59,308
Over 20 Years Experience	$64,161	$63,534	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,123	$55,593	$57,091
Professional Support	$59,634	$64,288	$67,352
Campus Administration (School Leadership)	$73,720	$75,045	$82,512
Instructional Staff Percent:	n/a	74.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: KAUFMAN ISD
Campus Name: NORMAN J H
Campus Number: 129903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 987
Grade Span: 06 - 08
School Type: Middle

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.6%	2.2%	6.5%
Career & Technical Education	0.9	1.4%	5.9%	5.0%
Compensatory Education	0.0	0.0%	10.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	52.3	85.5%	68.3%	70.9%
Special Education	3.5	5.7%	6.4%	9.3%
Other	3.5	5.8%	6.5%	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.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

2019-20 Texas Academic Performance Report

District Name: **KAUFMAN ISD**

Campus Name: **HELEN EDWARD EARLY CHILDHOOD CENTE**

Campus Number: **129903105**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: KAUFMAN ISD
Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE
Campus Number: 129903105

Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 462
Grade Span: EE - KG
School Type: Elementary

There is no data for this campus.

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 462

Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE

2019-20 Campus Progress

Grade Span: EE - KG

Campus Number: 129903105

School Type: Elementary

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

There is no data for this campus.

District Name: KAUFMAN ISD
Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE
Campus Number: 129903105

Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 462
Grade Span: EE - KG
School Type: Elementary

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

There is no data for this campus.

District Name: KAUFMAN ISD

Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE

Campus Number: 129903105

Texas Academic Performance Report

2019-20 Campus STAAR Performance

Bilingual Education/English as a Second Language

Total Students: 462

Grade Span: EE - KG

(Current EL Students)

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

There is no data for this campus.

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 480

Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE

2019-20 Campus STAAR Participation

Grade Span: EE - KG

Campus Number: 129903105

School Type: Elementary

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

	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%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	95%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-
2018 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	96%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 462

Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE

2019-20 Campus Attendance, Graduation, and Dropout Rates

Grade Span: EE - KG

Campus Number: 129903105

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													
2018-19	95.4%	95.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	95.4%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 462

Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE

2019-20 Campus Attendance, Graduation, and Dropout Rates

Grade Span: EE - KG

Campus Number: 129903105

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	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

Class of 2019	83.5%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	89.4%	-	-	-	-	-	-	-	-	-	-	-

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

Class of 2019	87.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

2018-19	4.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

2018-19	82.1%	92.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	91.2%	-	-	-	-	-	-	-	-	-	-	-

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

2018-19	85.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	91.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD
Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE
Campus Number: 129903105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 462
Grade Span: EE - KG
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	329	355,615
By Ethnicity:				
African American	-	-	21	43,953
Hispanic	-	-	144	180,673
White	-	-	154	105,577
American Indian	-	-	2	1,293
Asian	-	-	3	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	5	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	26	51,579
Foundation H.S. Program (Endorsement)	-	-	4	15,160
Foundation H.S. Program (DLA)	-	-	299	285,538
Special Education Graduates	-	-	28	27,598
Economically Disadvantaged Graduates	-	-	190	186,364
LEP Graduates	-	-	24	25,189
At-Risk Graduates	-	-	191	146,432

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 462

Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE

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

Grade Span: EE - KG

Campus Number: 129903105

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 (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	63.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	81.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	28.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	88.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	44.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	79.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	20.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	76.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	5.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	53.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	48.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	10.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency
District Name: KAUFMAN ISD
Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE
Campus Number: 129903105
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)
Total Students: 462
Grade Span: EE - KG
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)
2018-19	2.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

2018-19	55.6%	86.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-

U.S. Armed Forces Enlistment (Annual Graduates)

2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-

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

2018-19	2.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.1%	-	-	-	-	-	-	-	-	-	-	-

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

2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD
Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE
Campus Number: 129903105

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

Total Students: 462
Grade Span: EE - KG
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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	41.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	32.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	16.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	46.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	55.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	5.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	1.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	2.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	1.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	46.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	33.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	11.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	25.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
District Name: KAUFMAN ISD
Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE
Campus Number: 129903105
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators
Total Students: 462
Grade Span: EE - KG
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)
2018	52.8%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	35.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	10.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	39.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	38.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion for All
Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	35.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	21.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	1019	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	518	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	521	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	502	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	493	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	18.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
District Name: KAUFMAN ISD
Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE
Campus Number: 129903105
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators
Total Students: 462
Grade Span: EE - KG
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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	35.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	33.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	12.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	13.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	16.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	44.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	49.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	54.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD

Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE

Campus Number: 129903105

Total Students: 462

Grade Span: EE - KG

School Type: Elementary

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent			Count	Percent		
Total Students	462	100.0%	4,055	5,479,173	463	100.0%	4,057	5,493,940
Students by Grade:								
Early Childhood Education	11	2.4%	0.3%	0.3%	11	2.4%	0.3%	0.5%
Pre-Kindergarten	169	36.6%	4.2%	4.5%	170	36.7%	4.2%	4.5%
Kindergarten	282	61.0%	7.0%	7.0%	282	60.9%	7.0%	7.0%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 3	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 4	0	0.0%	6.9%	7.3%	0	0.0%	6.9%	7.3%
Grade 5	0	0.0%	7.9%	7.6%	0	0.0%	7.9%	7.6%
Grade 6	0	0.0%	8.4%	7.7%	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	8.1%	7.5%	0	0.0%	8.1%	7.5%
Grade 9	0	0.0%	8.0%	8.2%	0	0.0%	8.0%	8.2%
Grade 10	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	7.6%	6.9%	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	6.6%	6.4%	0	0.0%	6.6%	6.4%
Ethnic Distribution:								
African American	26	5.6%	4.6%	12.6%	26	5.6%	4.6%	12.6%
Hispanic	232	50.2%	49.7%	52.8%	232	50.1%	49.6%	52.8%
White	182	39.4%	42.4%	27.0%	183	39.5%	42.4%	27.0%
American Indian	1	0.2%	0.5%	0.4%	1	0.2%	0.5%	0.4%
Asian	2	0.4%	0.3%	4.6%	2	0.4%	0.3%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	19	4.1%	2.4%	2.5%	19	4.1%	2.4%	2.5%
Sex:								
Female	211	45.7%	48.5%	48.8%	211	45.6%	48.5%	48.8%
Male	251	54.3%	51.5%	51.2%	252	54.4%	51.5%	51.2%
Economically Disadvantaged	380	82.3%	75.4%	60.3%	381	82.3%	75.4%	60.2%
Non-Educationally Disadvantaged	82	17.7%	24.6%	39.7%	82	17.7%	24.6%	39.8%
Section 504 Students	2	0.4%	7.6%	6.9%	2	0.4%	7.6%	6.9%
English Learners (EL)	112	24.2%	19.9%	20.3%	112	24.2%	19.9%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	2.2%	1.5%				
Students w/ Dyslexia	2	0.4%	4.7%	4.1%	2	0.4%	4.7%	4.1%
Foster Care	6	1.3%	0.7%	0.3%	6	1.3%	0.7%	0.3%
Homeless	66	14.3%	3.9%	1.4%	66	14.3%	3.9%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	462	100.0%	46.1%	65.1%	463	100.0%	46.2%	65.1%
Military Connected	3	0.6%	0.6%	1.9%	3	0.6%	0.6%	1.9%
At-Risk	178	38.5%	58.7%	50.6%	178	38.4%	58.6%	50.5%

District Name: KAUFMAN ISD
Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE
Campus Number: 129903105

Total Students: 462
Grade Span: EE - KG
School Type: Elementary

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------				--------- Campus ---------			
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	110	23.8%	19.6%	20.6%	110	23.8%	19.6%	20.6%
Career & Technical Education	0	0.0%	27.8%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	62.3%	50.8%	0	-	62.3%	50.8%
Gifted & Talented Education	0	0.0%	6.7%	8.1%	0	0.0%	6.7%	8.1%
Special Education	55	11.9%	10.3%	10.5%	56	12.1%	10.3%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	55							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	30.9%	42.4%				
Students with Physical Disabilities	42	76.4%	39.8%	21.4%				
Students with Autism	*	*	**	13.8%				
Students with Behavioral Disabilities	6	10.9%	21.1%	20.8%				
Students with Non-Categorical Early Childhood	*	*	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	0	0.0%	11.8%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	0	0.0%						
White	0	0.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	20	10.3%						

Student Information	---------Non-Special Education Rates---------			------------Special Education Rates------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.2%	1.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	-	1.3%	2.9%	-	5.3%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	2.9%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.3%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.3%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	3.8%	0.6%
Grade 9	-	1.5%	7.8%	-	0.0%	13.1%

District Name: KAUFMAN ISD
Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE
Campus Number: 129903105

Total Students: 462
Grade Span: EE - KG
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.2	20.2	19.0
Grade 1	-	19.4	18.9
Grade 2	-	16.6	18.8
Grade 3	-	18.4	19.0
Grade 4	-	19.4	19.2
Grade 5	-	22.5	20.9
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	-	15.6	16.4
Foreign Languages	-	18.6	18.7
Mathematics	-	17.8	17.8
Science	-	18.8	18.8
Social Studies	-	17.8	19.3

District Name: KAUFMAN ISD
Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE
Campus Number: 129903105

Total Students: 462
Grade Span: EE - KG
School Type: Elementary

| | --------------- Campus --------------- | | | |
Staff Information	Count/Average	Percent	District	State
Total Staff	61.3	100.0%	100.0%	100.0%
Professional Staff:	37.7	61.6%	65.7%	63.7%
Teachers	30.7	50.2%	52.8%	49.4%
Professional Support	4.0	6.5%	7.3%	10.2%
Campus Administration (School Leadership)	3.0	4.9%	3.6%	3.0%
Educational Aides:	23.5	38.4%	17.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	10.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	16.0	26.1%	23.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.2%	10.8%
Hispanic	4.0	13.0%	9.9%	28.1%
White	26.7	87.0%	86.6%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.7%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.1%
Males	1.0	3.3%	24.5%	23.8%
Females	29.7	96.7%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	25.7	83.7%	81.7%	73.4%
Masters	5.0	16.3%	18.0%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.3%	2.9%	7.4%
1-5 Years Experience	11.0	35.8%	23.5%	27.9%
6-10 Years Experience	8.7	28.4%	16.2%	19.4%
11-20 Years Experience	4.0	13.0%	32.8%	29.4%
Over 20 Years Experience	6.0	19.5%	24.5%	15.9%
Number of Students per Teacher	15.0	n/a	14.9	15.1

District Name: KAUFMAN ISD
Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE
Campus Number: 129903105

Total Students: 462
Grade Span: EE - KG
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	6.7	6.2
Average Years Experience of Principals with District	6.0	6.3	5.3
Average Years Experience of Assistant Principals	7.0	3.8	5.3
Average Years Experience of Assistant Principals with District	7.0	3.7	4.7
Average Years Experience of Teachers:	9.4	13.4	11.1
Average Years Experience of Teachers with District:	5.6	7.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$43,147	$48,180	$49,868
1-5 Years Experience	$49,255	$50,054	$52,823
6-10 Years Experience	$51,411	$51,711	$55,756
11-20 Years Experience	$53,475	$56,211	$59,308
Over 20 Years Experience	$61,917	$63,534	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$52,690	$55,593	$57,091
Professional Support	$65,070	$64,288	$67,352
Campus Administration (School Leadership)	$70,342	$75,045	$82,512
Instructional Staff Percent:	n/a	74.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: KAUFMAN ISD
Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE
Campus Number: 129903105

Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 462
Grade Span: EE - KG
School Type: Elementary

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	6.5%	2.2%	6.5%
Career & Technical Education	0.0	0.0%	5.9%	5.0%
Compensatory Education	9.7	31.7%	10.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	17.0	55.3%	68.3%	70.9%
Special Education	2.0	6.5%	6.4%	9.3%
Other	0.0	0.0%	6.5%	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.
'-'   Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

2019-20 Texas Academic Performance Report

District Name: **KAUFMAN ISD**

Campus Name: **J W MONDAY EL**

Campus Number: **129903110**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

District Name: KAUFMAN ISD
Campus Name: J W MONDAY EL
Campus Number: 129903110

Total Students: 468
Grade Span: 01 - 05
School Type: Elementary

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

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

		State	District	Campus	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)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	**77%**	80%	78%	80%	-	-	-	*	78%	*	77%	78%	75%	70%
At Meets Grade Level or Above	2019	45%	38%	**33%**	20%	29%	43%	-	-	-	*	44%	*	33%	35%	31%	26%
At Masters Grade Level	2019	27%	21%	**20%**	0%	16%	27%	-	-	-	*	11%	*	20%	17%	15%	22%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	80%	**77%**	80%	73%	80%	-	-	-	*	67%	*	77%	78%	73%	65%
At Meets Grade Level or Above	2019	49%	44%	**39%**	60%	33%	47%	-	-	-	*	44%	*	38%	43%	34%	22%
At Masters Grade Level	2019	25%	16%	**11%**	0%	14%	10%	-	-	-	*	22%	*	11%	13%	10%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	70%	**73%**	*	67%	86%	-	-	-	50%	50%	*	75%	67%	68%	61%
At Meets Grade Level or Above	2019	44%	34%	**28%**	*	20%	40%	-	-	-	17%	38%	*	28%	29%	25%	12%
At Masters Grade Level	2019	22%	17%	**13%**	*	6%	23%	-	-	-	0%	13%	*	13%	13%	9%	3%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	72%	**71%**	*	61%	86%	-	-	-	67%	88%	*	71%	71%	65%	55%
At Meets Grade Level or Above	2019	48%	41%	**42%**	*	31%	57%	-	-	-	33%	50%	*	43%	38%	35%	24%
At Masters Grade Level	2019	28%	25%	**26%**	*	18%	34%	-	-	-	33%	25%	*	29%	17%	19%	15%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	56%	**52%**	*	37%	69%	-	-	-	67%	50%	*	53%	50%	45%	27%
At Meets Grade Level or Above	2019	35%	24%	**16%**	*	6%	26%	-	-	-	17%	25%	*	14%	21%	10%	3%
At Masters Grade Level	2019	11%	4%	**1%**	*	0%	3%	-	-	-	0%	13%	*	1%	0%	0%	0%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	**86%**	*	82%	91%	*	-	-	*	86%	*	95%	67%	82%	73%
At Meets Grade Level or Above	2019	54%	42%	**48%**	*	38%	62%	*	-	-	*	29%	*	55%	33%	44%	31%
At Masters Grade Level	2019	29%	22%	**24%**	*	20%	29%	*	-	-	*	0%	*	26%	19%	22%	12%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	93%	**95%**	*	96%	94%	*	-	-	*	100%	*	98%	89%	96%	92%
At Meets Grade Level or Above	2019	58%	56%	**62%**	*	58%	65%	*	-	-	*	43%	*	69%	48%	59%	46%
At Masters Grade Level	2019	36%	37%	**46%**	*	42%	47%	*	-	-	*	29%	*	53%	30%	43%	35%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	81%	**81%**	*	73%	91%	*	-	-	*	86%	*	90%	63%	78%	65%
At Meets Grade Level or Above	2019	49%	56%	**64%**	*	53%	74%	*	-	-	*	29%	*	74%	41%	63%	50%
At Masters Grade Level	2019	24%	26%	**31%**	*	24%	38%	*	-	-	*	0%	*	36%	19%	28%	23%

District Name: KAUFMAN ISD
Campus Name: J W MONDAY EL
Campus Number: 129903110

Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 468
Grade Span: 01 - 05
School Type: Elementary

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

		State	District	Campus	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)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**76%**	80%	70%	85%	*	-	-	68%	75%	79%	78%	70%	72%	62%
At Meets Grade Level or Above	2019	50%	46%	**41%**	52%	33%	52%	*	-	-	32%	38%	46%	43%	36%	37%	26%
At Masters Grade Level	2019	24%	20%	**21%**	20%	17%	27%	*	-	-	18%	14%	29%	23%	16%	18%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	73%	**78%**	80%	75%	86%	*	-	-	50%	71%	78%	81%	70%	75%	67%
At Meets Grade Level or Above	2019	48%	41%	**36%**	40%	28%	48%	*	-	-	17%	38%	44%	38%	32%	33%	22%
At Masters Grade Level	2019	21%	15%	**18%**	20%	14%	26%	*	-	-	0%	8%	11%	19%	16%	15%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	84%	**81%**	80%	76%	87%	*	-	-	83%	83%	89%	81%	80%	77%	70%
At Meets Grade Level or Above	2019	52%	50%	**47%**	60%	40%	57%	*	-	-	42%	46%	44%	49%	43%	42%	30%
At Masters Grade Level	2019	26%	24%	**28%**	30%	24%	31%	*	-	-	42%	25%	33%	30%	20%	24%	21%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	61%	**52%**	*	37%	69%	-	-	-	67%	50%	*	53%	50%	45%	27%
At Meets Grade Level or Above	2019	38%	27%	**16%**	*	6%	26%	-	-	-	17%	25%	*	14%	21%	10%	3%
At Masters Grade Level	2019	14%	6%	**1%**	*	0%	3%	-	-	-	0%	13%	*	1%	0%	0%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	87%	**81%**	*	73%	91%	*	-	-	*	86%	*	90%	63%	78%	65%
At Meets Grade Level or Above	2019	54%	56%	**64%**	*	53%	74%	*	-	-	*	29%	*	74%	41%	63%	50%
At Masters Grade Level	2019	25%	24%	**31%**	*	24%	38%	*	-	-	*	0%	*	36%	19%	28%	23%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

District Name: KAUFMAN ISD
Campus Name: J W MONDAY EL
Campus Number: 129903110

Total Students: 468
Grade Span: 01 - 05
School Type: Elementary

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

School Progress Domain - Academic Growth Score by Grade and Subject

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	64	**61**	*	58	73	-	-	-	30	40	*	61	63	59	58
	2018	63	60	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2019	65	72	**75**	*	69	84	-	-	-	60	90	*	74	78	74	67
	2018	65	77	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2019	81	85	**85**	*	90	82	*	-	-	*	100	*	84	86	87	92
	2018	80	83	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2019	83	89	**92**	*	91	94	*	-	-	*	92	*	94	88	90	88
	2018	81	92	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	71	**78**	80	76	83	*	-	-	64	82	88	77	80	77	74
	2018	69	72	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	69	**72**	60	72	78	*	-	-	50	73	75	71	76	72	72
	2018	69	68	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	73	**83**	100	79	89	*	-	-	78	91	100	83	84	82	76
	2018	70	77	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD

Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 468

Campus Name: J W MONDAY EL

Grade Span: 01 - 05

Campus Number: 129903110

School Type: Elementary

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

		State	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														
Mathematics	2018	47%	49%	-	-	-	-	-	-	-	-	-	-	-
Reading	2018	38%	35%	-	-	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8														
Reading	2019	41%	44%	**52%**	*	51%	65%	-	-	-	*	63%	45%	43%
Mathematics	2019	45%	48%	**56%**	*	53%	69%	-	-	-	*	83%	55%	52%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**78%**	*	70%	88%	*	-	-	*	71%	74%	50%
Students Requiring Accelerated Instruction	2019	22%	26%	**22%**	*	30%	12%	*	-	-	*	29%	26%	50%
STAAR Cumulative Met Standard	2019	86%	85%	**85%**	*	80%	91%	*	-	-	*	86%	82%	67%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	86%	**88%**	*	89%	85%	*	-	-	*	86%	87%	79%
Students Requiring Accelerated Instruction	2019	17%	14%	**12%**	*	11%	15%	*	-	-	*	14%	13%	21%
STAAR Cumulative Met Standard	2019	90%	93%	**95%**	*	96%	94%	*	-	-	*	100%	96%	92%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

District Name: KAUFMAN ISD
Campus Name: J W MONDAY EL
Campus Number: 129903110

Total Students: 468
Grade Span: 01 - 05
(Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**76%**	*	*	-	-	-	58%	59%	58%	82%	57%	59%
	2018	77%	74%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	50%	46%	**41%**	*	*	-	-	-	22%	22%	22%	27%	22%	22%
	2018	48%	41%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	24%	20%	**21%**	*	*	-	-	-	12%	11%	12%	18%	11%	12%
	2018	22%	16%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	73%	**78%**	*	*	-	-	-	65%	59%	71%	*	64%	64%
	2018	74%	69%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	48%	41%	**36%**	*	*	-	-	-	20%	24%	15%	*	19%	18%
	2018	46%	37%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	21%	15%	**18%**	*	*	-	-	-	11%	14%	9%	*	11%	11%
	2018	19%	13%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	84%	**81%**	*	*	-	-	-	66%	68%	65%	*	65%	67%
	2018	81%	80%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	50%	**47%**	*	*	-	-	-	25%	22%	29%	*	25%	26%
	2018	50%	45%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	24%	**28%**	*	*	-	-	-	17%	14%	21%	*	17%	17%
	2018	24%	20%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	61%	**52%**	*	*	-	-	-	21%	25%	20%	*	21%	20%
	2018	66%	59%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	27%	**16%**	*	*	-	-	-	4%	13%	0%	*	3%	3%
	2018	41%	30%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	6%	**1%**	*	*	-	-	-	0%	0%	0%	*	0%	0%
	2018	13%	6%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	87%	**81%**	-	-	-	-	-	57%	50%	67%	*	57%	61%
	2018	80%	83%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	56%	**64%**	-	-	-	-	-	43%	25%	67%	*	43%	43%
	2018	51%	50%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	24%	**31%**	-	-	-	-	-	10%	0%	22%	*	10%	13%
	2018	23%	21%	**-**	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	71%	**78%**	*	*	-	-	-	71%	81%	65%	100%	72%	73%
	2018	69%	72%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68%	69%	**72%**	*	*	-	-	-	70%	82%	62%	*	70%	72%
	2018	69%	68%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	73%	**83%**	*	*	-	-	-	72%	80%	67%	*	73%	75%
	2018	70%	77%	**-**	-	-	-	-	-	-	-	-	-	-	-
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	44%	**52%**	*	*	-	-	-	42%	20%	57%	*	40%	43%
	2018	38%	35%	**-**	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019	45%	48%	**56%**	*	*	-	-	-	54%	75%	36%	-	52%	52%
	2018	47%	49%	**-**	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD
Campus Name: J W MONDAY EL
Campus Number: 129903110

Total Students: 461
Grade Span: 01 - 05
School Type: Elementary

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

	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%	95%	**94%**	78%	94%	95%	*	-	-	100%	91%	95%	95%
Not Included in Accountability													
Mobile	4%	4%	**5%**	22%	5%	5%	*	-	-	0%	6%	5%	2%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	-	-	0%	3%	0%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%
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%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	96%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD
Campus Name: J W MONDAY EL
Campus Number: 129903110

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 468
Grade Span: 01 - 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													
2018-19	95.4%	95.4%	**95.9%**	95.8%	96.4%	95.2%	*	*	-	96.0%	95.3%	95.8%	96.6%
2017-18	95.4%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

District Name: KAUFMAN ISD
Campus Name: J W MONDAY EL
Campus Number: 129903110

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 468
Grade Span: 01 - 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)
Received TxCHSE	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	89.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	92.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	91.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	91.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD
Campus Name: J W MONDAY EL
Campus Number: 129903110

Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 468
Grade Span: 01 - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	329	355,615
By Ethnicity:				
African American	-	-	21	43,953
Hispanic	-	-	144	180,673
White	-	-	154	105,577
American Indian	-	-	2	1,293
Asian	-	-	3	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	5	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	26	51,579
Foundation H.S. Program (Endorsement)	-	-	4	15,160
Foundation H.S. Program (DLA)	-	-	299	285,538
Special Education Graduates	-	-	28	27,598
Economically Disadvantaged Graduates	-	-	190	186,364
LEP Graduates	-	-	24	25,189
At-Risk Graduates	-	-	191	146,432

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 468

Campus Name: J W MONDAY EL

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

Grade Span: 01 - 05

Campus Number: 129903110

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 (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	63.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	81.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	28.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	88.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	44.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	79.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	20.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	76.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	5.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	53.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	48.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	10.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 468

Campus Name: J W MONDAY EL

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

Grade Span: 01 - 05

Campus Number: 129903110

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)
2018-19	2.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	86.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: KAUFMAN ISD
Campus Name: J W MONDAY EL
Campus Number: 129903110

Total Students: 468
Grade Span: 01 - 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	41.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	32.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	16.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	46.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	55.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	5.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	1.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	2.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	1.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	46.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	33.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	11.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	25.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 468

Campus Name: J W MONDAY EL

2019-20 Campus CCMR-Related Indicators

Grade Span: 01 - 05

Campus Number: 129903110

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)
2018	52.8%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	35.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	10.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	39.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	38.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion for All Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	35.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	21.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	1019	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	518	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	521	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	502	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	493	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.9	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	18.6	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: KAUFMAN ISD

Campus Name: J W MONDAY EL

Campus Number: 129903110

Texas Education Agency

Texas Academic Performance Report

2019-20 Campus Other Postsecondary Indicators

Total Students: 468

Grade Span: 01 - 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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	35.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	33.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	12.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	13.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	16.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	44.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	49.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	54.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: KAUFMAN ISD
Campus Name: J W MONDAY EL
Campus Number: 129903110

Total Students: 468
Grade Span: 01 - 05
School Type: Elementary

| Student Information | ----------------------- Membership ----------------------- | | | | ----------------------- Enrollment ----------------------- | | | |
| | --------- Campus --------- | | | | --------- Campus --------- | | | |
	Count	Percent	District	State	Count	Percent	District	State
Total Students	468	100.0%	4,055	5,479,173	468	100.0%	4,057	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	4.2%	4.5%	0	0.0%	4.2%	4.5%
Kindergarten	0	0.0%	7.0%	7.0%	0	0.0%	7.0%	7.0%
Grade 1	100	21.4%	7.2%	7.1%	100	21.4%	7.2%	7.1%
Grade 2	90	19.2%	6.4%	7.1%	90	19.2%	6.4%	7.1%
Grade 3	85	18.2%	6.4%	7.1%	85	18.2%	6.4%	7.1%
Grade 4	85	18.2%	6.9%	7.3%	85	18.2%	6.9%	7.3%
Grade 5	108	23.1%	7.9%	7.6%	108	23.1%	7.9%	7.6%
Grade 6	0	0.0%	8.4%	7.7%	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	8.1%	7.5%	0	0.0%	8.1%	7.5%
Grade 9	0	0.0%	8.0%	8.2%	0	0.0%	8.0%	8.2%
Grade 10	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	7.6%	6.9%	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	6.6%	6.4%	0	0.0%	6.6%	6.4%
Ethnic Distribution:								
African American	19	4.1%	4.6%	12.6%	19	4.1%	4.6%	12.6%
Hispanic	260	55.6%	49.7%	52.8%	260	55.6%	49.6%	52.8%
White	169	36.1%	42.4%	27.0%	169	36.1%	42.4%	27.0%
American Indian	0	0.0%	0.5%	0.4%	0	0.0%	0.5%	0.4%
Asian	0	0.0%	0.3%	4.6%	0	0.0%	0.3%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	20	4.3%	2.4%	2.5%	20	4.3%	2.4%	2.5%
Sex:								
Female	241	51.5%	48.5%	48.8%	241	51.5%	48.5%	48.8%
Male	227	48.5%	51.5%	51.2%	227	48.5%	51.5%	51.2%
Economically Disadvantaged	376	80.3%	75.4%	60.3%	376	80.3%	75.4%	60.2%
Non-Educationally Disadvantaged	92	19.7%	24.6%	39.7%	92	19.7%	24.6%	39.8%
Section 504 Students	40	8.5%	7.6%	6.9%	40	8.5%	7.6%	6.9%
English Learners (EL)	121	25.9%	19.9%	20.3%	121	25.9%	19.9%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	2.2%	1.5%				
Students w/ Dyslexia	31	6.6%	4.7%	4.1%	31	6.6%	4.7%	4.1%
Foster Care	1	0.2%	0.7%	0.3%	1	0.2%	0.7%	0.3%
Homeless	10	2.1%	3.9%	1.4%	10	2.1%	3.9%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	467	99.8%	46.1%	65.1%	467	99.8%	46.2%	65.1%
Military Connected	2	0.4%	0.6%	1.9%	2	0.4%	0.6%	1.9%
At-Risk	208	44.4%	58.7%	50.6%	208	44.4%	58.6%	50.5%

District Name: KAUFMAN ISD

Campus Name: J W MONDAY EL

Campus Number: 129903110

2019-20 Campus Student Information

Total Students: 468

Grade Span: 01 - 05

School Type: Elementary

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	117	25.0%	19.6%	20.6%	117	25.0%	19.6%	20.6%
Career & Technical Education	0	0.0%	27.8%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	62.3%	50.8%	0	-	62.3%	50.8%
Gifted & Talented Education	40	8.5%	6.7%	8.1%	40	8.5%	6.7%	8.1%
Special Education	60	12.8%	10.3%	10.5%	60	12.8%	10.3%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	60							
By Type of Primary Disability								
Students with Intellectual Disabilities	12	20.0%	30.9%	42.4%				
Students with Physical Disabilities	39	65.0%	39.8%	21.4%				
Students with Autism	*	*	**	13.8%				
Students with Behavioral Disabilities	**	**	21.1%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	64	12.9%	11.8%	15.3%				
By Ethnicity:								
African American	5	1.0%						
Hispanic	25	5.1%						
White	32	6.5%						
American Indian	1	0.2%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	53	14.2%						

Student Information	---------Non-Special Education Rates---------			------------Special Education Rates------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.6%	-	0.0%	5.5%
Grade 1	3.7%	1.3%	2.9%	7.7%	5.3%	4.9%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	2.9%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.3%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.3%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	3.8%	0.6%
Grade 9	-	1.5%	7.8%	-	0.0%	13.1%

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 468

Campus Name: J W MONDAY EL

2019-20 Campus Student Information

Grade Span: 01 - 05

Campus Number: 129903110

School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	19.0
Grade 1	20.1	19.4	18.9
Grade 2	17.1	16.6	18.8
Grade 3	19.1	18.4	19.0
Grade 4	20.8	19.4	19.2
Grade 5	21.6	22.5	20.9
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	-	15.6	16.4
Foreign Languages	-	18.6	18.7
Mathematics	-	17.8	17.8
Science	-	18.8	18.8
Social Studies	-	17.8	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: KAUFMAN ISD

Campus Name: J W MONDAY EL

Campus Number: 129903110

Total Students: 468

Grade Span: 01 - 05

School Type: Elementary

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	54.1	100.0%	100.0%	100.0%
Professional Staff:	38.9	71.8%	65.7%	63.7%
Teachers	32.9	60.7%	52.8%	49.4%
Professional Support	4.0	7.4%	7.3%	10.2%
Campus Administration (School Leadership)	2.0	3.7%	3.6%	3.0%
Educational Aides:	15.3	28.2%	17.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	10.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	14.6	27.0%	23.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.2%	10.8%
Hispanic	6.0	18.3%	9.9%	28.1%
White	25.9	78.7%	86.6%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	3.0%	0.7%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.1%
Males	1.0	3.0%	24.5%	23.8%
Females	31.9	97.0%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	29.9	90.9%	81.7%	73.4%
Masters	3.0	9.1%	18.0%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.1%	2.9%	7.4%
1-5 Years Experience	9.8	29.9%	23.5%	27.9%
6-10 Years Experience	3.2	9.9%	16.2%	19.4%
11-20 Years Experience	12.8	38.9%	32.8%	29.4%
Over 20 Years Experience	5.0	15.2%	24.5%	15.9%
Number of Students per Teacher	14.2	n/a	14.9	15.1

District Name: KAUFMAN ISD

Campus Name: J W MONDAY EL

Campus Number: 129903110

Total Students: 468

Grade Span: 01 - 05

School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	6.7	6.2
Average Years Experience of Principals with District	4.0	6.3	5.3
Average Years Experience of Assistant Principals	1.0	3.8	5.3
Average Years Experience of Assistant Principals with District	1.0	3.7	4.7
Average Years Experience of Teachers:	11.6	13.4	11.1
Average Years Experience of Teachers with District:	8.3	7.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,900	$48,180	$49,868
1-5 Years Experience	$49,159	$50,054	$52,823
6-10 Years Experience	$51,102	$51,711	$55,756
11-20 Years Experience	$55,995	$56,211	$59,308
Over 20 Years Experience	$63,200	$63,534	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$54,133	$55,593	$57,091
Professional Support	$63,362	$64,288	$67,352
Campus Administration (School Leadership)	$67,956	$75,045	$82,512
Instructional Staff Percent:	n/a	74.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: KAUFMAN ISD

Campus Name: J W MONDAY EL

Campus Number: 129903110

Total Students: 468

Grade Span: 01 - 05

School Type: Elementary

Program Information	--------------- Campus --------------- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	3.0%	2.2%	6.5%
Career & Technical Education	0.0	0.0%	5.9%	5.0%
Compensatory Education	2.0	6.1%	10.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	28.2	85.9%	68.3%	70.9%
Special Education	1.6	5.0%	6.4%	9.3%
Other	0.0	0.0%	6.5%	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.

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

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

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

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

2019-20 Texas Academic Performance Report

District Name: **KAUFMAN ISD**

Campus Name: **J R PHILLIPS EL**

Campus Number: **129903112**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: KAUFMAN ISD
Campus Name: J R PHILLIPS EL
Campus Number: 129903112

Total Students: 430
Grade Span: 01 - 05
School Type: Elementary

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

		State	District	Campus	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)

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

Grade 3 Reading
At Approaches Grade Level or

Row	Year	State	District	Campus	Afr Am	Hisp	White	Am Ind	Asian	Pac Isl	Two+	SpEd Cur	SpEd Frm	Cont Enr	Non-Cont Enr	Econ Dis	EL
Above	2019	76%	76%	**64%**	-	57%	71%	-	*	-	*	11%	*	71%	47%	62%	54%
At Meets Grade Level or Above	2019	45%	38%	**37%**	-	36%	33%	-	*	-	*	0%	*	39%	32%	33%	33%
At Masters Grade Level	2019	27%	21%	**27%**	-	24%	29%	-	*	-	*	0%	*	29%	21%	27%	21%

Grade 3 Mathematics
At Approaches Grade Level or

Row	Year	State	District	Campus	Afr Am	Hisp	White	Am Ind	Asian	Pac Isl	Two+	SpEd Cur	SpEd Frm	Cont Enr	Non-Cont Enr	Econ Dis	EL
Above	2019	79%	80%	**76%**	-	71%	79%	-	*	-	*	33%	*	76%	74%	75%	75%
At Meets Grade Level or Above	2019	49%	44%	**41%**	-	33%	50%	-	*	-	*	0%	*	51%	16%	37%	29%
At Masters Grade Level	2019	25%	16%	**16%**	-	10%	25%	-	*	-	*	0%	*	16%	16%	17%	4%

Grade 4 Reading
At Approaches Grade Level or

Row	Year	State	District	Campus	Afr Am	Hisp	White	Am Ind	Asian	Pac Isl	Two+	SpEd Cur	SpEd Frm	Cont Enr	Non-Cont Enr	Econ Dis	EL
Above	2019	75%	70%	**69%**	*	66%	75%	-	-	-	*	33%	*	70%	64%	64%	63%
At Meets Grade Level or Above	2019	44%	34%	**34%**	*	30%	42%	-	-	-	*	22%	*	36%	28%	28%	23%
At Masters Grade Level	2019	22%	17%	**14%**	*	11%	19%	-	-	-	*	11%	*	18%	4%	9%	7%

Grade 4 Mathematics
At Approaches Grade Level or

Row	Year	State	District	Campus	Afr Am	Hisp	White	Am Ind	Asian	Pac Isl	Two+	SpEd Cur	SpEd Frm	Cont Enr	Non-Cont Enr	Econ Dis	EL
Above	2019	75%	72%	**72%**	*	70%	75%	-	-	-	*	56%	*	74%	68%	68%	63%
At Meets Grade Level or Above	2019	48%	41%	**41%**	*	38%	47%	-	-	-	*	22%	*	43%	36%	32%	30%
At Masters Grade Level	2019	28%	25%	**26%**	*	23%	31%	-	-	-	*	22%	*	26%	24%	20%	17%

Grade 4 Writing
At Approaches Grade Level or

Row	Year	State	District	Campus	Afr Am	Hisp	White	Am Ind	Asian	Pac Isl	Two+	SpEd Cur	SpEd Frm	Cont Enr	Non-Cont Enr	Econ Dis	EL
Above	2019	67%	56%	**58%**	*	60%	61%	-	-	-	*	33%	*	61%	52%	53%	50%
At Meets Grade Level or Above	2019	35%	24%	**28%**	*	23%	36%	-	-	-	*	22%	*	30%	24%	20%	13%
At Masters Grade Level	2019	11%	4%	**8%**	*	6%	11%	-	-	-	*	22%	*	10%	4%	4%	0%

Grade 5 Reading^
At Approaches Grade Level or

Row	Year	State	District	Campus	Afr Am	Hisp	White	Am Ind	Asian	Pac Isl	Two+	SpEd Cur	SpEd Frm	Cont Enr	Non-Cont Enr	Econ Dis	EL
Above	2019	86%	85%	**84%**	*	80%	87%	*	*	-	*	67%	*	85%	79%	80%	80%
At Meets Grade Level or Above	2019	54%	42%	**33%**	*	21%	49%	*	*	-	*	25%	*	34%	32%	25%	20%
At Masters Grade Level	2019	29%	22%	**15%**	*	6%	26%	*	*	-	*	0%	*	16%	12%	12%	6%

Grade 5 Mathematics^
At Approaches Grade Level or

Row	Year	State	District	Campus	Afr Am	Hisp	White	Am Ind	Asian	Pac Isl	Two+	SpEd Cur	SpEd Frm	Cont Enr	Non-Cont Enr	Econ Dis	EL
Above	2019	90%	93%	**93%**	*	93%	94%	*	*	-	*	83%	*	93%	91%	91%	92%
At Meets Grade Level or Above	2019	58%	56%	**56%**	*	56%	55%	*	*	-	*	67%	*	57%	53%	50%	49%
At Masters Grade Level	2019	36%	37%	**36%**	*	33%	38%	*	*	-	*	33%	*	38%	29%	32%	27%

Grade 5 Science
At Approaches Grade Level or

Row	Year	State	District	Campus	Afr Am	Hisp	White	Am Ind	Asian	Pac Isl	Two+	SpEd Cur	SpEd Frm	Cont Enr	Non-Cont Enr	Econ Dis	EL
Above	2019	75%	81%	**76%**	*	69%	85%	*	*	-	*	58%	*	76%	76%	72%	67%
At Meets Grade Level or Above	2019	49%	56%	**45%**	*	40%	50%	*	*	-	*	42%	*	44%	47%	41%	41%
At Masters Grade Level	2019	24%	26%	**17%**	*	10%	24%	*	*	-	*	17%	*	19%	12%	14%	16%

District Name: KAUFMAN ISD
Campus Name: J R PHILLIPS EL
Campus Number: 129903112

Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 430
Grade Span: 01 - 05
School Type: Elementary

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

		State	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)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**76%**	56%	72%	80%	*	100%	-	83%	49%	82%	77%	71%	72%	71%
At Meets Grade Level or Above	2019	50%	46%	**40%**	33%	35%	46%	*	80%	-	56%	27%	27%	42%	35%	34%	31%
At Masters Grade Level	2019	24%	20%	**20%**	22%	15%	26%	*	60%	-	33%	14%	14%	22%	15%	17%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	73%	**74%**	*	70%	79%	*	*	-	86%	40%	75%	77%	67%	70%	69%
At Meets Grade Level or Above	2019	48%	41%	**34%**	*	28%	43%	*	*	-	57%	17%	25%	36%	31%	28%	24%
At Masters Grade Level	2019	21%	15%	**18%**	*	12%	24%	*	*	-	43%	3%	0%	20%	12%	15%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	84%	**82%**	*	81%	84%	*	*	-	100%	60%	75%	83%	79%	79%	80%
At Meets Grade Level or Above	2019	52%	50%	**48%**	*	45%	51%	*	*	-	57%	33%	38%	51%	38%	41%	39%
At Masters Grade Level	2019	26%	24%	**28%**	*	24%	33%	*	*	-	29%	20%	25%	29%	24%	24%	18%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	61%	**58%**	*	60%	61%	-	-	-	*	33%	*	61%	52%	53%	50%
At Meets Grade Level or Above	2019	38%	27%	**28%**	*	23%	36%	-	-	-	*	22%	*	30%	24%	20%	13%
At Masters Grade Level	2019	14%	6%	**8%**	*	6%	11%	-	-	-	*	22%	*	10%	4%	4%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	87%	**76%**	*	69%	85%	*	*	-	*	58%	*	76%	76%	72%	67%
At Meets Grade Level or Above	2019	54%	56%	**45%**	*	40%	50%	*	*	-	*	42%	*	44%	47%	41%	41%
At Masters Grade Level	2019	25%	24%	**17%**	*	10%	24%	*	*	-	*	17%	*	19%	12%	14%	16%

District Name: KAUFMAN ISD
Campus Name: J R PHILLIPS EL
Campus Number: 129903112

Total Students: 430
Grade Span: 01 - 05
School Type: Elementary

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

		State	District	Campus	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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	**66**	*	66	66	-	-	-	*	44	*	64	70	65	67
	2018	63	60	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2019	65	72	**65**	*	71	60	-	-	-	*	72	*	66	63	62	60
	2018	65	77	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2019	81	85	**84**	*	81	88	*	*	-	*	95	*	83	89	84	81
	2018	80	83	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2019	83	89	**92**	*	94	88	*	*	-	*	100	*	93	88	92	93
	2018	81	92	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	71	**78**	67	80	78	*	*	-	67	80	71	78	79	77	78
	2018	69	72	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	69	**76**	*	75	79	*	*	-	*	73	75	75	81	76	75
	2018	69	68	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	73	**80**	*	85	76	*	*	-	*	88	67	82	77	79	80
	2018	70	77	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD

Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 430

Campus Name: J R PHILLIPS EL

Grade Span: 01 - 05

Campus Number: 129903112

School Type: Elementary

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

		State	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														
Mathematics	2018	47%	49%	-	-	-	-	-	-	-	-	-	-	-
Reading	2018	38%	35%	-	-	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8														
Reading	2019	41%	44%	42%	*	41%	43%	-	-	-	*	31%	39%	42%
Mathematics	2019	45%	48%	58%	*	59%	57%	-	-	-	-	45%	56%	56%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	68%	*	63%	74%	*	*	-	*	58%	63%	59%
Students Requiring Accelerated Instruction	2019	22%	26%	32%	*	37%	26%	*	*	-	*	42%	37%	41%
STAAR Cumulative Met Standard	2019	86%	85%	84%	*	80%	87%	*	*	-	*	67%	80%	78%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	86%	86%	*	84%	89%	*	*	-	*	83%	84%	80%
Students Requiring Accelerated Instruction	2019	17%	14%	14%	*	16%	11%	*	*	-	*	17%	16%	20%
STAAR Cumulative Met Standard	2019	90%	93%	93%	*	93%	94%	*	*	-	*	83%	91%	91%

Texas Education Agency
District Name: KAUFMAN ISD
Campus Name: J R PHILLIPS EL
Campus Number: 129903112

Total Students: 430
Grade Span: 01 - 05
(Current EL Students)

Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**76%**	-	-	-	-	-	69%	68%	69%	56%	69%	68%
	2018	77%	74%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	50%	46%	**40%**	-	-	-	-	-	30%	26%	32%	11%	30%	29%
	2018	48%	41%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	24%	20%	**20%**	-	-	-	-	-	12%	13%	11%	0%	12%	11%
	2018	22%	16%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	73%	**74%**	-	-	-	-	-	67%	68%	67%	*	67%	66%
	2018	74%	69%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	48%	41%	**34%**	-	-	-	-	-	22%	18%	24%	*	22%	21%
	2018	46%	37%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	21%	15%	**18%**	-	-	-	-	-	10%	9%	10%	*	10%	9%
	2018	19%	13%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	84%	**82%**	-	-	-	-	-	79%	82%	78%	*	79%	79%
	2018	81%	80%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	50%	**48%**	-	-	-	-	-	38%	38%	38%	*	38%	37%
	2018	50%	45%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	24%	**28%**	-	-	-	-	-	16%	24%	12%	*	16%	16%
	2018	24%	20%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	61%	**58%**	-	-	-	-	-	40%	36%	43%	-	40%	40%
	2018	66%	59%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	27%	**28%**	-	-	-	-	-	16%	9%	21%	-	16%	16%
	2018	41%	30%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	6%	**8%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
	2018	13%	6%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	87%	**76%**	-	-	-	-	-	65%	64%	67%	*	65%	65%
	2018	80%	83%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	56%	**45%**	-	-	-	-	-	37%	27%	48%	*	37%	37%
	2018	51%	50%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	24%	**17%**	-	-	-	-	-	14%	9%	19%	*	14%	13%
	2018	23%	21%	**-**	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	71%	**78%**	-	-	-	-	-	78%	78%	78%	83%	78%	78%
	2018	69%	72%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68%	69%	**76%**	-	-	-	-	-	75%	75%	75%	*	75%	76%
	2018	69%	68%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	73%	**80%**	-	-	-	-	-	81%	80%	81%	*	81%	80%
	2018	70%	77%	**-**	-	-	-	-	-	-	-	-	-	-	-
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	44%	**42%**	-	-	-	-	-	43%	40%	47%	*	43%	42%
	2018	38%	35%	**-**	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019	45%	48%	**58%**	-	-	-	-	-	57%	67%	45%	*	57%	56%
	2018	47%	49%	**-**	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD
Campus Name: J R PHILLIPS EL
Campus Number: 129903112

Total Students: 458
Grade Span: 01 - 05
School Type: Elementary

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

	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%	95%	**94%**	100%	93%	95%	*	100%	-	100%	100%	95%	90%
Not Included in Accountability													
Mobile	4%	4%	**5%**	0%	6%	4%	*	0%	-	0%	0%	4%	7%
Other Exclusions	1%	1%	**1%**	0%	1%	1%	*	0%	-	0%	0%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	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%	**-**	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	96%	**-**	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	**-**	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	**-**	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	**-**	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	**-**	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	**-**	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 430

Campus Name: J R PHILLIPS EL

Grade Span: 01 - 05

Campus Number: 129903112

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													
2018-19	95.4%	95.4%	**95.6%**	*	96.2%	94.8%	*	*	*	95.5%	94.3%	95.4%	96.4%
2017-18	95.4%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 430

Campus Name: J R PHILLIPS EL

2019-20 Campus Attendance, Graduation, and Dropout Rates

Grade Span: 01 - 05

Campus Number: 129903112

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	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	83.5%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	89.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	87.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	4.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	82.1%	92.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	91.2%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	91.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 430

Grade Span: 01 - 05

School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	329	355,615
By Ethnicity:				
African American	-	-	21	43,953
Hispanic	-	-	144	180,673
White	-	-	154	105,577
American Indian	-	-	2	1,293
Asian	-	-	3	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	5	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	26	51,579
Foundation H.S. Program (Endorsement)	-	-	4	15,160
Foundation H.S. Program (DLA)	-	-	299	285,538
Special Education Graduates	-	-	28	27,598
Economically Disadvantaged Graduates	-	-	190	186,364
LEP Graduates	-	-	24	25,189
At-Risk Graduates	-	-	191	146,432

Texas Education Agency
District Name: KAUFMAN ISD
Campus Name: J R PHILLIPS EL
Campus Number: 129903112

Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 430
Grade Span: 01 - 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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	63.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	81.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	28.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	88.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	44.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	79.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	20.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	76.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	5.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	53.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	48.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	10.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 430

Campus Name: J R PHILLIPS EL

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

Grade Span: 01 - 05

Campus Number: 129903112

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)
2018-19	2.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	86.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 430

Campus Name: J R PHILLIPS EL

2019-20 Campus CCMR-Related Indicators

Grade Span: 01 - 05

Campus Number: 129903112

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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	41.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	32.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	16.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	46.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	55.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	5.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	1.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	2.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	1.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	46.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	33.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	11.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	25.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency

District Name: KAUFMAN ISD

Campus Name: J R PHILLIPS EL

Campus Number: 129903112

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

Total Students: 430

Grade Span: 01 - 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)
2018	52.8%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	35.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	10.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	39.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	38.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	35.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	21.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1019	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	518	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	521	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	502	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	493	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	18.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 430

Campus Name: J R PHILLIPS EL

2019-20 Campus Other Postsecondary Indicators

Grade Span: 01 - 05

Campus Number: 129903112

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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	35.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	33.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	12.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	13.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	16.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	44.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	49.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	54.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: KAUFMAN ISD
Campus Name: J R PHILLIPS EL
Campus Number: 129903112

Total Students: 430
Grade Span: 01 - 05
School Type: Elementary

| Student Information | ----------- Membership ----------- | | | | ----------- Enrollment ----------- | | | |
| | --------- Campus --------- | | | | --------- Campus --------- | | | |
	Count	Percent	District	State	Count	Percent	District	State
Total Students	430	100.0%	4,055	5,479,173	430	100.0%	4,057	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	4.2%	4.5%	0	0.0%	4.2%	4.5%
Kindergarten	0	0.0%	7.0%	7.0%	0	0.0%	7.0%	7.0%
Grade 1	84	19.5%	7.2%	7.1%	84	19.5%	7.2%	7.1%
Grade 2	88	20.5%	6.4%	7.1%	88	20.5%	6.4%	7.1%
Grade 3	78	18.1%	6.4%	7.1%	78	18.1%	6.4%	7.1%
Grade 4	84	19.5%	6.9%	7.3%	84	19.5%	6.9%	7.3%
Grade 5	96	22.3%	7.9%	7.6%	96	22.3%	7.9%	7.6%
Grade 6	0	0.0%	8.4%	7.7%	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	8.1%	7.5%	0	0.0%	8.1%	7.5%
Grade 9	0	0.0%	8.0%	8.2%	0	0.0%	8.0%	8.2%
Grade 10	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	7.6%	6.9%	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	6.6%	6.4%	0	0.0%	6.6%	6.4%
Ethnic Distribution:								
African American	6	1.4%	4.6%	12.6%	6	1.4%	4.6%	12.6%
Hispanic	240	55.8%	49.7%	52.8%	240	55.8%	49.6%	52.8%
White	171	39.8%	42.4%	27.0%	171	39.8%	42.4%	27.0%
American Indian	2	0.5%	0.5%	0.4%	2	0.5%	0.5%	0.4%
Asian	2	0.5%	0.3%	4.6%	2	0.5%	0.3%	4.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	8	1.9%	2.4%	2.5%	8	1.9%	2.4%	2.5%
Sex:								
Female	205	47.7%	48.5%	48.8%	205	47.7%	48.5%	48.8%
Male	225	52.3%	51.5%	51.2%	225	52.3%	51.5%	51.2%
Economically Disadvantaged	360	83.7%	75.4%	60.3%	360	83.7%	75.4%	60.2%
Non-Educationally Disadvantaged	70	16.3%	24.6%	39.7%	70	16.3%	24.6%	39.8%
Section 504 Students	27	6.3%	7.6%	6.9%	27	6.3%	7.6%	6.9%
English Learners (EL)	150	34.9%	19.9%	20.3%	150	34.9%	19.9%	20.3%
Students w/ Disciplinary Placements (2018-19)	6	1.2%	2.2%	1.5%				
Students w/ Dyslexia	32	7.4%	4.7%	4.1%	32	7.4%	4.7%	4.1%
Foster Care	6	1.4%	0.7%	0.3%	6	1.4%	0.7%	0.3%
Homeless	24	5.6%	3.9%	1.4%	24	5.6%	3.9%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	430	100.0%	46.1%	65.1%	430	100.0%	46.2%	65.1%
Military Connected	3	0.7%	0.6%	1.9%	3	0.7%	0.6%	1.9%
At-Risk	249	57.9%	58.7%	50.6%	249	57.9%	58.6%	50.5%

District Name: KAUFMAN ISD

Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 430

Campus Name: J R PHILLIPS EL

Grade Span: 01 - 05

Campus Number: 129903112

School Type: Elementary

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	150	34.9%	19.6%	20.6%	150	34.9%	19.6%	20.6%
Career & Technical Education	0	0.0%	27.8%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	62.3%	50.8%	0	-	62.3%	50.8%
Gifted & Talented Education	29	6.7%	6.7%	8.1%	29	6.7%	6.7%	8.1%
Special Education	57	13.3%	10.3%	10.5%	57	13.3%	10.3%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	57							
By Type of Primary Disability								
Students with Intellectual Disabilities	19	33.3%	30.9%	42.4%				
Students with Physical Disabilities	29	50.9%	39.8%	21.4%				
Students with Autism	*	*	**	13.8%				
Students with Behavioral Disabilities	**	**	21.1%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	54	10.9%	11.8%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	26	5.2%						
White	26	5.2%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	46	13.9%						

Student Information	---------Non-Special Education Rates---------			-------------Special Education Rates-------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.6%	-	0.0%	5.5%
Grade 1	0.0%	1.3%	2.9%	6.7%	5.3%	4.9%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	11.1%	2.9%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.3%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.3%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	3.8%	0.6%
Grade 9	-	1.5%	7.8%	-	0.0%	13.1%

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 430

Campus Name: J R PHILLIPS EL

2019-20 Campus Student Information

Grade Span: 01 - 05

Campus Number: 129903112

School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	19.0
Grade 1	20.8	19.4	18.9
Grade 2	15.5	16.6	18.8
Grade 3	17.3	18.4	19.0
Grade 4	20.5	19.4	19.2
Grade 5	23.5	22.5	20.9
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	-	15.6	16.4
Foreign Languages	-	18.6	18.7
Mathematics	-	17.8	17.8
Science	-	18.8	18.8
Social Studies	-	17.8	19.3

District Name: KAUFMAN ISD

Campus Name: J R PHILLIPS EL

Campus Number: 129903112

Total Students: 430

Grade Span: 01 - 05

School Type: Elementary

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	44.3	100.0%	100.0%	100.0%
Professional Staff:	35.1	79.2%	65.7%	63.7%
Teachers	29.1	65.7%	52.8%	49.4%
Professional Support	4.0	9.0%	7.3%	10.2%
Campus Administration (School Leadership)	2.0	4.5%	3.6%	3.0%
Educational Aides:	9.2	20.8%	17.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	10.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	8.4	19.0%	23.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.2%	10.8%
Hispanic	3.0	10.3%	9.9%	28.1%
White	26.1	89.7%	86.6%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.7%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.1%
Males	3.0	10.3%	24.5%	23.8%
Females	26.1	89.7%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	26.1	89.7%	81.7%	73.4%
Masters	3.0	10.3%	18.0%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.9%	2.9%	7.4%
1-5 Years Experience	4.1	14.0%	23.5%	27.9%
6-10 Years Experience	1.0	3.4%	16.2%	19.4%
11-20 Years Experience	13.0	44.7%	32.8%	29.4%
Over 20 Years Experience	9.0	30.9%	24.5%	15.9%
Number of Students per Teacher	14.8	n/a	14.9	15.1

District Name: KAUFMAN ISD
Campus Name: J R PHILLIPS EL
Campus Number: 129903112

Total Students: 430
Grade Span: 01 - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	6.7	6.2
Average Years Experience of Principals with District	4.0	6.3	5.3
Average Years Experience of Assistant Principals	4.0	3.8	5.3
Average Years Experience of Assistant Principals with District	4.0	3.7	4.7
Average Years Experience of Teachers:	15.6	13.4	11.1
Average Years Experience of Teachers with District:	10.1	7.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,900	$48,180	$49,868
1-5 Years Experience	$49,371	$50,054	$52,823
6-10 Years Experience	$51,100	$51,711	$55,756
11-20 Years Experience	$55,931	$56,211	$59,308
Over 20 Years Experience	$62,867	$63,534	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,506	$55,593	$57,091
Professional Support	$58,945	$64,288	$67,352
Campus Administration (School Leadership)	$74,317	$75,045	$82,512
Instructional Staff Percent:	n/a	74.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: KAUFMAN ISD
Campus Name: J R PHILLIPS EL
Campus Number: 129903112

Total Students: 430
Grade Span: 01 - 05
School Type: Elementary

	--------------- Campus ---------------			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.2%	6.5%
Career & Technical Education	0.0	0.0%	5.9%	5.0%
Compensatory Education	4.0	13.8%	10.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	23.0	79.1%	68.3%	70.9%
Special Education	2.1	7.2%	6.4%	9.3%
Other	0.0	0.0%	6.5%	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.
'-'   Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

2019-20 Texas Academic Performance Report

District Name: **KAUFMAN ISD**

Campus Name: **LUCILLE NASH EL**

Campus Number: **129903114**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: KAUFMAN ISD
Campus Name: LUCILLE NASH EL
Campus Number: 129903114

Total Students: 512
Grade Span: 01 - 05
School Type: Elementary

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

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

		State	District	Campus	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)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	**83%**	75%	76%	91%	-	-	-	*	75%	*	84%	81%	78%	64%
At Meets Grade Level or Above	2019	45%	38%	**43%**	0%	33%	60%	-	-	-	*	33%	*	43%	43%	35%	9%
At Masters Grade Level	2019	27%	21%	**18%**	0%	13%	27%	-	-	-	*	0%	*	19%	14%	10%	5%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	80%	**86%**	88%	78%	93%	-	-	-	*	67%	*	86%	86%	83%	73%
At Meets Grade Level or Above	2019	49%	44%	**49%**	25%	38%	67%	-	-	-	*	42%	*	48%	52%	42%	18%
At Masters Grade Level	2019	25%	16%	**20%**	13%	13%	29%	-	-	-	*	8%	*	22%	14%	16%	5%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	70%	**67%**	67%	56%	79%	-	-	-	*	33%	*	67%	65%	61%	57%
At Meets Grade Level or Above	2019	44%	34%	**38%**	17%	28%	52%	-	-	-	*	11%	*	39%	35%	28%	17%
At Masters Grade Level	2019	22%	17%	**25%**	0%	19%	35%	-	-	-	*	0%	*	25%	23%	15%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	72%	**72%**	50%	65%	85%	-	-	-	*	33%	*	76%	62%	67%	65%
At Meets Grade Level or Above	2019	48%	41%	**41%**	17%	33%	54%	-	-	-	*	11%	*	45%	31%	32%	35%
At Masters Grade Level	2019	28%	25%	**23%**	17%	15%	33%	-	-	-	*	0%	*	24%	19%	14%	13%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	56%	**58%**	50%	48%	71%	-	-	-	*	33%	*	59%	54%	48%	48%
At Meets Grade Level or Above	2019	35%	24%	**27%**	17%	17%	40%	-	-	-	*	11%	*	27%	27%	20%	13%
At Masters Grade Level	2019	11%	4%	**4%**	0%	0%	8%	-	-	-	*	0%	*	5%	0%	0%	0%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	**87%**	90%	74%	98%	-	*	-	*	75%	*	88%	86%	82%	58%
At Meets Grade Level or Above	2019	54%	42%	**48%**	30%	30%	66%	-	*	-	*	13%	*	44%	57%	37%	21%
At Masters Grade Level	2019	29%	22%	**29%**	20%	16%	41%	-	*	-	*	13%	*	28%	32%	19%	21%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	93%	**91%**	90%	84%	98%	-	*	-	*	75%	*	90%	93%	88%	75%
At Meets Grade Level or Above	2019	58%	56%	**51%**	50%	37%	61%	-	*	-	*	13%	*	50%	54%	42%	33%
At Masters Grade Level	2019	36%	37%	**30%**	20%	12%	48%	-	*	-	*	13%	*	31%	29%	21%	8%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	81%	**88%**	90%	79%	95%	-	*	-	*	75%	*	89%	86%	83%	71%
At Meets Grade Level or Above	2019	49%	56%	**63%**	50%	48%	77%	-	*	-	*	50%	*	59%	71%	53%	38%
At Masters Grade Level	2019	24%	26%	**32%**	10%	24%	41%	-	*	-	*	13%	*	28%	43%	24%	25%

District Name: KAUFMAN ISD

Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 512

Campus Name: LUCILLE NASH EL

Grade Span: 01 - 05

Campus Number: 129903114

School Type: Elementary

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

		State	District	Campus	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)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**79%**	78%	69%	89%	-	100%	-	80%	59%	70%	79%	76%	73%	64%
At Meets Grade Level or Above	2019	50%	46%	**45%**	28%	32%	59%	-	100%	-	40%	24%	70%	44%	47%	35%	23%
At Masters Grade Level	2019	24%	20%	**22%**	11%	14%	33%	-	100%	-	10%	5%	40%	22%	23%	15%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	73%	**79%**	79%	68%	89%	-	*	-	*	62%	*	79%	77%	73%	59%
At Meets Grade Level or Above	2019	48%	41%	**43%**	17%	30%	59%	-	*	-	*	21%	*	42%	45%	33%	16%
At Masters Grade Level	2019	21%	15%	**24%**	8%	16%	34%	-	*	-	*	3%	*	24%	24%	15%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	84%	**83%**	79%	75%	92%	-	*	-	*	59%	*	84%	80%	79%	71%
At Meets Grade Level or Above	2019	52%	50%	**47%**	33%	36%	61%	-	*	-	*	24%	*	47%	45%	38%	29%
At Masters Grade Level	2019	26%	24%	**24%**	17%	13%	36%	-	*	-	*	7%	*	25%	21%	17%	9%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	61%	**58%**	50%	48%	71%	-	-	-	*	33%	*	59%	54%	48%	48%
At Meets Grade Level or Above	2019	38%	27%	**27%**	17%	17%	40%	-	-	-	*	11%	*	27%	27%	20%	13%
At Masters Grade Level	2019	14%	6%	**4%**	0%	0%	8%	-	-	-	*	0%	*	5%	0%	0%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	87%	**88%**	90%	79%	95%	-	*	-	*	75%	*	89%	86%	83%	71%
At Meets Grade Level or Above	2019	54%	56%	**63%**	50%	48%	77%	-	*	-	*	50%	*	59%	71%	53%	38%
At Masters Grade Level	2019	25%	24%	**32%**	10%	24%	41%	-	*	-	*	13%	*	28%	43%	24%	25%

District Name: KAUFMAN ISD
Campus Name: LUCILLE NASH EL
Campus Number: 129903114

Total Students: 512
Grade Span: 01 - 05
School Type: Elementary

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

School Progress Domain - Academic Growth Score by Grade and Subject

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	64	**65**	67	63	66	-	-	-	*	44	*	64	68	59	61
	2018	63	60	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2019	65	72	**76**	100	73	77	-	-	-	*	56	*	77	72	72	80
	2018	65	77	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2019	81	85	**86**	83	87	84	-	*	-	*	100	*	85	86	83	81
	2018	80	83	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2019	83	89	**83**	89	76	87	-	*	-	*	100	*	88	68	78	75
	2018	81	92	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	71	**77**	85	74	78	-	*	-	*	72	*	78	74	72	74
	2018	69	72	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	69	**75**	77	73	75	-	*	-	*	69	*	74	77	70	71
	2018	69	68	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	73	**79**	93	74	82	-	*	-	*	75	*	82	70	75	78
	2018	70	77	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD
Campus Name: LUCILLE NASH EL
Campus Number: 129903114

Total Students: 512
Grade Span: 01 - 05
School Type: Elementary

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

		State	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														
Mathematics	2018	47%	49%	-	-	-	-	-	-	-	-	-	-	-
Reading	2018	38%	35%	-	-	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8														
Reading	2019	41%	44%	**53%**	57%	40%	82%	-	-	-	*	55%	46%	32%
Mathematics	2019	45%	48%	**38%**	20%	34%	60%	-	-	-	-	22%	36%	32%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**77%**	80%	59%	93%	-	*	-	*	38%	72%	33%
Students Requiring Accelerated Instruction	2019	22%	26%	**23%**	20%	41%	7%	-	*	-	*	63%	28%	67%
STAAR Cumulative Met Standard	2019	86%	85%	**86%**	90%	73%	98%	-	*	-	*	75%	81%	48%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	86%	**83%**	80%	73%	93%	-	*	-	*	38%	81%	52%
Students Requiring Accelerated Instruction	2019	17%	14%	**17%**	20%	27%	7%	-	*	-	*	63%	19%	48%
STAAR Cumulative Met Standard	2019	90%	93%	**91%**	90%	84%	98%	-	*	-	*	75%	88%	71%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

District Name: KAUFMAN ISD

Campus Name: LUCILLE NASH EL

Campus Number: 129903114

Total Students: 512

Grade Span: 01 - 05

(Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**79%**	-	-	-	-	-	63%	57%	78%	30%	63%	61%
	2018	77%	74%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	50%	46%	**45%**	-	-	-	-	-	20%	14%	33%	0%	20%	19%
	2018	48%	41%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	24%	20%	**22%**	-	-	-	-	-	9%	7%	14%	0%	9%	8%
	2018	22%	16%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	73%	**79%**	-	-	-	-	-	59%	53%	72%	*	59%	56%
	2018	74%	69%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	48%	41%	**43%**	-	-	-	-	-	12%	8%	22%	*	12%	11%
	2018	46%	37%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	21%	15%	**24%**	-	-	-	-	-	9%	8%	11%	*	9%	8%
	2018	19%	13%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	84%	**83%**	-	-	-	-	-	72%	63%	94%	*	72%	69%
	2018	81%	80%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	50%	**47%**	-	-	-	-	-	28%	20%	44%	*	28%	26%
	2018	50%	45%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	24%	**24%**	-	-	-	-	-	9%	10%	6%	*	9%	8%
	2018	24%	20%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	61%	**58%**	-	-	-	-	-	47%	58%	29%	*	47%	48%
	2018	66%	59%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	27%	**27%**	-	-	-	-	-	11%	17%	0%	*	11%	10%
	2018	41%	30%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	6%	**4%**	-	-	-	-	-	0%	0%	0%	*	0%	0%
	2018	13%	6%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	87%	**88%**	-	-	-	-	-	65%	50%	100%	-	65%	65%
	2018	80%	83%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	56%	**63%**	-	-	-	-	-	30%	14%	67%	-	30%	30%
	2018	51%	50%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	24%	**32%**	-	-	-	-	-	20%	0%	67%	-	20%	20%
	2018	23%	21%	**-**	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	71%	**77%**	-	-	-	-	-	74%	75%	71%	*	74%	73%
	2018	69%	72%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68%	69%	**75%**	-	-	-	-	-	73%	73%	73%	*	73%	71%
	2018	69%	68%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	73%	**79%**	-	-	-	-	-	74%	77%	69%	*	74%	76%
	2018	70%	77%	**-**	-	-	-	-	-	-	-	-	-	-	-
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	44%	**53%**	-	-	-	-	-	33%	33%	33%	*	33%	32%
	2018	38%	35%	**-**	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019	45%	48%	**38%**	-	-	-	-	-	35%	33%	*	*	35%	32%
	2018	47%	49%	**-**	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 500

Campus Name: LUCILLE NASH EL

2019-20 Campus STAAR Participation

Grade Span: 01 - 05

Campus Number: 129903114

School Type: Elementary

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

	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%	95%	**92%**	85%	95%	90%	-	100%	-	100%	84%	92%	92%
Not Included in Accountability													
Mobile	4%	4%	**8%**	15%	4%	10%	-	0%	-	0%	16%	7%	6%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	0%	-	0%	0%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	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%	**-**	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	96%	**-**	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	**-**	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	**-**	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	**-**	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	**-**	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	**-**	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD
Campus Name: LUCILLE NASH EL
Campus Number: 129903114

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 512
Grade Span: 01 - 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													
2018-19	95.4%	95.4%	**96.3%**	97.4%	96.3%	96.1%	*	*	-	97.3%	95.3%	96.1%	96.7%
2017-18	95.4%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 512

Campus Name: LUCILLE NASH EL

2019-20 Campus Attendance, Graduation, and Dropout Rates

Grade Span: 01 - 05

Campus Number: 129903114

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	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	89.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	92.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	91.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	91.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD

Campus Name: LUCILLE NASH EL

Campus Number: 129903114

Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 512

Grade Span: 01 - 05

School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	329	355,615
By Ethnicity:				
African American	-	-	21	43,953
Hispanic	-	-	144	180,673
White	-	-	154	105,577
American Indian	-	-	2	1,293
Asian	-	-	3	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	5	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	26	51,579
Foundation H.S. Program (Endorsement)	-	-	4	15,160
Foundation H.S. Program (DLA)	-	-	299	285,538
Special Education Graduates	-	-	28	27,598
Economically Disadvantaged Graduates	-	-	190	186,364
LEP Graduates	-	-	24	25,189
At-Risk Graduates	-	-	191	146,432

District Name: KAUFMAN ISD
Campus Name: LUCILLE NASH EL
Campus Number: 129903114

Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 512
Grade Span: 01 - 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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	63.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	81.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	28.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	88.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	44.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	79.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	20.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	76.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	5.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	53.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	48.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	10.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 512

Campus Name: LUCILLE NASH EL

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

Grade Span: 01 - 05

Campus Number: 129903114

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)
2018-19	2.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

2018-19	55.6%	86.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-

U.S. Armed Forces Enlistment (Annual Graduates)

2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-

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

2018-19	2.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.1%	-	-	-	-	-	-	-	-	-	-	-

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

2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 512

Campus Name: LUCILLE NASH EL

2019-20 Campus CCMR-Related Indicators

Grade Span: 01 - 05

Campus Number: 129903114

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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	41.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	32.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	16.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	46.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	55.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	5.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	1.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	2.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	1.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	46.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	33.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	11.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	25.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 512

Campus Name: LUCILLE NASH EL

2019-20 Campus CCMR-Related Indicators

Grade Span: 01 - 05

Campus Number: 129903114

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)
2018	52.8%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	35.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	10.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	39.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	38.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion for All
Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	35.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	21.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	1019	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts
and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	518	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	521	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	502	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	493	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.9	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	18.6	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
District Name: KAUFMAN ISD
Campus Name: LUCILLE NASH EL
Campus Number: 129903114
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators
Total Students: 512
Grade Span: 01 - 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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	35.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	33.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	12.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	13.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	16.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	16.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	44.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	49.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	54.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: KAUFMAN ISD
Campus Name: LUCILLE NASH EL
Campus Number: 129903114

Total Students: 512
Grade Span: 01 - 05
School Type: Elementary

| Student Information | --- Membership --- | | | | --- Enrollment --- | | | |
| | --- Campus --- | | | | --- Campus --- | | | |
	Count	Percent	District	State	Count	Percent	District	State
Total Students	512	100.0%	4,055	5,479,173	513	100.0%	4,057	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	4.2%	4.5%	0	0.0%	4.2%	4.5%
Kindergarten	0	0.0%	7.0%	7.0%	0	0.0%	7.0%	7.0%
Grade 1	109	21.3%	7.2%	7.1%	109	21.2%	7.2%	7.1%
Grade 2	81	15.8%	6.4%	7.1%	81	15.8%	6.4%	7.1%
Grade 3	97	18.9%	6.4%	7.1%	97	18.9%	6.4%	7.1%
Grade 4	109	21.3%	6.9%	7.3%	109	21.2%	6.9%	7.3%
Grade 5	116	22.7%	7.9%	7.6%	117	22.8%	7.9%	7.6%
Grade 6	0	0.0%	8.4%	7.7%	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	8.1%	7.5%	0	0.0%	8.1%	7.5%
Grade 9	0	0.0%	8.0%	8.2%	0	0.0%	8.0%	8.2%
Grade 10	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	7.6%	6.9%	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	6.6%	6.4%	0	0.0%	6.6%	6.4%
Ethnic Distribution:								
African American	35	6.8%	4.6%	12.6%	35	6.8%	4.6%	12.6%
Hispanic	227	44.3%	49.7%	52.8%	227	44.2%	49.6%	52.8%
White	236	46.1%	42.4%	27.0%	237	46.2%	42.4%	27.0%
American Indian	2	0.4%	0.5%	0.4%	2	0.4%	0.5%	0.4%
Asian	1	0.2%	0.3%	4.6%	1	0.2%	0.3%	4.6%
Pacific Islander	2	0.4%	0.1%	0.2%	2	0.4%	0.1%	0.2%
Two or More Races	9	1.8%	2.4%	2.5%	9	1.8%	2.4%	2.5%
Sex:								
Female	253	49.4%	48.5%	48.8%	253	49.3%	48.5%	48.8%
Male	259	50.6%	51.5%	51.2%	260	50.7%	51.5%	51.2%
Economically Disadvantaged	369	72.1%	75.4%	60.3%	369	71.9%	75.4%	60.2%
Non-Educationally Disadvantaged	143	27.9%	24.6%	39.7%	144	28.1%	24.6%	39.8%
Section 504 Students	30	5.9%	7.6%	6.9%	30	5.8%	7.6%	6.9%
English Learners (EL)	95	18.6%	19.9%	20.3%	95	18.5%	19.9%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	2.2%	1.5%				
Students w/ Dyslexia	19	3.7%	4.7%	4.1%	19	3.7%	4.7%	4.1%
Foster Care	8	1.6%	0.7%	0.3%	8	1.6%	0.7%	0.3%
Homeless	23	4.5%	3.9%	1.4%	23	4.5%	3.9%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	512	100.0%	46.1%	65.1%	513	100.0%	46.2%	65.1%
Military Connected	2	0.4%	0.6%	1.9%	2	0.4%	0.6%	1.9%
At-Risk	203	39.6%	58.7%	50.6%	203	39.6%	58.6%	50.5%

District Name: KAUFMAN ISD
Campus Name: LUCILLE NASH EL
Campus Number: 129903114

Total Students: 512
Grade Span: 01 - 05
School Type: Elementary

Student Information	----------------------- Membership -----------------------				------------------------ Enrollment ------------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	91	17.8%	19.6%	20.6%	91	17.7%	19.6%	20.6%
Career & Technical Education	0	0.0%	27.8%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	62.3%	50.8%	0	-	62.3%	50.8%
Gifted & Talented Education	53	10.4%	6.7%	8.1%	53	10.3%	6.7%	8.1%
Special Education	65	12.7%	10.3%	10.5%	66	12.9%	10.3%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	65							
By Type of Primary Disability								
Students with Intellectual Disabilities	18	27.7%	30.9%	42.4%				
Students with Physical Disabilities	30	46.2%	39.8%	21.4%				
Students with Autism	*	*	**	13.8%				
Students with Behavioral Disabilities	**	**	21.1%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	95	16.7%	11.8%	15.3%				
By Ethnicity:								
African American	8	1.4%						
Hispanic	21	3.7%						
White	60	10.5%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	6	1.1%						
Student Attrition (2018-19):								
Total Student Attrition	60	15.2%						

Student Information	---------Non-Special Education Rates---------			-------------Special Education Rates-------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.6%	-	0.0%	5.5%
Grade 1	0.0%	1.3%	2.9%	0.0%	5.3%	4.9%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	2.9%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	1.0%	0.3%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.3%	0.5%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	3.8%	0.6%
Grade 9	-	1.5%	7.8%	-	0.0%	13.1%

Texas Education Agency

District Name: KAUFMAN ISD
Campus Name: LUCILLE NASH EL
Campus Number: 129903114

Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 512
Grade Span: 01 - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	19.0
Grade 1	17.8	19.4	18.9
Grade 2	17.6	16.6	18.8
Grade 3	18.6	18.4	19.0
Grade 4	17.8	19.4	19.2
Grade 5	22.7	22.5	20.9
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	-	15.6	16.4
Foreign Languages	-	18.6	18.7
Mathematics	-	17.8	17.8
Science	-	18.8	18.8
Social Studies	-	17.8	19.3

District Name: KAUFMAN ISD

Campus Name: LUCILLE NASH EL

Campus Number: 129903114

Total Students: 512

Grade Span: 01 - 05

School Type: Elementary

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	51.1	100.0%	100.0%	100.0%
Professional Staff:	40.3	78.9%	65.7%	63.7%
Teachers	33.3	65.2%	52.8%	49.4%
Professional Support	5.0	9.8%	7.3%	10.2%
Campus Administration (School Leadership)	2.0	3.9%	3.6%	3.0%
Educational Aides:	10.8	21.1%	17.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	10.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	9.9	19.5%	23.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	3.0%	2.2%	10.8%
Hispanic	4.0	12.0%	9.9%	28.1%
White	28.3	85.0%	86.6%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.7%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.1%
Males	2.0	6.0%	24.5%	23.8%
Females	31.3	94.0%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	29.3	88.0%	81.7%	73.4%
Masters	4.0	12.0%	18.0%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.0%	2.9%	7.4%
1-5 Years Experience	12.1	36.3%	23.5%	27.9%
6-10 Years Experience	6.0	18.0%	16.2%	19.4%
11-20 Years Experience	10.2	30.6%	32.8%	29.4%
Over 20 Years Experience	4.0	12.0%	24.5%	15.9%
Number of Students per Teacher	15.4	n/a	14.9	15.1

District Name: KAUFMAN ISD

Texas Academic Performance Report

Total Students: 512

Campus Name: LUCILLE NASH EL

2019-20 Campus Staff Information

Grade Span: 01 - 05

Campus Number: 129903114

School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	6.7	6.2
Average Years Experience of Principals with District	4.0	6.3	5.3
Average Years Experience of Assistant Principals	3.0	3.8	5.3
Average Years Experience of Assistant Principals with District	3.0	3.7	4.7
Average Years Experience of Teachers:	10.7	13.4	11.1
Average Years Experience of Teachers with District:	6.9	7.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,900	$48,180	$49,868
1-5 Years Experience	$49,316	$50,054	$52,823
6-10 Years Experience	$51,217	$51,711	$55,756
11-20 Years Experience	$56,157	$56,211	$59,308
Over 20 Years Experience	$64,925	$63,534	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$53,618	$55,593	$57,091
Professional Support	$60,815	$64,288	$67,352
Campus Administration (School Leadership)	$71,760	$75,045	$82,512
Instructional Staff Percent:	n/a	74.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: KAUFMAN ISD
Campus Name: LUCILLE NASH EL
Campus Number: 129903114

Total Students: 512
Grade Span: 01 - 05
School Type: Elementary

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.2%	6.5%
Career & Technical Education	0.0	0.0%	5.9%	5.0%
Compensatory Education	2.5	7.6%	10.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	28.5	85.5%	68.3%	70.9%
Special Education	2.3	6.9%	6.4%	9.3%
Other	0.0	0.0%	6.5%	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.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

Comprehensive Glossary
2019–20 Texas Academic Performance Report

Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the official announcement.

2020 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda

State Performance Plan and Annual Performance Report: https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance

Methodology for RDA and SPP/APR:

2020 RDA Manual: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: https://rptsvr1.tea.texas.gov/idea/index.html

RDA Data Reports: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports

2020 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. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

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

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

STAAR: 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/.

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/2020/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.

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.

Comprehensive Glossary
2019–20 Texas Academic Performance Report

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:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

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.

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.

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.

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:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

Participation

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

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

- *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)*

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Attendance and Graduation
Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2018–19 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:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2018–19}}{\text{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(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

- 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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report

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

number of dropouts in grades 9–12 during the 2018–19 school year

---

number of students in grades 9–12 in attendance at any time during the 2018–19 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, 2018–19* 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*).

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

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 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

continuing student and counted as part of the Continued HS number for the Class of 2019. 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, 2019 for the 2019 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort*}}$$

(2) *Received TxCHSE:* For the 2019 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2019 cohort*}}$$

(3) *Continued High School:* The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2019 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2019 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2019 cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2019 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

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number of students in the 2019 cohort*

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

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number of students in the 2018 cohort*

(2) *Received TxCHSE:* For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

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number of students in the 2018 cohort*

(3) *Continued High School:* The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 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 2019–20 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2019–20 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 cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019

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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, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

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number of students in the 2018 cohort*

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

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number of students in the 2017 cohort*

(2) *Received TxCHSE:* For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

---

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 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 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 2019–20 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2019–20 school year

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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, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019

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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, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

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number of students in the 2017 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 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 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

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number of students in the 2019 cohort **

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after 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, 2019

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number of students in the 2018 cohort**

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years 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, 2019

number of students in the 2017 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 2018–19*. *(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:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2019) 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 2019 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2019 with reported graduation plans

(excludes graduates with FHSP degree plans)

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) 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 2019 who complete a 4-year FHSP-E

number of graduates in the Class of 2019 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) 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 2019 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2019 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) 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.

$$\frac{\text{number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2019 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2018–19 who earn an FHSP-E}}{\text{number of graduates in SY 2018–19 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2018–19 who earn an FHSP-DLA}}{\text{number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 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.

$$\frac{\text{number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2018–19 with reported graduation plans}}$$

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 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

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 2018–19 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)*

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)*

<div align="center">

number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance

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total number of students

</div>

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)*

<div align="center">

number of students in the 2018–19 school year considered as at risk

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total number of students

</div>

Comprehensive Glossary
2019–20 Texas Academic Performance Report
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 and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(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 prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*

5) *Earn OnRamps Course Credits:* A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

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 40100)*

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 completing and receiving 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. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the *2020 Accountability Manual* and 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) *Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:* 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)*

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	

Comprehensive Glossary
2019–20 Texas Academic Performance Report

The percentages are calculated as follows:

English Language Arts.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2018–19 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2018–19 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA \underline{and} mathematics}}{\text{number of 2018–19 annual graduates}}$$

Either Subject.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA \underline{or} mathematics}}{\text{number of 2018–19 annual graduates}}$$

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2018–19 annual graduates}}$$

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)*

$$\frac{\text{number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who earned an associate's degree before graduation}}{\text{number of 2018–19 annual graduates}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report

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 dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

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 *2020 Accountability Manual. (Data source: TSDS PEIMS 48011)*

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification}}{\text{number of 2018–19 annual graduates}}$$

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 *2020 Accountability Manual. (Data source: TSDS PEIMS 40203)*

$$\frac{\text{number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2018–19 annual graduates}}$$

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)

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2018–19 annual graduates}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report

U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. *(Data source: TSDS PEIMS 40203)*

$$\frac{\text{number of 2018–19 annual graduates enlisting in the U.S. Armed Forces}}{\text{number of 2018–19 annual graduates}}$$

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced degree plan and identified as a current special education student *(Data source: TSDS PEIMS 40203 and 42401)*

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

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)*

$$\frac{\text{number of 2018–19 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2018–19 annual graduates}}$$

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)*

$$\frac{\text{number of 2018–19 annual graduates who took the TSIA}}{\text{number of 2018–19 annual graduates}}$$

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 >= 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.

$$\frac{\text{number of 2018–19 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2018–19 annual graduates}}$$

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)*

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2018–19 annual graduates}}$$

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.

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2018–19 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2018–19 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2018–19 annual graduates}}$$

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 2015–16 to 2018–19 school years. *(Data source: TSDS PIEMS 43415)*

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years}}{\text{number of 2018–19 annual graduates}}$$

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) examinations. *(Data source: College Board and IB)*

All Subjects

$$\frac{\text{Number of students in grades 11 \& 12 in the 2018–19 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts

number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in ELA

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total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in mathematics

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total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in science

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total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in social studies

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total students enrolled in grades 11 & 12

(Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees >= 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 2018–19 with at least one AP or IB score at or above criterion

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

English Language Arts

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in ELA

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

Mathematics

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in mathematics

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

Science

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in science

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

Social Studies

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders >= 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. <u>This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination</u>. 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

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

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.

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

$$\frac{\text{number of 2018–19 graduates who took either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

(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:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduating examinees taking either the SAT or the ACT}}$$

(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:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

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.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(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.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(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.

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. *(Data source: OnRamps program)*

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: 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 42401 and 40203)*

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19}}$$

Science

<div align="center">

number of students in grades 11–12 in 2018–19 who received credit for at least
one science advanced/dual-credit course

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number of students in grades 11–12 who received credit for at least one science course in 2018–19

</div>

Social Studies

<div align="center">

number of students in grades 11–12 in 2018–19 who received credit for at least
one social studies advanced/dual-credit course

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number of students in grades 11–12 who received credit for at least one social studies course in 2018–19

</div>

(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

<div align="center">

number of students in grades 9–12 in 2018–19 who received credit for at least
one advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one course in 2018–19

</div>

English Language Arts

<div align="center">

number of students in grades 9–12 in 2018–19 who received credit for at least
one ELA advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one ELA course in 2018–19

</div>

Mathematics

<div align="center">

number of students in grades 9–12 in 2018–19 who received credit for at least
one mathematics advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19

</div>

Science

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least}}{\text{one science advanced/dual-credit course}}$$

number of students in grades 9–12 who received credit for at least one science course in 2018–19

Social Studies

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least}}{\text{one social studies advanced/dual-credit course}}$$

number of students in grades 9–12 who received credit for at least one social studies course in 2018–19

(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.

$$\frac{\text{number of graduates during the 2017–18 school year who attended a public or independent}}{\text{college or university in Texas in the 2018–19 academic year}}$$

number of graduates during the 2017–18 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 2017–18 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 2017–18 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)*

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Profile
Student Information

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

> • scheduled to attend at least two hours of instruction each school day or

> • participating in an alternative attendance accounting program.

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.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(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)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: TSDS PEIMS 40100)*

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.

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)*

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 2019–20, 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. *(Data source: TSDS PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: TSDS PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —
   (A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
   (B) includes —
      (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

      (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

      (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

      (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: TSDS PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under

Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been

attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: TSDS PEIMS 40100)*

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: TSDS PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: TSDS PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: TSDS PEIMS 40100)*

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).

$$\frac{\text{number of students in the 2019–20 school year considered as at risk}}{\text{total number of students}}$$

(Data source: TSDS PEIMS 40110)

Students by Instructional Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), 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)*

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)

- 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 Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\text{number of mobile students in 2018–19}}{\text{number of students who were in membership at any time during the 2018–19 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and English learner status. The mobility rates shown are 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. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: TSDS PEIMS 42400)*

Comprehensive Glossary
2019–20 Texas Academic Performance Report

Attrition Rates *(campus profile only)*: The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2018} - \text{number of students who returned in fall 2019}}{\text{number of students enrolled in fall 2018}}$$

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

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, 2018–19*,* available from TEA*. (Data source: TSDS PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the 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 the end of the school start window. (For 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

(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).

Comprehensive Glossary
2019–20 Texas Academic Performance Report

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.

- 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)*

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 headcounts 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 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 teachers), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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)*

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 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

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 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30040 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 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.

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 Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the Commissioner's List of Reading Instruments. *Data are shown for the district and campus at which the student attended kindergarten.*

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: 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 who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

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 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. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students 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.

$$\frac{\text{number of kindergarten ready students}}{\text{all kindergarten students who were assessed for kindergarten readiness}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the Commissioner's List of Reading Instruments. *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed 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 and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before 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, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed 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, were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and 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. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

$$\frac{\text{number of kindergarten ready students}}{\text{all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report
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
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 Administration	Student Assessment	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting	(512) 463-9704
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

Comprehensive Glossary
2019–20 Texas Academic Performance Report
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 ....LSSP/Psychologist
024 ....Social Worker
026 ....Speech Therapist/Speech-Lang Pathologist
030 ....Visiting Teacher/Truant 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
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
2019–20 Texas Academic Performance Report
Advanced Academic Courses

- 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

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

Comprehensive Glossary
2019–20 Texas Academic Performance Report

13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

Comprehensive Glossary
2019–20 Texas Academic Performance Report

A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & 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 & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC

03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN

03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE

Comprehensive Glossary
2019–20 Texas Academic Performance Report

A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$9,212,495	25.46%	$2,282	$9,212,495	22.00%	$2,282	$24,943,497,732	43.99%	$4,605
State Operating Funds	$25,975,582	71.78%	$6,434	$26,516,053	63.32%	$6,568	$21,921,438,167	38.66%	$4,047
Federal Funds	$379,553	1.05%	$94	$4,713,064	11.25%	$1,167	$6,959,931,329	12.27%	$1,285
Other Local	$620,392	1.71%	$154	$1,437,374	3.43%	$356	$2,882,959,027	5.08%	$532
Total Operating Revenue	$36,188,022	100.00%	$8,964	$41,878,986	100.00%	$10,374	$56,707,826,255	100.00%	$10,470
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$3,020,137	59.83%	$748	$7,114,967,591	84.62%	$1,314
State Assistance for Debt Service	$0	0.00%	$0	$2,017,027	39.95%	$500	$498,243,085	5.93%	$92
Other Receipts (excluding debt service financing)	$11,110	100.00%	$3	$11,110	0.22%	$3	$794,651,977	9.45%	$147
Total Other Revenue	$11,110	100.00%	$3	$5,048,274	100.00%	$1,251	$8,407,862,653	100.00%	$1,552
Subtotal: Operating and Other Revenue	$36,199,132	100.00%	$8,967	$46,927,260	100.00%	$11,624	$65,115,688,908	100.00%	$12,022
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$2,768,462,682	100.00%	$511
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,768,462,682	100.00%	$511
Subtotal: Operating, Other and Recaptured Revenue	$36,199,132	100.00%	$8,967	$46,927,260	100.00%	$11,624	$67,884,151,590	100.00%	$12,534
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$3,691,153,910	63.99%	$682
Estimated State TRS Contributions	$1,556,349	100.00%	$386	$1,556,600	100.00%	$386	$2,077,222,453	36.01%	$384
Subtotal: Debt Service Financing and TRS Estimate Revenue	$1,556,349	100.00%	$386	$1,556,600	100.00%	$386	$5,768,376,363	100.00%	$1,065
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$37,755,481	100.00%	$9,352	$48,483,860	100.00%	$12,010	$70,884,065,271	100.00%	$13,088
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$26,730,948	81.44%	$6,621	$28,750,605	75.17%	$7,122	$42,536,152,378	79.22%	$7,854
Professional & Contracted Services (Object 62xx)	$3,595,911	10.96%	$891	$5,511,513	14.41%	$1,365	$5,053,894,853	9.41%	$933

2018 - 2019 Actual Financial Data
Totals for KAUFMAN ISD (129903)
Total Enrolled Membership: 4,037

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	$1,843,521	5.62%	$457	$2,827,959	7.39%	$701	$4,665,604,291	8.69%	$861
Other Operating Expenditures (Object 64xx)	$653,999	1.99%	$162	$1,155,104	3.02%	$286	$1,436,788,644	2.68%	$265
Total Operating Expenditures by Object	$32,824,379	100.00%	$8,131	$38,245,181	100.00%	$9,474	$53,692,440,166	100.00%	$9,913
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	$421,918	36.46%	$105	$4,518,192	85.64%	$1,119	$8,439,295,633	48.78%	$1,558
Capital Outlay(Object 66xx)	$735,342	63.54%	$182	$757,776	14.36xx	$188	$8,861,633,785	51.22%	$1,636
Total Non-Operating Expenditures by Object	$1,157,260	100.00%	$287	$5,275,968	100.00%	$1,307	$17,300,929,418	100.00%	$3,194
Grand Total: Operating and Non-Operating Expenditures by Object	$33,981,639	100.00%	$8,418	$43,521,149	100.00%	$10,781	$70,993,369,584	100.00%	$13,108
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	$19,440,183	59.22%	$4,816	$21,805,558	57.02%	$5,401	$30,104,392,112	56.07%	$5,558
Instructional Resources & Media Services (Function 12)	$224,496	0.68%	$56	$224,496	0.59%	$56	$605,276,429	1.13%	$112
Curriculum & Staff Development (Function 13)	$500,782	1.53%	$124	$510,824	1.34%	$127	$1,226,192,940	2.28%	$226
Instructional Leadership (Function 21)	$119,510	0.36%	$30	$119,510	0.31%	$30	$878,926,312	1.64%	$162
School Leadership (Function 23)	$2,346,117	7.15%	$581	$2,479,512	6.48%	$614	$3,188,405,674	5.94%	$589
Guidance Counseling Services (Function 31)	$1,100,185	3.35%	$273	$1,391,842	3.64%	$345	$2,024,672,783	3.77%	$374
Social Work Services (Function 32)	$0	0.00%	$0	$0	0.00%	$0	$152,988,674	0.28%	$28
Health Services (Function 33)	$324,204	0.99%	$80	$375,927	0.98%	$93	$556,828,343	1.04%	$103
Transportation (Function 34)	$1,251,157	3.81%	$310	$1,251,157	3.27%	$310	$1,636,095,662	3.05%	$302
Food Services (Function 35)	$19,877	0.06%	$5	$2,049,420	5.36%	$508	$2,916,390,356	5.43%	$538
Extracurricular (Function 36)	$1,230,124	3.75%	$305	$1,715,027	4.48%	$425	$1,647,983,294	3.07%	$304
General Administration (Function 41,92)	$1,114,320	3.39%	$276	$1,114,320	2.91%	$276	$1,746,395,855	3.25%	$322
Facilities Maintenance & Operations (Function 51)	$3,745,155	11.41%	$928	$3,745,155	9.79%	$928	$5,226,340,714	9.73%	$965
Security & Monitoring Services (Function 52)	$349,945	1.07%	$87	$349,945	0.92%	$87	$558,885,118	1.04%	$103
Data Processing Services (Function 53)	$1,032,983	3.15%	$256	$1,032,983	2.70%	$256	$956,567,070	1.78%	$177
Community Services (Function 61)	$25,341	0.08%	$6	$79,505	0.21%	$20	$266,098,830	0.50%	$49
Total Operating Expenditures by Function	$32,824,379	100.00%	$8,131	$38,245,181	100.00%	$9,474	$53,692,440,166	100.00%	$9,913
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	$421,918	36.46%	$105	$4,518,192	85.64%	$1,119	$8,439,295,633	48.78%	$1,558

2018 - 2019 Actual Financial Data
Totals for KAUFMAN ISD (129903)
Total Enrolled Membership: 4,037

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	$735,342	63.54%	$182	$757,776	14.36%	$188	$8,861,633,785	51.22%	$1,636
Total Non-Operating Expenditures by Function	$1,157,260	100.00%	$287	$5,275,968	100.00%	$1,307	$17,300,929,418	100.00%	$3,194
Grand Total: Operating and Non-Operating Expenditures by Function	$33,981,639	100.00%	$8,418	$43,521,149	100.00%	$10,781	$70,993,369,584	100.00%	$13,108
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$15,419,990	46.98%	$3,820	$15,419,990	40.32%	$3,820	$23,769,020,825	44.27%	$4,389
Gifted and Talented (PIC 21)	$158,183	0.48%	$39	$158,183	0.41%	$39	$416,549,053	0.78%	$77
Career and Technical (PIC 22)	$1,423,193	4.34%	$353	$1,468,799	3.84%	$364	$1,673,614,337	3.12%	$309
Students with Disabilities (PICs 23,33)	$2,698,731	8.22%	$668	$3,419,071	8.94%	$847	$6,603,694,277	12.30%	$1,219
State Compensatory Education (PICs 24,26,28,29,30,34)	$2,742,266	8.35%	$679	$4,234,562	11.07%	$1,049	$4,676,522,504	8.71%	$863
Bilingual (PICs 25,35)	$639,718	1.95%	$158	$709,539	1.86%	$176	$690,802,576	1.29%	$128
High School Allotment (PIC 31)	$313,133	0.95%	$78	$313,133	0.82%	$78	$576,205,810	1.07%	$106
PreKindergarten (PIC 32)	$770,130	2.35%	$191	$770,130	2.01%	$191	$576,398,990	1.07%	$106
Athletics/Related Activities (PIC 91)	$967,374	2.95%	$240	$974,066	2.55%	$241	$1,093,452,352	2.04%	$202
Un-Allocated (PIC 99)	$7,691,661	23.43%	$1,905	$10,777,708	28.18%	$2,670	$13,616,179,442	25.36%	$2,514
Total Operating Expenditures by Program Intent Code (PIC)	$32,824,379	100.00%	$8,131	$38,245,181	100.00%	$9,474	$53,692,440,166	100.00%	$9,913
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$421,918	36.46%	$105	$4,518,192	85.64%	$1,119	$8,439,295,633	48.78%	$1,558
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$735,342	63.54%	$182	$757,776	14.36%	$188	$8,861,633,785	51.22%	$1,636
Total Non-Operating Expenditures by Program Intent Code (PIC)	$1,157,260	100.00%	$287	$5,275,968	100.00%	$1,307	$17,300,929,418	100.00%	$3,194
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$33,981,639	100.00%	$8,418	$43,521,149	100.00%	$10,781	$70,993,369,584	100.00%	$13,108

Disbursements
Total Disbursements

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	$32,824,379	96.23%	$8,131	$38,245,181	87.62%	$9,474	$53,692,440,166	71.10%	$9,913
Recapture	$0	0.00%	$0	$0	0.00%	$0	$2,768,462,682	3.67%	$511
Total Other Uses	$0	0.00%	$0	$0	0.00%	$0	$1,068,121,149	1.41%	$197

2018 - 2019 Actual Financial Data
Totals for KAUFMAN ISD (129903)
Total Enrolled Membership: 4,037

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Intergovernmental Charge	$128,034	0.38%	$32	$128,034	0.29%	$32	$681,757,275	0.90%	$126
Debt Service (Object 6500)	$421,918	1.24%	$105	$4,518,192	10.35%	$1,119	$8,439,295,633	11.18%	$1,558
Capital Projects (Object 6600)	$735,342	2.16%	$182	$757,776	1.74%	$188	$8,861,633,785	11.74%	$1,636
Total Disbursements	$34,109,673	100.00%	$8,449	$43,649,183	100.00%	$10,812	$75,511,710,690	100.00%	$13,942

Tax Rates
2018 - 2019 (current tax year) Tax Rates

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Maintenance & Operations				1.1700			1.1003		
Interest & Sinking				0.3800			0.2097		
Total Tax Rate				1.5500			1.3101		

Fund Balance**
Fund Balance

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Nonspendable Fund Balance	$368,279		$91	$368,279		$91	$255,555,898		$50
Restricted Fund Balance	$1,628,907		$403	$4,059,563		$1,006	$17,956,324,818		$3,521
Committed Fund Balance	$0		$0	$214,508		$53	$3,206,045,411		$629
Assigned Fund Balance	$0		$0	$0		$0	$2,969,613,173		$582
Unassigned Fund Balance	$12,889,582		$3,193	$12,889,582		$3,193	$14,724,633,560		$2,887
Total Fund Balance**	$14,886,768		$3,688	$17,531,932		$4,343	$39,112,172,860		$7,670

Fund Balance Reconciliation

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
2017-2018 Total Fund Balance (Previous Year)	$11,244,828		$2,845	$12,701,115		$3,213	$35,850,846,786		$7,045
2018-2019 Excess (Deficiency) Operating Expenditures	$3,630,830		$899	$4,819,707		$1,194	$-5,923,414,430		$-1,162
2018-2019 Excess (Deficiency) Non-Operating Expenditures	$11,110		$3	$11,110		$3	$8,992,605,090		$1,763
2018-2019 Uncommon Items	$0		$0	$0		$0	$192,135,414		$38
2018-2019 Total Fund Balance	$14,886,768		$3,688	$17,531,932		$4,343	$39,112,172,860		$7,670

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Kaufman H S   District: KAUFMAN ISD
Campus Number: 129903001   **Total Membership: 1,170**

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	8,263,367	100.00	7,063	8,570,609	100.00	7,325
Operating-Payroll	7,097,401	85.89	6,066	7,152,899	83.46	6,114
Other Operating	1,127,766	13.65	964	1,379,510	16.10	1,179
Non-Operating(Equipt/Supplies)	38,200	0.46	33	38,200	0.45	33
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	8,225,167	100.00	7,030	8,532,409	100.00	7,293
Instruction (11,95) *	5,951,979	72.36	5,087	6,076,317	71.21	5,193
Instructional Res/Media (12) *	82,334	1.00	70	82,334	0.96	70
Curriculum/Staff Develop (13) *	148,176	1.80	127	148,176	1.74	127
Instructional Leadership (21) *	32,370	0.39	28	32,370	0.38	28
School Leadership (23) *	647,045	7.87	553	647,045	7.58	553
Guidance/Counseling Svcs (31) *	319,724	3.89	273	319,724	3.75	273
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	57,824	0.70	49	57,824	0.68	49
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	985,715	11.98	842	1,168,619	13.70	999
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	7,239,452	100.00	6,188	7,335,790	100.00	6,270
Regular	4,349,014	60.07	3,717	4,349,014	59.28	3,717
Gifted & Talented	146,599	2.03	125	146,599	2.00	125
Career & Technical	1,421,261	19.63	1,215	1,466,867	20.00	1,254
Students with Disabilities	740,305	10.23	633	791,037	10.78	676
Accelerated Education	421,696	5.82	360	421,696	5.75	360
Bilingual	7,727	0.11	7	7,727	0.11	7
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	152,850	2.11	131	152,850	2.08	131
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Gary W Campbell H S   District: KAUFMAN ISD

Campus Number: 129903003   Total Membership: 34

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	989,147	100.00	29,093	1,015,043	100.00	29,854
Operating-Payroll	943,630	95.40	27,754	969,526	95.52	28,515
Other Operating	45,517	4.60	1,339	45,517	4.48	1,339
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	989,147	100.00	29,093	1,015,043	100.00	29,854
Instruction (11,95) *	696,808	70.45	20,494	722,704	71.20	21,256
Instructional Res/Media (12) *	162	0.02	5	162	0.02	5
Curriculum/Staff Develop (13) *	20,826	2.11	613	20,826	2.05	613
Instructional Leadership (21) *	6,897	0.70	203	6,897	0.68	203
School Leadership (23) *	162,192	16.40	4,770	162,192	15.98	4,770
Guidance/Counseling Svcs (31) *	101,448	10.26	2,984	101,448	9.99	2,984
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	814	0.08	24	814	0.08	24
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	989,147	100.00	29,093	1,015,043	100.00	29,854
Regular	0	0.00	0	0	0.00	0
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	151,078	15.27	4,443	176,974	17.44	5,205
Accelerated Education	838,069	84.73	24,649	838,069	82.56	24,649
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

School Campus: Norman J H   District: KAUFMAN ISD

Campus Number: 129903041   Total Membership: 934

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,279,045	100.00	5,652	5,533,729	100.00	5,925
Operating-Payroll	4,911,827	93.04	5,259	5,044,133	91.15	5,401
Other Operating	367,218	6.96	393	489,596	8.85	524
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,279,045	100.00	5,652	5,533,729	100.00	5,925
Instruction (11,95) *	4,216,629	79.87	4,515	4,348,935	78.59	4,656
Instructional Res/Media (12) *	32,126	0.61	34	32,126	0.58	34
Curriculum/Staff Develop (13) *	103,314	1.96	111	103,314	1.87	111
Instructional Leadership (21) *	23,473	0.44	25	23,473	0.42	25
School Leadership (23) *	409,041	7.75	438	409,041	7.39	438
Guidance/Counseling Svcs (31) *	213,555	4.05	229	213,555	3.86	229
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	59,365	1.12	64	59,365	1.07	64
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	221,542	4.20	237	343,920	6.21	368
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,057,503	100.00	5,415	5,189,809	100.00	5,557
Regular	4,375,698	86.52	4,685	4,375,698	84.31	4,685
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	412,466	8.16	442	544,772	10.50	583
Accelerated Education	106,620	2.11	114	106,620	2.05	114
Bilingual	2,436	0.05	3	2,436	0.05	3
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	160,283	3.17	172	160,283	3.09	172
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

T E X A S   E D U C A T I O N   A G E N C Y
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Lucille Nash El   District: KAUFMAN ISD

Campus Number: 129903114   Total Membership: 500

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,422,047	100.00	4,844	2,684,217	100.00	5,368
Operating-Payroll	2,289,219	94.52	4,578	2,458,278	91.58	4,917
Other Operating	132,828	5.48	266	225,939	8.42	452
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,422,047	100.00	4,844	2,684,217	100.00	5,368
Instruction (11,95) *	1,895,414	78.26	3,791	2,109,577	78.59	4,219
Instructional Res/Media (12) *	27,189	1.12	54	27,189	1.01	54
Curriculum/Staff Develop (13) *	51,338	2.12	103	51,338	1.91	103
Instructional Leadership (21) *	5,971	0.25	12	5,971	0.22	12
School Leadership (23) *	290,574	12.00	581	290,574	10.83	581
Guidance/Counseling Svcs (31) *	90,977	3.76	182	90,977	3.39	182
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	57,769	2.39	116	57,769	2.15	116
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	2,815	0.12	6	50,822	1.89	102
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,419,232	100.00	4,838	2,621,376	100.00	5,243
Regular	2,080,642	86.00	4,161	2,080,642	79.37	4,161
Gifted & Talented	429	0.02	1	429	0.02	1
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	148,870	6.15	298	190,162	7.25	380
Accelerated Education	108,718	4.49	217	269,570	10.28	539
Bilingual	80,573	3.33	161	80,573	3.07	161
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: J R Phillips El   District: KAUFMAN ISD
Campus Number: 129903112   Total Membership: 458

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,733,442	100.00	5,968	3,007,095	100.00	6,566
Operating-Payroll	2,597,466	95.03	5,671	2,780,009	92.45	6,070
Other Operating	135,976	4.97	297	227,086	7.55	496
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,733,442	100.00	5,968	3,007,095	100.00	6,566
Instruction (11,95) *	2,176,878	79.64	4,753	2,405,790	80.00	5,253
Instructional Res/Media (12) *	26,179	0.96	57	26,179	0.87	57
Curriculum/Staff Develop (13) *	56,165	2.05	123	56,165	1.87	123
Instructional Leadership (21) *	6,720	0.25	15	6,720	0.22	15
School Leadership (23) *	303,011	11.09	662	303,011	10.08	662
Guidance/Counseling Svcs (31) *	106,423	3.89	232	106,423	3.54	232
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	58,050	2.12	127	58,050	1.93	127
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	16	0.00	0	44,757	1.49	98
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,733,426	100.00	5,968	2,948,833	100.00	6,439
Regular	1,973,264	72.19	4,308	1,973,264	66.92	4,308
Gifted & Talented	542	0.02	1	542	0.02	1
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	174,726	6.39	381	239,366	8.12	523
Accelerated Education	310,799	11.37	679	461,566	15.65	1,008
Bilingual	274,095	10.03	598	274,095	9.30	598
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: J W Monday El   District: KAUFMAN ISD

Campus Number: 129903110   Total Membership: 461

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,865,656	100.00	6,216	3,159,998	100.00	6,855
Operating-Payroll	2,712,856	94.67	5,885	2,914,334	92.23	6,322
Other Operating	152,800	5.33	331	245,664	7.77	533
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,865,656	100.00	6,216	3,159,998	100.00	6,855
Instruction (11,95) *	2,313,499	80.73	5,018	2,561,500	81.06	5,556
Instructional Res/Media (12) *	23,552	0.82	51	23,552	0.75	51
Curriculum/Staff Develop (13) *	58,228	2.03	126	58,228	1.84	126
Instructional Leadership (21) *	17,586	0.61	38	17,586	0.56	38
School Leadership (23) *	263,283	9.19	571	263,283	8.33	571
Guidance/Counseling Svcs (31) *	127,426	4.45	276	127,426	4.03	276
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	62,066	2.17	135	62,066	1.96	135
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	16	0.00	0	46,357	1.47	101
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,865,640	100.00	6,216	3,100,384	100.00	6,725
Regular	1,964,886	68.57	4,262	1,964,886	63.38	4,262
Gifted & Talented	328	0.01	1	328	0.01	1
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	436,598	15.24	947	491,623	15.86	1,066
Accelerated Education	293,843	10.25	637	438,196	14.13	951
Bilingual	169,985	5.93	369	205,351	6.62	445
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Helen Edward Early Childhood Cente　　District: KAUFMAN ISD

Campus Number: 129903105　　　　Total Membership: 480

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,533,304	100.00	5,278	3,356,790	100.00	6,993
Operating-Payroll	2,384,545	94.13	4,968	3,089,680	92.04	6,437
Other Operating	148,759	5.87	310	267,110	7.96	556
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,533,304	100.00	5,278	3,356,790	100.00	6,993
Instruction (11,95) *	2,004,839	79.14	4,177	2,703,570	80.54	5,632
Instructional Res/Media (12) *	32,899	1.30	69	32,899	0.98	69
Curriculum/Staff Develop (13) *	58,869	2.32	123	68,911	2.05	144
Instructional Leadership (21) *	21,100	0.83	44	21,100	0.63	44
School Leadership (23) *	256,759	10.14	535	284,569	8.48	593
Guidance/Counseling Svcs (31) *	130,679	5.16	272	130,679	3.89	272
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	28,159	1.11	59	79,882	2.38	166
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	0	0.00	0	35,180	1.05	73
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,533,304	100.00	5,278	3,311,647	100.00	6,899
Regular	676,486	26.70	1,409	676,486	20.43	1,409
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	488,569	19.29	1,018	505,251	15.26	1,053
Accelerated Education	520,701	20.55	1,085	1,265,105	38.20	2,636
Bilingual	77,418	3.06	161	94,675	2.86	197
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	770,130	30.40	1,604	770,130	23.26	1,604

 *Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

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KISD Goals and Performance Objectives 2018-2019

- Goal 1: Improve Student Achievement
    - o Performance Objective 1: State assessment scores in all core areas will meet or exceed state standards for all student groups.
    - o Performance Objective 2: Percentage of students approaching, meeting, and mastering grade level on state accountability will meet or exceed state average in all subjects for all student groups
- Goal 2: Improve Student Career and College Readiness
    - o Performance Objective 1: Percentage of students graduating with an endorsement will meet or exceed state averages.
    - o Performance Objective 2: Completion rates, attendance rates, and dropout rates will meet or exceed state standards and averages.
    - o Performance Objective 3: Promote a college -bound culture
- Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff
    - o Performance Objective 1: The district will provide high quality staff development.
    - o Performance Objective 2: The district will recruit and hire fully certified and highly qualified administrators, teachers, and staff.
- Goal 4: Improve Student Programs & Services
    - o Performance Objective 1: Technology will be integrated throughout the district.
    - o Performance Objective 2: Students in need of specialized services will be properly identified and served.
    - o Performance Objective 3: Parental and community involvement will be prioritized.
    - o Performance Objective 4: The district will maintain compliance with state and federal laws and regulations.
- Goal 5: Provide a safe and orderly learning environment
    - o Performance Objective 1: Provide programs and structures that promote safety and security
    - o Performance Objective 2: Provide programs and structures that promote an orderly learning environment
    - o Performance Objective 3: Provide programs and structures that promote social and emotional well-being

Kaufman Independent School District

District Improvement Plan

2019-2020 Formative and Summative Reviews

Accountability Rating: B

Mission Statement

KISD will equip students to become lifelong learners committed to academic excellence, integrity, responsible citizenship, and service to others.

Vision

Preparation Purpose Pride

Table of Contents

Goal 1: Improve Student Achievement

Performance Objective 1: State assessment scores in all core areas will meet or exceed state standards for all student groups.
   Evaluation Data Source(s) 1: STAAR Results TAPR Eduphoria

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
TEA Priorities Build a foundation of reading and math 1) Continue to support and improve guided reading program in grades k-6	Principals Instructional Facilitator Asst Sup of Academics	Small group instruction in reading will lead to better targeted instruction and a higher percentage of students reading on or above grade level	50%	75%	100%	→
2) Provide district-wide staff development in areas of specific need	Asst Sup of Academics Directors Principals	Teachers will be better prepared to attack areas of weakness	75%	85%	100%	→
3) Use Lexia to track student reading levels and reinforce reading instruction	Teachers Principal Inst Facilitator	Teachers will have a better understanding of student learning gaps. This will guide instruction that leads to improved reading. Students will benefit from personalized intervention.	50%	75%	90%	→
4) Use computer Math program (Dreambox) to fill gaps and build student math skills	Principals Math Inst Facilitator	Students will increase their mathematical abilities and will perform better on state and local assessments	50%	75%	90%	→
TEA Priorities Build a foundation of reading and math 5) Utilize Edugence to help continually improve effectiveness and efficiency of the RTI program	Principals Asst Sup of Academics	Our RTI program will meet the intervention needs of students allowing them to progress toward grade level.	50%	75%	100%	→
6) Use common assessments and data reviews to help guide instruction.	Principals Instructional Facilitators	Data driven instruction will lead to more effective teaching and intervention which will make the students more successful.	50%	75%	75%	→
TEA Priorities Build a foundation of reading and math 7) Use LLI with Tier 3 readers at elementary and Read Right at secondary	RTI Facilitator Principal Intervention Teachers	Tier 3 readers will significantly improve reading abilities	50%	75%	85%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
8) Continue to provide and support intensive reading intervention in PK-6	Principals Reading Intervention Teachers	Struggling readers will show significant progress toward grade level.	50%	75%	90%	→
9) Support and provide early instructional support for ELLs in PK-1st with additional paraprofessionals	Principals Bilingual teachers Paraprofessionals	Students will improve English speaking skills when provided with this additional support.	50%	75%	100%	→

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 1: Improve Student Achievement

Performance Objective 2: Percentage of students mastering grade level on state accountability will meet or exceed state average in all subjects for all student groups

Evaluation Data Source(s) 2: STAAR Results TAPR Eduphoria
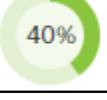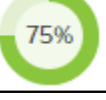
Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Continuously emphasize the value of high expectations and rigor through various modes of communication and training.	Asst Sup of Academics Principals Teachers	Teachers will maintain high expectations for themselves and for students leading to higher levels of knowledge and skills among students.	50%	75%	100%	→
2) Focus attention on student progress rather than just meeting a standard	Principals Teachers	With focused attention on growth for every child, students will be more likely to reach their full potential	50%	75%	75%	→
3) Utilize Math Instructional Facilitator position		The facilitator will help teachers disaggregate data and refine teaching skills leading to higher levels of student success.	50%	75%	100%	→
4) Utilize a Math consultant	Math Facilitator Principals Asst Sup of Academics	The consultant will help make sure we are on track with our approach to mathematics instruction which help teachers and students maximize their potential.	30%	30%	30%	→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Percentage of students graduating with an endorsement will meet or exceed state averages.
    Evaluation Data Source(s) 1: Graduation records PEIMS

    Summative Evaluation 1: Exceeded Performance Objective
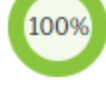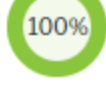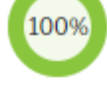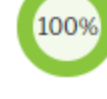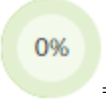
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Continue to develop and support multiple pathways in each of the 5 endorsement tracks.	Asst Sup of Academics Principals Associate Principal Counselors Teachers	Students will be able to graduate with endorsements in areas of interest and will be more prepared for college or careers	100%	100%	100%	→
2) Implement new CTE courses to add to pathways as students reach the upper levels	Asst Sup of Academics Principals Associate Principal Counselors Teachers	Students will be able to graduate with endorsements in areas of interest and will be more prepared for college or careers	100%	100%	100%	→
3) Utilize partnership with TVCC and Texas Health Presbyterian Hospital to support addition of CNA program to Health Science in 2018-2019	Asst Sup of Academics Principals Associate Principal	By 2018-2019 we will have a program that will allow students to graduate with a CNA and be prepared for careers in health science. This will benefit the students, the hospital, the local community, and the greater medical community.	50%	75%	75%	→
4) Counselors will meet with all current HS students to review grad plans and with all 8th grade students and their parents to design or select grad pathways	Principal Counselors	Personal connection will help parents and students to be more informed and make wise decisions regarding college and career prep.	40%	75%	80%	→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Improve Student Career and College Readiness

Performance Objective 2: Completion rates, attendance rates, and dropout rates will meet or exceed state standards and averages.
    Evaluation Data Source(s) 2: PIEMS Reports TAPR

    Summative Evaluation 2:
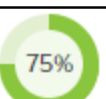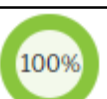
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Provide an alternative choice HS - GCHS to meet the needs of at-risk students	Superintendent GCHS staff	Through a supportive and individualized atmosphere, this campus will allow at-risk students to graduate who may have otherwise had a very difficult time doing so.	100%	100%	100%	→
2) Provide night school for at-risk students at GCHS	GCHS Principal	This will allow at-risk students to graduate who may have otherwise had a very difficult time doing so.	50%	75%	80%	→
3) Conduct data review with principals to identify and locate leavers from the previous year.	Assistant Sup for Academics Director of Accountability Secondary Principals, Counselors, and Registrar	This process will help keep kids from falling through the cracks. Particularly, students who withdraw to attend another school, but never show up at that school.	100%	100%	100%	100%
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 2: Improve Student Career and College Readiness

Performance Objective 3: Promote a college -bound culture
    Evaluation Data Source(s) 3: Course Schedules PEIMS Reports CCMR College enrollment data

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
TEA Priorities Connect high school to career and college 1) Support Dual Credit / AP / Pre-AP courses	Asst. Sup of Academics Dir of Curr & Inst Principal	Students who take these courses will expand their knowledge and abilities and will experience higher levels of success	50%	75%	100%	→
TEA Priorities Connect high school to career and college 2) Administer PSAT to all Sophs and Jrs	Dir of Curr & Inst Principals Counselors	Students will be more prepared when it comes time to take the SAT/ACT leading to higher scores and higher rates of student acceptance in colleges of their choice.	100%	100%	100%	→
TEA Priorities Connect high school to career and college 3) Pay DC tuition for low-socio students	Dir of Curr & Inst Principal Counselor	This will allow some students to attend college who may not have the opportunity otherwise.	50%	75%	100%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						
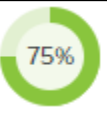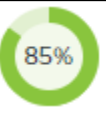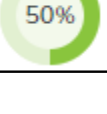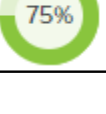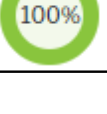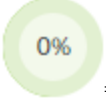
Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: The district will provide high quality staff development.
    Evaluation Data Source(s) 1: Eduphoria Workshop / Strive R10 Offerings Ssessments

    Summative Evaluation 1: Met Performance Objective
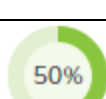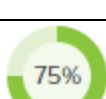
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
TEA Priorities Recruit, support, retain teachers and principals 1) Provide district-wide staff development in areas of specific need.	Asst Sup of Academics	Teachers will be better prepared to attack areas of weakness leading to improvement in those areas.	75%	85%	100%	→
TEA Priorities Recruit, support, retain teachers and principals 2) Use exchange hour program for professional development.	Asst Sup of Academics Principals	This will allow teachers to seek training on topics of interest or need. It will allow them to target training in line with their T-TESS goals. This will help them better serve their students' needs.	100%	100%	100%	→
3) Utilize district-developed, principal-led compliance training for required professional development.	Asst. Sup Principals`	Face-to-face training will allow principals to emphasize important aspects of the law and district expectation in order to better inform teachers.	100%	100%	100%	→
4) Implement campus-based, ongoing ethics training.	Asst Sup Principals	This training will strengthen teachers' awareness of ethical practices and help avoid unethical behavior.	50%	75%	100%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 2: The district will recruit, retain, and train fully certified and highly qualified administrators, teachers, and staff.
  Evaluation Data Source(s) 2: Personnel reports

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
TEA Priorities Recruit, support, retain teachers and principals 1) Give hiring preference to fully certified candidates	Asst Sup of HR and Operations	This will ensure that we are putting the most qualified teachers in the classroom.	100%	100%	100%	→
TEA Priorities Recruit, support, retain teachers and principals 2) Provide new teacher orientation	Superintendent Asst Superintendents	New teachers will be able to assimilate to the KISD culture. Expectations will be made clear	100%	100%	100%	→
TEA Priorities Recruit, support, retain teachers and principals 3) Provide a mentor program for teachers new to the profession	Asst Sup or HR Mentor Program Advisor	This program will help brand new teachers progress in their development and help keep them from feeling overwhelmed.	50%	75%	100%	→
TEA Priorities Recruit, support, retain teachers and principals 4) Use T-TESS system with Student Learning Objectives	Principals	This system helps keep the teachers focused on continual growth for themselves and their students.	50%	75%	100%	→
Equity Plan Strategy 5) Ensure that low income and minority students are not taught at higher rates than other students by non-certified or inexperienced teachers.	Asst Superintendent of HR	All students will have equal access to high quality teachers.	100%	100%	100%	→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: Improve Student Programs & Services

Performance Objective 1: Technology will be integrated throughout the district.
Evaluation Data Source(s) 1: Usage Reports Tech Plan Tech survey

Summative Evaluation 1: Met Performance Objective
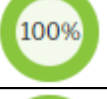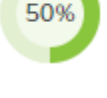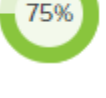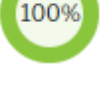
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Purchase additional Chromebooks for campuses	Director of Technology Asst Sup of Academics Principals	The addition of new devices will allow more students and teachers to use technology at the same time leading to greater learning opportunities.	25%	100%	100%	→
2) The new HS is completely outfitted with new computers including all checkout labs, teaching labs, teacher laptops, journalism Mac lab, band practice room laptops, and TV/graphics and animation lab.	Asst Sup of Academics Director of Technology CFO Technology Staff	New computers will allow students to prepare for life beyond high school in a technological world.	100%	100%	100%	100%
3) Update newly redesigned district website	Director of Technology All Directors All Administrators	The new design will help convey the vision of the district and make it easier for parents and community members to find important information.	90%	100%	100%	→
4) Develop programs to utilize the mobile literacy lab.	Asst. Sup Technology Director Dir of Curr & Inst Reading Facilitator	This mobile lab will expand learning opportunities for students during the school-year and the summer.	30%	75%	75%	→
5) Maintain highly-trained and skilled technical staff	Asst Sup of Academics Technology Director	The technology staff will order, prepare, deploy, inventory, and maintain all technical equipment allowing the teachers and students to utilize these tools.	100%	100%	100%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: Improve Student Programs & Services

Performance Objective 2: Students in need of specialized services will be properly identified and served.
    Evaluation Data Source(s) 2: Program Data and Evaluations SST Data RTI Data PIEMS

    Summative Evaluation 2: Met Performance Objective
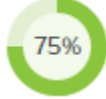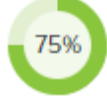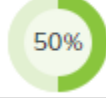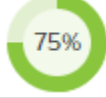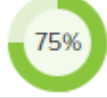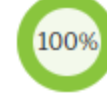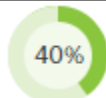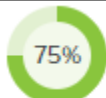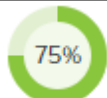
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Continue enhanced EL progress tracking and intervention system on every campus.	Principals Teachers	EL STAAR passing rates will improve by 10% in all subject areas. For younger campuses with no STAAR, the percentage of ELs reading on grade level will improve by 10%.	50%	75%	100%	→
2) Ensure continuum of services to address student needs including the treatment of dyslexia.	Director of Special Populations	Recently acquired training will be utilized to identify and assist students with dyslexia allowing the students to be more successful.	50%	75%	100%	→
3) Utilize updated RTI policies and procedures	RTI Facilitator	Students in need of intervention will be better served and will make greater progress toward grade level achievement.	50%	75%	100%	→
4) Utilize Bilingual Facilitator/Parent Liason	Assistant Superintendent Principals Director of Special Populations	The bilingual facilitator will work with teachers to ensure effective practices are used to help our ELs. She will also work to engage our Spanish-speaking parents in the school system.	50%	75%	100%	→
5) Ensure effective and efficient special education services in compliance with federal, State, and local regulations.	Asst Sup of Academics Director of Special Education	The district will meet the needs of special education students	50%	75%	100%	→
100% = Accomplished		→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

Goal 4: Improve Student Programs & Services

Performance Objective 3: Parental and community involvement will be prioritized.
    Evaluation Data Source(s) 3: PTO Data Lunch and Learn Participation Parent survey Social media feedback

    Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Provide district-wide outreach program for EL parents to help build connections and capacity	Director of Special Populations Principals Project implementation team	EOY parental survey will show that ELL parents feel more welcome, informed, and valued; and possess new knowledge and resources allowing them to better support their child's education.	50%	75%	85%	→
2) Provide meeting invitations in Spanish and provide interpreters at meetings	Principals	Our Spanish speaking parents will be better informed, will feel more welcome and valued, and will be better able to support their child's education.	40%	75%	85%	→
3) District will use website and social media to keep parents informed.	All District Admin	Parents will be better informed, feel a stronger connection to the school and better able to support their child's education.	50%	75%	100%	→
4) District will provide opportunities for parents to access campuses	All district admin KISD police	Parents will be better informed, feel a stronger connection to the school and better able to support their child's education.	50%	75%	75%	→
5) Support parent night activities on all campuses	Principals	Parents will be better informed, feel a stronger connection to the school and better able to support their child's education.	50%	75%	75%	→
6) Create community Wi-Fi Hotspot between KHS and GCHS	Asst. Sup. for Academics Directory of Technology	This hotspot will allow internet access after school hours for students and parents who do not have access at home.	15%	75%	100%	100%
7) Provide ESL College Nights at KHS for Spanish-speaking parents of HS students.	HS Principal HS Counselor Bilingual Facilitator	These college nights will provide important college information to Spanish-speaking parents. We hope this will lead to more ESL students attending college.	40%	75%	75%	→
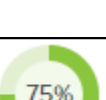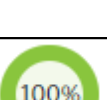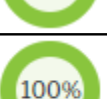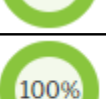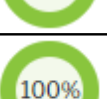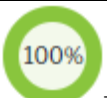
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
TEA Priorities Build a foundation of reading and math 8) The district will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school.	Asst Superintendent of Academics Dir. of Special Pops	Parents will be more engaged in the educational process leading to higher levels of student achievement and efficacy	100%	100%	100%	→

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 4: Improve Student Programs & Services

Performance Objective 4: The district will maintain compliance with state and federal laws and regulations.
    Evaluation Data Source(s) 4: Policy R10 Compliance Check

    Summative Evaluation 4: Met Performance Objective
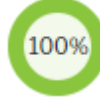
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Provide monthly and periodic legal/policy updates for administrators	Central admin Directors	Campus administrators will remain current on policy and legal issues and will be better equipped to inform their staff.	50%	75%	100%	→
2) Monitor federal and special programs to ensure compliance.	Asst Sup of Academics Director of Special Populations Director of Special Education	The district will be in compliance with regulations pertaining to federal and special programs	50%	75%	100%	→
3) Ensure compliance with all financial rules and regulations	CFO	District will be compliant with all financial rules and regs as confirmed by a clean audit and high FIRST rating	50%	75%	100%	→
4) Conduct rotating program evaluations	Superintendent Central Admin Directors	Rotating program evaluations will help the district ensure that all programs are in compliance and meeting the needs of our students.	100%	100%	100%	→
5) Provide annual compliance training for teachers and other appropriate personnel	Asst Sup of Academics Principals	Staff will be fully trained on topics required by law in order to carry out their professional responsibilities	100%	100%	100%	→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 5: Provide a safe and orderly learning environment

Performance Objective 1: Provide programs and structures that promote safety and security
    Evaluation Data Source(s) 1: PEIMS Student discipline reports student, teacher, parent feedback

    Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Employ and oversee ISD police department. The duties of the police officers include protecting: 1. The safety and welfare of any person in the jurisdiction of the peace officer, and 2. The property of the school district	Asst Superintendent Police Chief	An effective police force will help ensure that the campuses are safe and able to provide an orderly learning experience.	50%	75%	100%	→
2) District Emergency Operations Procedures Team will conduct audits and update EOP as needed.	Asst Superintendent EOPT	The district will proactively deter terroristic activities and also be prepared to deal with campus emergencies as they arise.	90%	100%	100%	→
3) Utilize Protect the Pride safety system to combat threats to student and teacher safety	Asst. Sup. Principals Chief of Police	This program will help ensure that KISD provides a safe learning environment.	50%	75%	100%	→
4) Convene a Student Safety Advisory Council	Assistant Superintendent	Student representatives from every grade level will meet periodically with the Assistant Superintendent to communicate student perspective on school safety issues. This information will be used to provide a safe and comfortable learning environment.	50%	100%	100%	→
5) Utilize threat assessment team and protocols in order to identify potential safety threats	Assistant Superintendent Chief of Police Director of Student Services	The team will be able to identify potential threats to student safety and intervene appropriately in order to keep students safe.	50%	75%	100%	→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 5: Provide a safe and orderly learning environment

Performance Objective 2: Provide programs and structures that promote an orderly learning environment
    Evaluation Data Source(s) 2: student data reports student, teacher, parent feedback walk-through data
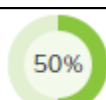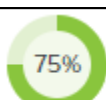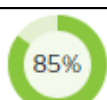
    Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Utilize a discipline management plan that is effective and equitable	Assistant Superintendent Principals Assistant Principals	Fair, balanced, consistent and firm discipline practices will contribute to a safe and orderly learning environment.	50%	75%	100%	→
2) District will support proactive discipline strategies and look for alternatives to ISS	Asst Superintendent Principals Asst Principals	Proactive discipline will limit more serious discipline issues. Alternatives to ISS will allow students more time in the classroom for instruction.	50%	75%	85%	→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 5: Provide a safe and orderly learning environment

Performance Objective 3: Provide programs and structures that promote social and emotional well-being
    Evaluation Data Source(s) 3: discipline reports counselor, teacher, student, parent feedback

    Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Campus administration and staff will use anti-bullying training and protocol	Asst Superintendent Principals Teachers	Students will have a safe and positive learning experience.	50%	75%	100%	→
2) Utilize Sanford and Harmony social-emotional curriculum on the elementary campuses	Director of Student Services Principals	Students will develop appropriate social skills and emotional stability.	50%	75%	80%	→
3) Utilize the WHO program to reinforce social-emotional skills on elementary and early childhood campuses	Director of Student Services Principals Counselors	Students will develop appropriate social skills and emotional stability.	50%	75%	85%	→
4) Teach The Essential 55 skills on elementary campuses	Director of Student Services Principals Counselors	Students will develop social skills that will promote future success.	50%	75%	85%	→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Kaufman Independent School District

Kaufman High

2019-2020 Formative and Summative Reviews

Table of Contents
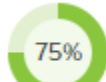
Goal 1: Improve Student Achievement

Performance Objective 1: Improve the performance passing rate of all English I and II EOC assessments by 5%.
 Evaluation Data Source(s) 1: EOC State Assessment Data, TAPR reports, and PBMAS

 Summative Evaluation 1: No progress made toward meeting Performance Objective

 Next Year's Recommendation 1: Unable to see results due to school closure.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Comprehensive Support Strategy 1) Analyze all 2018-2019 English I and II STAAR EOC testing data to identify curricular, instructional, and student performance gaps in subgroups.	Principal, Department Heads, English Teachers	Data driven decisions that guide curricular decisions, tutoring, and reteaching	100%	100%	100%	100%
2) Common Assessments will be given to evaluate student achievement, instructional effectiveness, and student progress.	English Department, Principal	Increase in differentiated instruction and reteaching.	50%	100%	100%	100%
3) EOC English Lab courses will use data from common assessments to provide interventions on deficit areas.	EOC Lab Teacher, Principal	Intensive remediation/intervention for low performing TEKS.	75%	100%	100%	100%
4) Annually train staff on ESL strategies and requirements.	Principal, ESL Coordinator	Improved performance of ELL students on EOC.	50%	100%	100%	100%
5) Implementation of Workshop Model and Live Grading into the classroom.	Principal, Department Head	Improved student performance on English I and English II EOC	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			
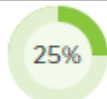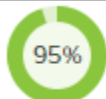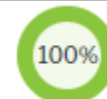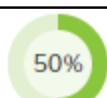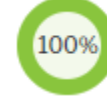
Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Create and monitor individualized student success checklists to ensure coherent sequence of courses that meet graduation requirements and prepare students for post-graduation college and career opportunities.

Evaluation Data Source(s) 1: Checklists

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Checklists made and monitored up until school closure.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Counselors will meet individually with all juniors and seniors by the end of the first semester and meet with freshmen and sophomores during second semester.	Counselors	Validate graduate plan and endorsement and provide information for next steps for HS.	25%	95%	100%	100%
2) Increase communication with students and parents about post-graduation application process for college and career opportunities.	Principal, counselors	Increased enrollment in SAT/ACT and greater participation in job fairs and field trips. Continue to post on websites, social media, and send reminds, but also increase the amount of information that is mailed home to juniors and seniors.	100%	100%	100%	100%
3) Provide opportunities for parents and students to apply for FAFSA and college on the ApplyTexas.org by hosting meetings to assist in application process.	Counselors	An increase in the amount of students attending college and receiving financial aid.	50%	50%		→
4) Partner with TVCC to offer dual credit CTE courses to students at no charge to the student.	Counselors, CTE Coordinator	Students will accumulate dual credit hours in their pathway and be considered CCR after 9 CTE dual credit hours.	100%	100%	100%	100%
5) Utilize SAT testing days during the 2019-2020 school year where Kaufman High School will host SAT tests in order to provide more opportunities for students to take college entry exams.	Principal, Counselors	Increased student completion of college entry exams.	100%	100%	100%	100%
6) Implement "Boost Your Score" supplemental resources in all English and Math classes in order to try to better prepare students for college entry exams.	Principal, English and Math Department Heads	Improved student scores on college entry exams.	50%	50%		✗
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Kaufman High
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December 17, 2020 3:30 pm

Goal 2: Improve Student Career and College Readiness

Performance Objective 2: The percentage of students meeting TSI requirements will increase by 10%.
　　Evaluation Data Source(s) 2: Campus TSI Passing Rates

　　Summative Evaluation 2: Significant progress made toward meeting Performance Objective

　　Next Year's Recommendation 2: New curriculum will be implemented in College Transition and TSI prep classes to help better prepare students for the test.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Increase the number of times TSI is offered on campus.	Counselors	Increased participation and number of students passing the TSI requirements.	25%	50%		→
TEA Priorities Build a foundation of reading and math 2) Incorporate a Math and Reading College Preparatory Course. (Boost Your Score)	Counselors, College Prep Teacher	Increased number of students meeting TSI requirements	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Improve Student Career and College Readiness

Performance Objective 3: Increase the number of students earning industry based certifications by 10%.
    Evaluation Data Source(s) 3: Certifications Earned

    Summative Evaluation 3: Some progress made toward meeting Performance Objective

    Next Year's Recommendation 3: Unable to obtain results due to school closure.

			Reviews			
Strategy Description	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
			Dec	**Mar**	**July**	**July**
1) Increase the number of Certification tests given in each CTE qualifying area offered at KHS.	Principal, CTE Coordinator, CTE teachers	Increased TEA recognized certifications earned in the 2019-2020 school year.	40%	65%		→
100% = Accomplished		→ = Continue/Modify	0% = No Progress		✕ = Discontinue	
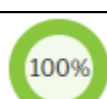
Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: Provide high quality staff development to enhance instructional practices.
Evaluation Data Source(s) 1: Staff survey

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Unable to complete due to school closure.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Comprehensive Support Strategy 1) Embed time in professional school calendar where staff have access to training on campus.	Principal	Staff development on site that specifically addresses staff needs.	50%	75%		→
2) Solicit staff input on perceived areas of need for staff development.	Principal	Staff survey information will be use for professional development decision making.	0%	100%	100%	100%
Comprehensive Support Strategy 3) Provide Texas Instruments Inspire Calculator training for math teachers and content mastery paraprofessionals.	Principal	Increased teacher and student proficiency on new calculators, thus raising Algebra EOC scores.	100%	100%	100%	100%
4) Provide training and curriculum for US History from Lowman Consulting Group.	Principal	Increases in US History EOC tests.	100%	100%	100%	100%
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 2: Further develop a detailed plan of action for mentor and new teachers.
   Evaluation Data Source(s) 2: Teacher survey

   Summative Evaluation 2: Met Performance Objective

   Next Year's Recommendation 2: Plans in place to expand new teacher mentoring system based on feedback from CEIC at the end of the year meeting.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Further develop our mentoring program that includes specific checkpoints and actions, list of responsibilities and expectations, and dates for implementation.	Principal, Mentor Teachers	Increased retention of new teachers.	50%	70%	50%	→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 3: Retain highly qualified staff.
Evaluation Data Source(s) 3: Staff feedback, Summatives

Summative Evaluation 3: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Purposefully and publicly (when appropriate) acknowledge and praise staff for accomplishments, student achievements, and efforts to make learning engaging.	Campus administrators	Staff will feel valued and part of the campus team. Encourages staff to put down roots on this campus and get involved with more campus activities.	50%	75%	100%	100%
2) Partner with TVCC to provide the Aide to Teacher Pathway program for faculty members who are currently employed by KHS as campus aides, but do not currently have their certification, earn their teaching certification.	Principal	Development of current quality faculty members into highly qualified teachers for KHS.	50%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: Improve Student Programs & Services

Performance Objective 1: Increase participation of ELL students and parents in programs and activities.
  Evaluation Data Source(s) 1: ELL student/parent feedback

  Summative Evaluation 1: Exceeded Performance Objective

  Next Year's Recommendation 1: Continue to hold on campus classes for parents and student mentoring/tutoring program for students. Continue to expand opportunities for presentations in Spanish for our Spanish speaking families.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Provide translators for informational meetings for students and parents. Advertise that translators will be available.	ESL Coordinator, Bilingual staff, Counselors, and Principal	Increased participation in bilingual community for informational events.	50%	100%	100%	100%
2) Implement meetings to disseminate information in Spanish to the Spanish-speaking community about graduation requirements, EOC testing, ways to get involved at the high school, and provide opportunities to ask questions.	Principal, Counselor	Informed ELL families	50%	75%		→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: Improve Student Programs & Services

Performance Objective 2: Improve performance of special education students on EOC assessments.
    Evaluation Data Source(s) 2: EOC results, TAPR Report

    Summative Evaluation 2: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 2: Although final results were not obtained due to school closure, we did see an overall increase in the scores of Special Education students in relation to benchmark tests.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Train core, CTE teachers, elective, and special education teachers on accommodation implementation and tracking.	Principal, Inclusion Facilitator	Increased focus on needs of special education students.	100%	100%	100%	100%
Comprehensive Support Strategy 2) Monitor our tracking process for documenting accommodations for special education and ELL students.	Principal, Sped Inclusion Facilitator	Sped students will receive individualized assignments based on their accommodations and teachers will be more attuned to their needs.	50%	100%	100%	100%
100% = Accomplished		→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

Kaufman Independent School District

Gary Campbell High

2019-2020 Formative and Summative Reviews

Accountability Rating: A

Mission Statement

Gary W. Campbell High School strives to provide a quality educational opportunity for students in a non-traditional high school setting by: Providing a nurturing environment; developing life-long learners who demonstrate positive social skills. Preparing students for successful post-secondary responsibility and opportunities.

Vision

Gary Campbell High School: Where Students Succeed

Table of Contents
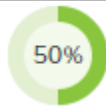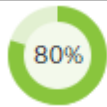
Goal 1: Improve Student Growth

Performance Objective 1: Improve Student Growth on Algebra I and English II STARR Assessments.

    Evaluation Data Source(s) 1: EOC tests - Algebra I and English II. Growth will be tracked and interventions will be provided if no growth is shown on Common Assessments, and benchmarks.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Additional Targeted Support Strategy 1) Student area(s) of need(s) will be identified and goals will be set by students and teacher. Student's progress on common assessments and benchmarks will be graphed (individually) and interventions will be provided when/if no growth occurs.	Dean, Mason, Fowler, Smith	Students will master material and be able to apply skills on assessments.	50%	70%	80%	→
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 2: Improve Student Achievement

Performance Objective 1: State Assessment scores for English 1 and 2, Algebra 1, Biology and US History will meet or exceed standards for alternative schools of choice.

    Evaluation Data Source(s) 1: EOC scores

    Summative Evaluation 1:
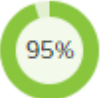
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Analyze STARR EOC assessment data to identify and address instructional and performance deficiencies.	Teachers, Fowler, Smith	Students will receive intense instruction to master identified areas of need.	50%	70%	70%	→
2) Common Assessments and Benchmarks will be given to monitor Student growth.	Core teachers, Smith, Fowler	Student needs will be identified and promptly addressed.	50%	75%	85%	100%
3) Identified students will receive Read Right instruction.	Counselor, Intervention teacher and Read Right Para	Struggling students will receive more support to improve reading skills.	50%	70%	80%	100%
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 3: Improve Student Career, College or Military readiness.

Performance Objective 1: 50% of graduating seniors will be qualified as CCM ready.
    Evaluation Data Source(s) 1: TSI results, Dual Credit classes, ASVAB scores, SAT/ACT scores, college acceptance, College Prep class enrollment.

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) College Prep courses will be taught to all students who are in their 4th Math and/or English class who have not passed the TSI.	Dean, Mason, Fowler, Smith	Student will be enrolled and take the common assessment as required. Students will be able to pass the College Prep courses and be considered CCMR.	50%	70%	95%	100%
2) GCHS will partner with TVCC and KHS to offer dual credit classes.	Counselor, Fowler	Student will earn College Credit.	50%	100%	100%	100%
3) GCHS eligible students will have the opportunity to participate in two College and/or Trade school field trips per semester.	Counselor, Fowler	Students will be aware of Post- Secondary Options.	50%	80%	95%	→
4) GCHS will host a Military presentation.	Counselor, Fowler	Students will be aware of Military requirements and options.	50%	85%	100%	100%
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 3: Improve Student Career, College or Military readiness.

Performance Objective 2: All students will be counseled regarding "Post-secondary" choices.
    Evaluation Data Source(s) 2: On campus Advisor program, Senior meetings with information regarding college enrollment, FAFSA, scholarships, military and Texas Workforce.

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Upon each course completion, students will meet with our GCHS counselor, Mrs. Smith.	Smith, Fowler	Students will have an up to date accelerated graduation and "post secondary" plan.	50%	75%	100%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Goal 4: Improve Student Programs and Services

Performance Objective 1: Properly identify and serve students in need of specialized programs or services.

    Evaluation Data Source(s) 1: Students will stay enrolled and make progress toward or obtain their diploma.

Summative Evaluation 1:
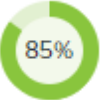
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Provide Pregnant Related Services to assist students during pregnancy and postpartum periods.	District PRS counselor, Home bound teachers	Identify students, assist in locating services, provide counseling for pregnant students. Students stay on track for graduation.	50%	65%	80%	100%
2) Contract with an At-Risk specialist to visit with GCHS and DAEP students on a two to three visit per month schedule.	Administrator	The consultant will counsel with students. Students will gain better coping skills for various situations.	75%	85%	90%	100%
3) Flexible scheduling for students which are employed.	Counselor and Administrator	Students will be able to successfully complete school/attendance and progress will improve.	50%	70%	90%	100%
4) Utilize tutoring and intervention support for students in need.	Core teacher and Interventions teacher	Students will receive additional targeted instruction. Accelerated pace and more successful EOC results.	50%	70%	90%	100%
5) Provide home bound services to students with documented medical needs.	Home bound teachers, Smith, Fowler	Students will make appropriate academic progress while they are unable to attend school.	5%			→
6) Provide Night School opportunities for students who have been expelled.	Campbell, Smith	Student will receive instruction in their Core Classes in order to remain on track for graduation.	50%	70%	90%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: Improve Student Programs and Services

Performance Objective 2: A safe and orderly learning environment will be provided throughout the campus.
    Evaluation Data Source(s) 2: Drill logs and Incident Reports

    Summative Evaluation 2:

			Reviews			
Strategy Description	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
			Dec	**Mar**	**July**	**July**
1) Plan, maintain and practice an Emergency Plan for the campus.	Administrators, Emergency Operations Planning Team	Procedures will be in place for emergency situations. Campus will know procedures for crisis as they arise.	50%	85%	80%	100%
2) Enforce Restricted Dress Code for DAEP students.	DAEP staff	Students will be safe and create a safer environment. A safe environment will be created.	50%	70%	85%	100%
3) Random searches will be performed to ensure a safe environment.	All teachers, staff, administrator and KISD Police Department.	A safe environment will be created. Students will be safer.	50%	75%	90%	100%
4) Crisis Prevention Institute training for staff on the CPI team.	Amy Baber/Kristi Eurich	Staff will be CPI trained. Staff and students will be safer.	100%	100%	100%	100%
5) Suicide Prevention Program	Counselor and Administrator	For students and staff to become aware of signs of students in crisis. Interventions will be made.	50%	85%	95%	100%
6) Anonymous Tip line will be accessible on the website and Protect the Pride assemblies will be held to address bullying, dating violence and other crisis situations.	Counselor and Administrator	Students and parents will use reporting methods to make others aware of potential or real problems. School and students will be safer.	50%	75%	90%	100%
7) B.A.S.E. program will be implemented to address Social Emotional Learning. DAEP and other identified students will receive interventions to address areas of need.	Counselor, Administrator	Students will gain coping skills and/or skills to help them make better choices.	60%	85%	95%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July

 = Accomplished   = Continue/Modify   = No Progress   = Discontinue

Goal 4: Improve Student Programs and Services

Performance Objective 3: Increase parental and community involvement.
    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Dec	**Mar**	**July**	**July**
1) Conduct Intake meetings to create or discuss an academic plan for GCHS and DAEP students with their parent and/or guardian prior to enrollment.	Counselor, Administrator	All parties are involved in the creation of this academic plan and are made aware of the rules and expectations. Students will be more successful. Establish a line of communication.	60%	80%	95%	100%
2) Send Progress Reports every three weeks between grading periods for all students. Reports shall contain the current grade, progress goals and concerns that could be limiting progress.	Teacher, Staff	Parents have current information regarding their student's progress. Students become responsible for their progress and parents have current data.	70%	85%	95%	100%
3) Use REMIND, Social Media and Website to announce activities and accomplishments.	Counselor, Administrator	Parents and community are aware of events and accomplishments for GCHS students. Recognition of student accomplishments and information made available.	70%	90%	95%	100%
4) Service Learning Activities	Student Council Sponsors, Counselor, Administrator	Students have opportunities to volunteer and help others. Students learn to serve.	75%	75%		→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Goal 4: Improve Student Programs and Services

Performance Objective 4: Ensure compliance with all state and federal laws and regulations.
   Evaluation Data Source(s) 4: Records for ARD, 504 and LPAC meetings, teacher documentation and walk throughs.

   Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Folders containing information regarding modifications and accommodations.	Teachers, staff, SPED, Counselor and Administrator	Students will receive approved modifications and accommodations. Students will be successful and make greater progress.	50%	75%	90%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Kaufman Independent School District

O.P. Norman Junior High

2019-2020 Formative and Summative Reviews

Table of Contents

Goal 1: Improve Student Achievement

Performance Objective 1: All identified groups will meet or exceed the state's expected measure of achievement on Domain 3 of accountability.
Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Targeted 9th period in the 2nd semester based around Benchmark scores of students not meeting expected measure.		Increased achievement on STAAR.	30%	50%	75%	→

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 1: Improve Student Achievement

Performance Objective 2: Raise reading/writing progress and achievement.
    Evaluation Data Source(s) 2: STAAR

    Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Require two periods of English for 6th and 7th graders. However, they maintain the same teachers. Give each English teacher more time and less students to track.	English Dept. Melton & McNeely & Webb.	Targeting growth on 2020 Writing and Reading STAAR.	100%	100%	100%	100%

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

Goal 1: Improve Student Achievement

Performance Objective 3: 8th-grade STAAR math and reading progress.
    Evaluation Data Source(s) 3: Progress measures, Benchmarks - consistent campus culture and discipline plan.

    Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Additional Targeted Support Strategy 1) Overall scores for current 8th grade need to show improvements in Math and Reading. 9th period will also happen as 0 period before the day - targeting students who are not progressing.	Melton, McNeely, Math & English departments.	More growth for targeted group than has happened in previous years.	25%	50%	75%	→

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 1: Improve Student Achievement

Performance Objective 4: Improvement in all areas on STATE ASSESSMENT for ELL population.
   Evaluation Data Source(s) 4: Benchmarks - STAAR. Tutorials are for growth not grades.

   Summative Evaluation 4: Significant progress made toward meeting Performance Objective
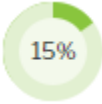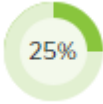
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Comprehensive Support Strategy 1) New aide positions will be utilized to specifically target growth by utilizing one on one tutorials every day.	Teachers - ESL - Jungman	Growth for ELL population.	25%	50%	75%	→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 2: Improve Student Career and College Readiness.

Performance Objective 1: 8th graders will be better prepared for the transition to HS.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Begin a Transition Day for 8th graders only. Similar to a Fish Camp - marking the end of JH and the beginning of HS - to be done the week after meeting with HS counselors.	Burleson, Rice, Melton, McNeely, Gent, Yager, HS counselor.	Students will be better prepared for HS, and a way of making the transition more significant and helpful for the HS.	10%	15%	25%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers and Staff

Performance Objective 1: Teacher accountability based on TTESS implementation and STAAR achievement and progress percentage.
    Evaluation Data Source(s) 1: Campus Goals

    Summative Evaluation 1: Significant progress made toward meeting Performance Objective
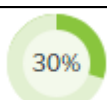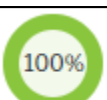
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Teachers meet, share and own individual data - focusing on sharing strengths and learning how to address shortcomings from successful peers.	Melton/McNeely	Teachers will improve through campus PD while also getting an opportunity to share their successes.	45%	65%	75%	→
2) Address morale frequently through Kudo's, Friday Focus, & Whataburger challenges.	Kudo's group, McNeely, Melton	Teachers exhibit the positive traits that are applauded by the campus.	50%	100%	100%	100%
			100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 4: Improve Student Programs & Services

Performance Objective 1: Provide a safe and orderly learning environment.
    Evaluation Data Source(s) 1:

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Utilize the Standard Use Protocol. Drills will occur routinely.	All Staff	A safe place for students and staff.	40%			100%
2) Paws to Claws is utilized in several ways. First as a parent accountability piece and then further in classrooms designed to increase student connectivity to shared purpose.		Community support, less discipline, higher group achievement.	65%			→
3) BASE will be added to support social-emotional learning for students.		This gives us multiple ways to address the social-emotional needs of students by building a more positive culture and clearer expectations for all students.	30%			100%
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Kaufman Independent School District

Lucille Nash Elementary

2019-2020 Formative and Summative Reviews

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Mission Statement

Kaufman Independent School District will equip students to become lifelong learners committed to academic excellence, integrity, responsible citizenship, and service to others.

Vision

Preparation - Purpose - Pride

Table of Contents

Goal 1: Improve Student Achievement

Performance Objective 1: State Assessments in Reading, Math, Writing, and Science will meet or exceed State standards for all student groups.

    Evaluation Data Source(s) 1: STAAR results/PBMAS

    Summative Evaluation 1: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 1: Continue most strategies.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum 1) Implement new ELAR standards and new district curriculum (Fountas and Pinnell for 1-2 and Pearson for 3-5) for reading/language arts.	Principals Facilitators Teachers	Students will meet Academic Achievement targets set by the state on STAAR.	50%	75%	90%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 2) Track class data, each sub group including ELL and SPED, and individual student data and make adjustments based on the learning needs of the students.	Principals Instructional Facilitators Classroom Teachers Campus RTI Teachers	The use of common assessments will help guide the instruction needed for reteaching and continued to support allowing for continual student growth.	50%	75%	100%	100%
TEA Priorities Build a foundation of reading and math 3) Reading Intervention provided to students who are significantly below grade level using the Leveled Literacy Intervention system with RTI teachers. Students reading levels will be assessed at the beginning of the year to form groups. The first round of intervention will begin in September. Groups will be reassessed in December and February.	Principal RTI Coordinator RTI Teachers	Student reading levels should increase earlier in the school year.	70%	90%	90%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Comprehensive Support Strategy 4) Include a separate intervention time for each grade level in the master schedule to address the various learning needs of all students. This time will be called Level Up and each student will be working to move to the next academic level.	Principals Classroom teachers	The data will reveal the students who continue to struggle and the learning gaps will close.	75%	85%	95%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum 5) Continue to use of Education Galaxy to support all grades in reading and math. In addition to math and reading, 3rd and 4th grade will have writing support and 4th and 5th grade will have science support.	Principals Classroom Teachers	The continual practice and review of learning standards will help students achieve at higher rates throughout the year.	75%	95%	95%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Continue the use of Lone Star Learning Target programs to spiral and review reading and math state standards throughout the year.	Principals Instructional Facilitators Classroom Teachers	Student performance will increase on state assessments.	80%	85%	95%	→
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Implement the use of Empowering Writer's curriculum to help students with expository and opinion writing.	Principals Facilitators	Student achievement in writing will increase to state average or above on 4th grade writing STAAR.	40%	75%	90%	→

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Attendance rates will meet or exceed state standards.
    Evaluation Data Source(s) 1: End of year attendance rate

    Summative Evaluation 1: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 1: Continue to support attendance efforts

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Comprehensive Support Strategy 1) Attendance reports will be monitored. Nine week perfect attendance awards will be given to each grading period.	Assistant Principal	Increasing the attendance rate by .5% will earn the school a performance distinction.	50%	85%	85%	→
Comprehensive Support Strategy 2) During times where attendance begins to fall below the average we will have Homeroom Attendance Contest. A variety of Homeroom Attendance Contest will throughout the school year. Contest will be daily, weekly, monthly, or by 9 weeks.	Assistant Principal	Increase campus-wide attendance rate from 96.5% to no less than 96.8%.	50%	75%	75%	→
Comprehensive Support Strategy 3) Truancy procedures will be followed. The appropriate letters, attendance contracts, parent meetings, student conferences, and Saturday school assignments will happen at the appropriate times.	Assistant Principal, PEIMS Secretary, Counselor	Reduction in truancy contributes to an increase in consistent student attendance.	50%	85%	85%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 2: Improve Student Career and College Readiness

Performance Objective 2: Mastered grade level scores on State Assessments in Reading, Math, Writing, and Science will meet or exceed the State averages.

Evaluation Data Source(s) 2: STAAR Advanced scores

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue next year to support learning gaps created during pandemic.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Comprehensive Support Strategy 1) Teachers will use small group instruction during class time to meet the needs of the struggling learners as well as challenge the advanced learners.	Principals Instructional Facilitators	Teachers will increase the frequency of each small group instruction to help students close learning gaps.	90%	90%	85%	→
Additional Targeted Support Strategy 2) All students will set goals and monitor progress using Student Data Notebooks.	Classroom teachers Principals	Students will become more aware of their learning progress.	70%	75%	75%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: The district will provide high quality staff development.
    Evaluation Data Source(s) 1: T-TESS Evaluations and Walk-through Data

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue most strategies in the next year due to pandemic.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Dec	**Mar**	**July**	**July**
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals **ESF Levers** Lever 2: Effective, Well-Supported Teachers 1) Weekly PLC schedule will be utilized to allow teachers time each week to grow professionally as well as provide additional time to strategically plan.	Principals Instructional Facilitators Department Leaders	Teachers will be better equipped to meet the growing needs of students as evidenced by an increase in T-TESS scores.	50%	80%	80%	→
2) In addition to the PLC time daily, teachers will also have Common Planning Time with subject departments.	Principal Department Leadership	Lessons will be planned based on students needs from data and student achievement will increase and teacher morale will increase the allotted time to plan during the school day.	50%	85%	90%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 2: The district will recruit, retain, and train fully certified and highly qualified administrators, teachers, and staff
Evaluation Data Source(s) 2:

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue to support new teachers and staff.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Assign Mentor teachers to every new teacher on campus.	Principal Mentor Teachers	New teachers will feel welcomed and have a person they can consult for help as needed.	70%	95%	95%	→
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 2) Develop teacher leaders to help facilitate PLCs on campus with the use of the Lead Learning Series with Lead4ward.	Principal	The leadership capacity of the campus will increase beyond campus administration.	50%	85%	95%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 2: The district will recruit, retain, and train fully certified and highly qualified administrators, teachers, and staff
Evaluation Data Source(s) 2:

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue to support new teachers and staff.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Assign Mentor teachers to every new teacher on campus.	Principal Mentor Teachers	New teachers will feel welcomed and have a person they can consult for help as needed.	70%	95%	95%	→
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 2) Develop teacher leaders to help facilitate PLCs on campus with the use of the Lead Learning Series with Lead4ward.	Principal	The leadership capacity of the campus will increase beyond campus administration.	50%	85%	95%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: Improve Student Programs & Services

Performance Objective 1: Provide a safe and orderly learning environment.
   Evaluation Data Source(s) 1: CNA, PEIMS data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue strategies.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Perform routine safety drills.	Assistant Principal	Safety procedures will be practiced so school will remain safe no matter the event.	60%	90%	90%	→
ESF Levers Lever 3: Positive School Culture 2) Implement restorative practices using Sanford Harmony curriculum for social/emotional support with meet ups and buddy ups.	Principals School Counselor Classroom Teachers	Student behavior will improve causing a decrease in office referrals.	60%	80%	85%	→
ESF Levers Lever 3: Positive School Culture 3) Provide opportunities for students to celebrate both academic and behavioral goals met throughout the school year with the use of the game room and nine week celebrations.	Principals Classroom Teachers	Student motivation toward meeting academic and behavioral goals will increase .	50%	85%	85%	→
ESF Levers Lever 3: Positive School Culture 4) Implement the use of PikmyKid dismissal system to organize and maintain the dismissal process of students.	Principals Office Staff Teachers	Dismissal will be safer and more time efficient with organized system to track all students.	85%	85%	85%	→
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 4: Improve Student Programs & Services

Performance Objective 2: Increase parental and community involvement.
    Evaluation Data Source(s) 2: Sign In Sheets, CNA

    Summative Evaluation 2: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 2: Continue strategies

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Provide quarterly Family Night Events to outreach families at Nash.	Principals Department Leadership	Family Nights will help provide academic support to families so they feel equipped to help their children at home with school work.	70%	80%	80%	→
2) Communicate with families using the campus Remind 101, teacher Remind 101, Nash Monthly Newsletter.	Principals Counselor Teachers	Parents will be more aware of the events occurring at school which should increase family engagement.	60%	85%	95%	→
ESF Levers Lever 3: Positive School Culture 3) Continue to build PTO to help bring the parents and teachers together to help support students on campus.	Principals Teachers	Additional activities and opportunities will be offered to families increasing the involvement in school.	80%	85%	85%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						
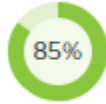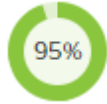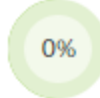
Goal 4: Improve Student Programs & Services

Performance Objective 3: Close the performance gap between All students and ELL and SPED students on campus.
    Evaluation Data Source(s) 3: PBMAS

    Summative Evaluation 3: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 3: Continue to use strategies next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Comprehensive Support Strategy 1) LPAC Committee will meet at the end of each grading period to review progress of each ELL student and add additional interventions as needed.	Assistant Principal LPAC Chairs Classroom Teachers	The targeted additional interventions will increase student performance.	75%	90%	90%	→
Comprehensive Support Strategy 2) Literacy instruction and additional vocabulary instruction will be incorporated into all content areas	Principals Instructional Facilitators Classroom Teachers	The learning gap will begin to close for ELL and SPED students.	50%	80%	80%	→
Comprehensive Support Strategy 3) Implement the use of additional content visuals and anchor charts into classroom instruction.	Principals Instructional Facilitators Classroom Teachers	The learning gap will begin to close for ELL and SPED students.	75%	85%	85%	→
4) Implement new computer based supports of Lexia and Dreambox to provide additional reading and math instruction students.	Principals Classroom Teachers Facilitators	Students will receive additional support on their academic level addressing the various learning needs,	85%	85%	95%	→
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue

Kaufman Independent School District

Phillips Elementary

2019-2020 Formative and Summative Reviews

Accountability Rating: B

Distinction Designations:
Top 25 Percent: Comparative Academic Growth

Board Approval Date: November 11, 2019
Public Presentation Date: October 18, 2019

Mission Statement

Mission Statement

KISD will equip students to become lifelong learners committed to academic excellence, integrity, responsible citizenship, and service to others

Campus Mission

Phillips Elementary motivates, inspires, and prepares all students for their bright futures by providing a fun, safe, positive learning experience.

Vision

Preparation. Purpose. Pride.

Goals

District and Campus Goals:

Goal 1: Improvement Student Achievement

Goal 2: Improve Studentt Career and College Readiness

Goal 3: Recruit, Retain and Train fully Certified and Highly Qualified Principals, Teachers, and Staff

Goal 4: Improve Student Programs and Services

Table of Contents
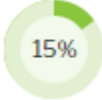
Goal 1: Improve Student Achievement

Performance Objective 1: By the end of 2018-2019 school year, Phillips Elementary's percentage of students in the aggregate and each subgroup will meet or exceed the state passing rate on the STAAR test by using instructional activities that are student centered and adhere to the TEKS.

    Evaluation Data Source(s) 1: STAAR results, State Accountability Summary

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Phillips students will utilize Lexia Core 5 (literacy software) to improve and enhance Reading TEKS and target areas of intervention .	Administration Classroom Teachers RTI teachers	-Progress in Lexia levels monthly -Common Assessment data will show progress quarterly	50%	75%	100%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) All students will participate in 45 minutes of intervention or enrichment during Tier time. Two to three paraprofessionals are being utilized with each grade level to support Tier Time. ELL students that require intervention will either receive Tier 2 in the classroom or Leveled Literacy Intervention pull out. Dyslexia program/MTA is also during this time.	Administration RTI Teachers Dyslexia teacher (Certified employee to provide intensive Reading instruction-Title 1 funds) Classroom Teachers	-Progress in Reading levels monthly -Common Assessment data will show progress quarterly	50%	75%	80%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Phillips students will utilize Dreambox (math software) to improve and enhance math TEKS .	Administration Classroom Teachers	-Common Assessment data will reflect mastery of TEKS -Adequate number of Dreambox lessons completed -Increase in mental math strategies students use	50%	90%	90%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) All classroom teachers will do a Data Dig quarterly to analyze their Common Assessment data on the Reading, Math, and Science tests.	Administration Instructional Facilitators Classroom teachers	Teachers will find three lowest performing TEKS on their Common Assessments and make plans to re-mediate/reteach.	15%	70%	75%	→
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Classroom walkthroughs will be focused on our book study last year, The Fundamental Five. The five practices that will be highlighted will be framing the lesson, working in the power zone, frequent,small-group, purposeful talk, recognize and reinforce, and write critically.	Administration	Teachers will improve in their use of instructional time as they focus on the 5 practices and student achievement will increase in all subject areas.	50%	85%	80%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) 3-5 ELAR teachers will continue to implement a balanced literacy program with a targeted focus on writing utilizing the Empowering Writers curriculum.	Administration Instruction Facilitators	Writing mechanics and craft will show improvement with teacher SLO goals, 4th grade STAAR writing scores will meet state average	10%	75%	80%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Continue to develop and and implement inclusionary practices for all Special education students, focusing on in class support.	Administration Special Education staff	Special Education students will make progress on IEP goals and state assessments	15%	75%	80%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 5: Effective Instruction 8) Grades 3-5 students will participate in the Fitnessgram in order to test overall fitness levels.	Administration PE teacher	Students will improve from their beginning of the year markers when they conclude the year with their Fitnessgram testing.	10%	50%	50%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 9) Selected students, grades 2-5 will participate in 20 UIL teams to prepare for the meet on January 11.	Administration UIL Coordinator	High achieving students will be challenged and make academic gains by their participation on teams.	50%	100%	100%	100%
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 10) Learning walks will be implemented. Teachers will make one monthly visit to a colleague's classroom and reflect with a wow or wonder.	Administration	Walks will allow more dialogue between grades levels, increase collaboration, and build a strong campus culture of shared vision.	10%	75%	80%	✗
11) A book vending machine will be purchased and utilized to promote literacy.	Administration	50 students per week will be given a coin to select a free book from the machine. Placing books in the hands of our students weekly will increase and promote literacy	10%	85%	85%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 12) We will incorporate the Read Right program during T-Time and Resource classes in order to allow our most struggling readers another means in which to read that would incorporate a more sight based approach instead of a phonics based program.	Administration	Students that have not been successful with LLI will now be able to read fluently and on grade level.	5%	75%	75%	→

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Phillips Elementary will increase overall attendance rate by 1% so that we can be in the top quartile of our campus comparison group with TEA.

      Evaluation Data Source(s) 1: PEIMS reports for attendance

      Summative Evaluation 1: Some progress made toward meeting Performance Objective
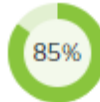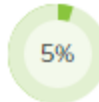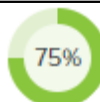
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Dec	**Mar**	**July**	**July**
1) Maintain at least a 97% Campus Wide Attendance Rate using spirit sticks, certificates, and classroom incentives.	Administration Attendance Clerk Classroom teachers	Attendance rate at 97% at end of year	15%	70%	70%	→
ESF Levers Lever 3: Positive School Culture 2) In order to reduce tardies, students will have to be checked in by an adult in the front office when arriving late to school.	Administration Attendance clerk	Attendance will improve and the number of tardies will be reduced.	10%	85%	85%	100%

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 2: Improve Student Career and College Readiness

Performance Objective 2: Identify and provide intervention for At-risk students in the areas of academics and emotional well being.
Evaluation Data Source(s) 2: PEIMS records LLI data collection Lunch Bunch records

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 3: Positive School Culture 1) Selected students will participate in a weekly lunch bunch opportunity with the counselor to foster positive relationships.	Administration Counselor Classroom Teachers	Student behavior and choices will improve for these selected students.	50%	75%	85%	→
ESF Levers Lever 3: Positive School Culture 2) We will continue to implement Restorative Practices, adding circles and treatment agreements.	Administration Counselor	Students will learn to be accountable for their behaviors and the possible harm they cause. Increased positive school climate	5%	75%	75%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Reading intervention teachers will provide Tier 3 support to our most struggling readers with the LLI curriculum 5 days a week for 45 minutes each day.	Administration RTI facilitator RTI teachers	Growth in student reading levels shown on the Benchmark Assessment System of the LLI curriculum.	55%	75%	75%	✗
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 3: Positive School Culture Lever 5: Effective Instruction 4) Students will be able to address their sensory needs with our new Magic Maze. The maze contains 10 different activities that provide children with various types of sensory input. It is located in a less traveled hallway in the building.	Administration Counselor	-Increased engagement for students participating in the maze before instructional time	10%	80%	80%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 5) Teachers will be able to participate in a book study, Lost At School-Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them	Administration	Collaborative Problem Solving approach with our most challenging students will be utilized and marked improvement in behavior will be noticed.	100%	100%	100%	100%
ESF Levers Lever 3: Positive School Culture 6) Selected students will participate in a mentoring program where community members are paired with students to foster positive relationships.	Administration School Counselor	Student motivation will increase and misbehavior will be less frequent due to the positive relationship and accountability to mentor.	25%	50%	55%	✗
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: Recruit, Retain, and Train Fully Certified and Highly Qualified Principals, Teachers, Staff

Performance Objective 1: Phillips will provide incentives, training, and working conditions conducive to recruiting and retaining a Highly Qualified staff.
    Evaluation Data Source(s) 1: Phillips Elementary will increase in student achievement as teachers and paraprofessionals gain skills in teaching effectively.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 3: Positive School Culture 1) Continue to extend appreciation and recognition to staff through: Staff Shout-Outs on the Friday Focus, monthly celebrations, special notes, and little token gifts.	Administration Counselor	-Recognition of teachers/staff -Increased morale	10%	75%	90%	→
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 2: Effective, Well-Supported Teachers 2) Each teacher will assume personal responsibility for their own instructional improvement through collaboration with department and administration regarding their Student Learning Outcome Goal.	Administration All Certified Staff evaluated under T-TESS	Completion of targeted goals and each teacher's evidence of improvement in student outcomes	45%	75%	75%	→
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Teachers will be given a 55 minute conference time to allow for PLC time weekly with administration and instructional support staff. Data digs, instructional practices, and staff development will be discussed during PLC time.	Administration	Students achievement will improve as a result of a targeted focus on student data and improving teacher craft.	35%	75%	80%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 4: Improve Student Programs and Services

Performance Objective 1: Phillips will provide a safe and orderly learning environment.
    Evaluation Data Source(s) 1: PEIMS Discipline Report Drill documentation CNA

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 1: Strong School Leadership and Planning 1) We will utilize the Standard Use Protocol to ensure the safety of all. Drills will occur routinely.	Administration All Staff District Police Officers Students	A safe school, emergencies handled correctly and swiftly.	55%	75%	80%	→
ESF Levers Lever 3: Positive School Culture 2) We will encourage positive behaviors in students and/or classrooms through a ticket reward system. HERO tickets will be given for being helpful, engaged, respectful, and on task.	Administration All Staff Members	Log of incentives from the treasure tower and decrease in discipline referrals because children are making better choices and less disruptions at school.	15%	75%	80%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 3: Positive School Culture 3) Each month all classes will read a selected book to explore lessons in leadership. A grade level each month will share their learning through visuals displayed on our back hallway. This Leadership Book Study will be discussed on the announcements and the book of the month will be displayed in the front office.	Administration Classroom teachers	By sharing feedback and having open discussions, the students develop an appreciation for the opinions and ideas of others. A more positive school climate and better student relationships should be the result.	50%	75%	75%	100%
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 4) 5) A 5th grade student council will be selected by a committee consisting of teachers and administration. Students will be selected based on essay content, leadership qualities, and strength of character. They will serve throughout the building helping with announcements, selling spirit sticks, greeting students, and being ambassadors to new students.	Administration	Improved school climate and leadership capacity among our 5th grade students.	50%	75%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 4: Improve Student Programs and Services

Performance Objective 2: Phillips will cultivate a shared vision with families and the community in order to create a positive school culture and enhance academics.

> **Evaluation Data Source(s) 2:** -Students, parents, and the community will be active partners with educators in students' education. -Attendance records for curriculum nights and PTO events

Summative Evaluation 2: Significant progress made toward meeting Performance Objective
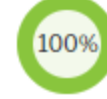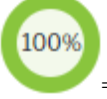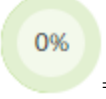
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 3: Positive School Culture 1) Continue to strengthen the involvement and participation of our PTO.	Administration Teachers Parents	PTO will help to create a positive school climate by providing opportunities for family involvement, encouraging teachers, and growing parent leaders.	60%	75%	80%	→
ESF Levers Lever 3: Positive School Culture 2) Highly Capable Kids Parent Program will be implemented to build connections and capacity with our Hispanic families.	Administration Bilingual teachers	The program will encourage critical reflection and dialogue by means of reading, writing, and art projects with Hispanic families and their students.	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: Improve Student Programs and Services

Performance Objective 3: Phillips will maintain compliance with state and federal laws and regulations.
    Evaluation Data Source(s) 3: CIP formative review, CNA

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Complete Yearly CNA	Administration CIP Committee All Staff	CNA Summary	0%	0%	100%	100%
2) Evaluate and Monitor CIP Progress	Administration CIP Committee	Quarterly Meeting Minutes CIP Sign-Ins	50%	75%	100%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Kaufman Independent School District

Monday Elementary

2019-2020 Formative and Summative Reviews

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Vision

At Monday Elementary we strive to provide a strong academic, social and emotional foundation where all students value themselves and others.

To support our vision, we will:

Provide a positive environment where all students feel safe, welcomed and respected

Expect academic success and growth for all studentsEncourage teamwork and open communication

Create engaging learning experiences which encourage critical thinking

Work cooperatively with each other and the community to establish a trusting partnership

Develop authentic relationships which support family, home and school

Celebrate diversity

Allow students to make choices and decisions building leaders and life-long learners

Monday Motto

"Childhood-Once Chance in a Lifetime!

Table of Contents
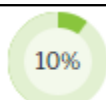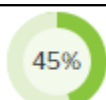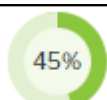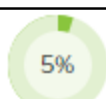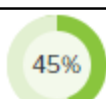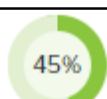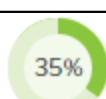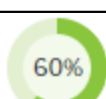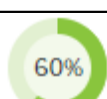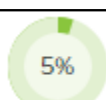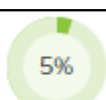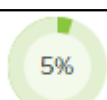
Goal 1: Improve Student Achievement

Performance Objective 1: The number of first and second grade students reading on grade level will increase 15% from last year. This number will include our LEP students. 3-5 reading STAAR scores will improve by 15%.

     Evaluation Data Source(s) 1: Lexia DRA Common Assessments STAAR Test Formative Assessments

     Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Comprehensive Support Strategy 1) All ELAR teachers will participate in weekly planning meetings with the campus ELAR facilitator.	Classroom Teacher ELAR Facilitator Administration	Students will continually increase their reading level and reach the end of the year expected target for each grade level through intentional planning and instructional execution.	50%	75%	75%	→
Comprehensive Support Strategy 2) The LLI Intervention program will be used on all struggling learners grades 1-5.	Reading Intervention Teachers Special Education Teacher Bilingual Pull-Out Teacher	Reading Intervention teachers will meet with students daily using a targeted and explicit intervention program which will result in consistent reading level gains throughout the year. Each student will make at least one year's growth.	20%	50%	50%	→
Comprehensive Support Strategy 3) A paraprofessional will be assigned specifically to work with Bilingual students to assist in classroom reading instruction.	Classroom Teachers	Bilingual students will have specific times to work on the basics of the English language. This will further language development and reading ability.	10%	45%	45%	→
Comprehensive Support Strategy 4) The campus will continue to monitor a data tracking system specifically to track reading progress of our LEP and SPED students.	Principal Classroom Teachers Reading Interventionists	Tracking data will promote targeted instruction for our ELL and special education students.	5%	45%	45%	→
5) Teachers will participate in data analysis 3 times a year with the reading interventionists and the ELAR facilitator. This is in addition monthly data analysis with principal and facilitators.	Reading Facilitator Reading Interventionist Principal	Students are placed in the appropriate group for maximum growth and support.	35%	60%	60%	→
6) Teachers will meet once a month for a vertical alignment PLC. They will also frequent classrooms in other grade levels.	Administration Team Leaders	Monday Elementary will be vertically aligned academically in all subjects. This will provide the necessary building blocks to prepare students for each upcoming grade level.	5%	5%	5%	→
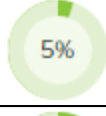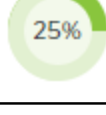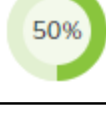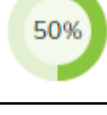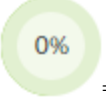
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: Improve Student Achievement

Performance Objective 2: Comparison of BOY-EOY 1st-3rd grade writing samples will reflect at least a year's growth in writing abilities. 4th grade writing scores will increase 20%.

Evaluation Data Source(s) 2: Writing Samples (BOY, MOY, EOY) Writing Assessments STAAR Writing Test

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Comprehensive Support Strategy 1) Teachers will provide writing instruction using the Writer's Workshop Model on a consistent basis.	Principal ELAR Facilitator	Students will increase their writing skills which will be evident in the BOY, MOY, and EOY writing sample data. 4th grade STAAR writing scores will increase by 20%.	5%	65%	65%	→
2) The instructional facilitator will provide writing support and guidance through classroom observation and PLC to all classroom teachers.	Reading Instructional Facilitator	Teachers will have immediate feedback and direction on all components of Writer's Workshop improving instruction.	5%	50%	50%	→
3) Campus will implement the Empowering Writers curriculum.	Principal ELAR Facilitator	Students will increase their writing skills which will be evident in the BOY, MOY, and EOY writing sample data. 4th grade STAAR writing scores will increase by 20%.	25%	50%	50%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 1: Improve Student Achievement

Performance Objective 3: All students will increase math scores by 10%.
   Evaluation Data Source(s) 3: Common Assessments Formative Assessments Module Assessments STAAR Assessments

   Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Comprehensive Support Strategy 1) Third, fourth and fifth grade teachers are assigned a paraprofessional for math intervention time.	Math Facilitator Administration Teacher	Teachers will target instruction to specifically address learning objectives. Students will increase STAAR scores as follows: Third Grade: Approaches: 61% to 70% Meets: 32% to 37% Masters: 10% to 11% Fourth Grade: Approaches: 69 to 79% Meets 40% to 50% Masters: 24% to 34%	30%	60%	60%	→
2) The campus will continue the Dream Box math program.	Classroom Teachers Math Facilitator Principal	Gaps in student learning will be identified and appropriate intervention applied.	60%	80%	80%	→
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 1: Improve Student Achievement

Performance Objective 4: Implement the Learning Targets methodology to instruct students and teachers how to break down TEKS into small chunks and strategically focus on the day's learning.

    Evaluation Data Source(s) 4: Lesson Plans Student Data Folders Walkthroughs Common Assessments Formative Assessments STAAR Assessments

    Summative Evaluation 4: Some progress made toward meeting Performance Objective
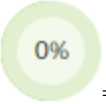
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Teachers will receive outside training from Kelly Harmon on Learning Targets. Learning Targets are addressed in evaluations, PLC meetings and in lesson plans.	Administration Facilitators	Instruction will be specific, explicit and targeted. This will increase academic achievement evident in district Common Assessments, Benchmarks and STAAR tests.	60%	80%	80%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Monday Elementary will encourage and motivate high attendance rates, identify at risk students in need of intervention and strengthen home-school relationships.

    Evaluation Data Source(s) 1: PEIMS reports for attendance At risk data SST data

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Students are encouraged to attend school on a regular basis through recognition and earned rewards, increasing instructional time.	Assistant Principal Attendance Clerk	Sustain at least a 97% Campus Wide Attendance Rate.	45%	45%	45%	→
2) ROAR winners are selected for positive behavior weekly.	ROAR Committee Assistant Principal	Students will embrace the school wide behavior system.	100%	100%	100%	100%
3) Quarterly assemblies to celebrate positive behavior.	ROAR Committee Administration	Students and parents are involved in celebrating expected behavior. This will strengthen school-home relationships.	0%	40%	40%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 3: Improve Student Programs & Services

Performance Objective 1: Students will be included in the decision making process and lead campus based activities such as Yearbook Club, Safety Patrol, and Student Council.

    Evaluation Data Source(s) 1: EOY surveys completed by staff and the student body.

    Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Dec	**Mar**	**July**	**July**
1) Students 3-5 will participate in a school wide Student Council organization which makes decisions for the student body.	4th and 5th Grade Teachers Administration	Students will take ownership in the approved activities and school guidelines promoting student leadership.	70%	95%	95%	→
2) 2? Campus to create a Year Book Committee with student participation.	Teacher Assistant Principal	Sense of student leadership on campus.	70%	90%	90%	→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 3: Improve Student Programs & Services

Performance Objective 2: Monday Elementary will work with the community to strengthen relationships between school and home by implementing a PTO program.

Evaluation Data Source(s) 2: At least 50% parent participation.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Comprehensive Support Strategy 1) Implement PTO	Teachers Parents Principal	At least 50% of parents will be a part of PTO.	10%	10%	10%	→
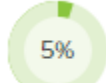
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 4: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: Monday Elementary will provide incentives, training, and working conditions conducive to recruiting and retaining a Highly Qualified staff.

    Evaluation Data Source(s) 1: Monday Elementary will increase student achievement as teachers and paraprofessionals gain skills in effective teaching.

    Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
			Formative			
			Dec	Mar	July	July
1) Structure meaningful opportunities for staff to have a voice in campus instructional and/or operational decisions through service on committees of choice, curriculum and assessment input, and other campus related leadership opportunities.	Administration Staff	Climate in the building will reflect collaboration and community.	35%	55%	55%	→
2) Professional development/collaboration opportunities will be routinely provided for staff based on T-TESS goals.	Administration Teachers	Higher student achievement based on teacher growth.	5%	15%	15%	→
3) Continue to recruit and retain Highly Qualified teachers and staff to meet a 100% campus goal. We will work closely with the Personnel Department and Special Education Director to ensure this hiring practice.	Administration Personnel Office Staff	Successful teachers.	30%	30%	30%	→
4) Provide new employees a campus mentor.	Administration	Teachers will feel welcomed and supported and want to become a permanent part of the staff. This will be evident in our staff retention rate.	55%	95%	95%	→
5) Provide incentives and rewards for teachers.	Administration	Teachers feel appreciated and respected.	35%	90%	90%	→
6) Teachers will meet as a content team of various grade levels to promote bonding and vertical alignment on the campus.	Team Leaders Administration	Instruction will be vertically aligned to maximize instruction for all students in the district.	5%	15%	15%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 2: Administration and staff will support and encourage each other by recognizing individual achievements and increase staff moral and building culture.

    Evaluation Data Source(s) 2: Survey

    Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
1) Implement Lone Star of the Week to recognize staff members.	Administration Office Staff	Survey	100%	100%	100%	100%

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

Kaufman Independent School District

Helen Edwards Early Childhood Center

2019-2020 Formative and Summative Reviews

Mission Statement

At Helen Edwards we strive to enlighten and spark the wisdom and imagination of all children. For students and staff alike, learning is our business! We encourage collaboration between school and home in an effort to provide each student with a well-balanced social and academic early childhood learning experience.

Vision

We will cultivate an environment filled with dedicated educators who serve our staff, students, families, and community with purpose and passion. Collectively, we will engage and support all learners, uncover their hidden talents, and reveal their successes. We will send them off better prepared to embrace their academic and social/emotional futures than when they arrived.

Table of Contents
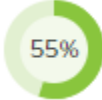
Goal 1: Improve Student Achievement
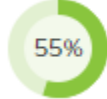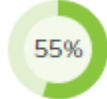
Performance Objective 1: STATE ASSESSMENT Reading, Math, Science, and Social Studies scores will meet or exceed Recognized standards for all student groups. All student groups in Pre-K will be Kindergarten Ready based on BOY TPRI scores. All student groups in Kindergarten will read on grade level based on EOY Fountas and Pinnell Reading Benchmark Assessment.

> **Evaluation Data Source(s) 1:** Final STAAR data analysis, EOY TPRI and CIRCLE data analysis, Fountas and Pinnell Reading Benchmark Assessment, Lexia progress reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Comprehensive Support Strategy **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Kindergarten teachers will measure students' reading levels and reading behaviors three times a year using the Fountas and Pinnell Reading Benchmark Assessment and use data to target instruction.	Administration Classroom Teachers Reading Instructional Facilitator	Student reading levels will increase throughout the year. Goal is to reach level E for kindergarten.	55%	100%	100%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 5: Effective Instruction 2) Students will meet the recommended time and units on Lexia according to their progress report.	Administration Classroom Teacher Computer Lab aide	Student reading skills will improve each month resulting in increase Lexia scores and increase TPRI scores. With improved reading skills, reading levels should also increase.	55%	90%	95%	100%
Comprehensive Support Strategy **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Teachers will utilize the Units of Study curriculum, and supplemental for Writer's Workshop and participate in on-going training and support.	Administrators Classroom Teachers Planning Team	Students writing skills will improve and become more developed over time resulting in better reading skills and comprehension.	60%	80%	90%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 5: Effective Instruction 4) Pre-k teachers will continue to use Learning Without Tears as a supplementary curriculum to establish proper pencil grip and handwriting/letter formation with fidelity. (Kindergarten Readiness)	Administration Pre-K Classroom Teachers Classroom Paraprofessionals	Students will hold the pencil correctly and form letters/numbers properly which will increase fine motor skills, handwriting, and letter knowledge. This will increase Kindergarten Readiness scores.	55%	75%	90%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Through strategic scheduling, combine Resource ELAR and writing for a total of 120 minutes block.	Administration Special Education Teacher	Student's progress reports will show progress/mastery towards their goals and an increase understanding of reading and writing skills. Less transition time.	100%	100%	100%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 5: Effective Instruction 6) Targeted RTI instructional block for all students, especially our ELL students through Spanish support. Continue to offer opportunities for non-linguistic representations, use different learning modalities, and ELPS strategies.	Administration Classroom Teachers Reading Coach/RTI teacher RTI bilingual aide	Students should show growth on their progress monitoring data in our SST meetings, which would result in growth of Istation data, TPRI scores, and overall reading level with the English language.	95%	95%	95%	100%
Comprehensive Support Strategy **ESF Levers** Lever 5: Effective Instruction 7) Combine Zoophonics with ABC Boot Camp in our Pre-K program with an estimated 4 rotations per school year.	Administration Pre-K Classroom Teachers	Increase knowledge of letter identification and letter sounds by the end of the school year to meet Pre-K standards.	50%	80%	90%	100%
Comprehensive Support Strategy **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 8) All classroom teachers will establish Shared Reading into their daily curriculum.	Administration Classroom Teachers	Students print awareness skills, reading comprehension and fluency will increases throughout the year.	95%	100%	100%	100%
Comprehensive Support Strategy **ESF Levers** Lever 5: Effective Instruction 9) Refine and update math scope and sequence with ongoing training for Kindergarten classroom teachers.	Administration Math Instructional Facilitator Kindergarten Classroom Teachers		45%	60%	60%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Comprehensive Support Strategy **ESF Levers** Lever 5: Effective Instruction 10) Rotate the web based program ABC Mouse with Lexia for Pre-k students.	Administration Pre-K Classroom Teachers	Students phonemic awareness and pre-reading skills will increase based on student data.	55%	95%	95%	100%
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 11) Successfully implement our new adopted ELAR curriculum (Fountas and Pinnell) with fidelity in the kindergarten classrooms.	Principal ELAR Planning team ELAR Instructional Facilitator Teachers	Students will gain grade-level knowledge and skills with ELAR TEKs and read on grade-level.	55%	90%	90%	100%
ESF Levers Lever 5: Effective Instruction 12) Intentional focus in the area of writing with strategic support, training and developing student rubric.	Administrator ELAR Instructional Facilitator Teachers	Authentic writing with independent ideas, age appropriate grammar and sentence structure.	50%	80%	100%	100%

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	
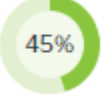
Goal 1: Improve Student Achievement

Performance Objective 2: State Accountability Level III Advanced performance standards will be met in Reading, Math, Science, and Social Studies for all student groups. Students at Helen Edwards will have opportunities to participate in activities/projects that support advanced performance standards.

    Evaluation Data Source(s) 2: Final STAAR data analysis, EOY TPRI and CIRCLE data analysis, Lexia progress Reports

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Comprehensive Support Strategy **ESF Levers** Lever 5: Effective Instruction 1) Maintain a STEAM/Maker Space classroom to build creativity, problem solving and higher order thinking skills for Kindergarten students led by the STEAM Lab Facilitator.	Administration Kidsville teacher STEAM Lab Facilitator Classroom teachers	Support overall problem solving skills and encourage higher order thinking skills that will reflect increased vocabulary scores, show growth on math and science assessment and provide opportunities for advanced learning using 21st Century tools.	55%	90%	90%	100%
ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 2) Through strategic scheduling, organize an accelerated reading program to advance and challenge higher readers through project-based learning.	Administration Counselor Classroom teacher	This will provide more students an opportunity to participate in project-based learning and increase academic exposure, expectations and learning experiences outside the classroom.	55%	90%	90%	100%
ESF Levers Lever 3: Positive School Culture 3) Restructure student incentive and recognition of monthly growth of Lexia data.	Administration Classroom teacher Campus technology coordinator	We will see monthly growth on Lexia reports which will support advancing reading levels in the classroom.	55%	90%	90%	100%
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction 4) Principal-Student Book Club to create a positive shared experience of reading and to help build student's personal libraries at home.	Administrator Librarian	Positive feedback from students and parents. Increased number of personal books for students to read at home.	45%	95%	95%	100%
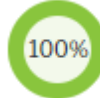
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 5) Students will receive a book on their birthday to help increase the number of personal books at home and exposure to various genera of text.	Administrator Librarian	Positive feedback from students and parents. Increased number of personal books for students to read at home.	55%	85%	100%	100%

100% = Accomplished   = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Completion rates, attendance rates, and dropout rates will meet or exceed state standards. Helen Edwards will encourage and motivate high attendance rates.

    Evaluation Data Source(s) 1: PEIMS reports for attendance and at risk along with SST data

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 1) Maintain a minimum of 96% campus wide attendance rate using rewards for perfect attendance.	Administration Attendance Clerk Classroom teacher	More exposure to literacy, writing and math skills for better understanding and development.	45%	80%	80%	→
ESF Levers Lever 1: Strong School Leadership and Planning 2) Implement and maintain district truancy standards for our campus.	Administration Attendance Clerk Counselor	Decreased absences and tardies to maintain a minimum of 96% attendance rate.	50%	80%	80%	→
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 3) Increase parental awareness between academic success and student attendance/tardies through parent meetings, quarterly newsletters, and visual signs in the front of our campus.	Administration Front office staff	With increase awareness, we should see less absences and tardies on Skyward and Raptor reports.	55%	85%	85%	100%
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 4) Establish a Parent Information Night to inform the school community of policies and procedures in both English and Spanish.	Administration Classroom teacher	Parents will be better informed of district policies, campus procedures and classroom expectations so that students perform higher academically.	100%	100%	100%	100%
ESF Levers Lever 3: Positive School Culture 5) Continue with our College day on campus for the staff and students.	Administrator Counselor	Bring awareness, understanding and excitement for continued learning.				✗

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 6) Promote Job Day and Community Helpers with Kidsville Teacher.	Administrator Classroom teacher	Exposure and interactions with local community helpers as they learn about their role within our community.	15%			✗
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 7) Refocus staff to make phone calls home once students are absent for two consecutive days.	Administrator Teachers Attendance Clerk	Increase attendance rate, increase in academic scores	40%	85%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: Improve Student Programs & Services

Performance Objective 1: Technology will be integrated throughout the district. Helen Edwards will maintain and integrate technology throughout the campus to allow exposure to various devices and programs.

Evaluation Data Source(s) 1: Campus Needs Assessment, Technology inventories

Summative Evaluation 1:

			Reviews			
Strategy Description	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
			Dec	**Mar**	**July**	**July**
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum 1) New devices will be provided to classrooms for student use. (IPads)	Administration Campus Technology Coordinator	Extended student time on Lexia which should reflect less students on tier 3 and more students on tier 1 and reading on grade level.	100%	100%	100%	100%
ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 2) Add chrome books for STEAM lab to support digital learning and problem solving skills.	Administration Kidsville teacher STEAM Lab Facilitator Campus technology coordinator	Increase exposure to 21st Century learning and various forms of technology that will promote discovery and higher order problem solving skills.	55%	85%	85%	100%
ESF Levers Lever 4: High-Quality Curriculum 3) Continuous staff technology/on-line program training.	Administration Campus Technology Coordinator	Increased use of technology by staff and students that supports student learning.	10%	10%	80%	→
ESF Levers Lever 4: High-Quality Curriculum 4) Purchase of 4 student Ipads for PPCD classroom	Administration Special Populations Director	Ipads will be used by students to support learning.	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: Improve Student Programs & Services

Performance Objective 2: Students in need of specialized programs and services are properly identified and served. Helen Edwards is dedicated to properly identifying and serving students who qualify for specialized programs.

Evaluation Data Source(s) 2: SPED records, student performance on IEP, PEIMS

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Dec	**Mar**	**July**	**July**
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 2: Effective, Well-Supported Teachers 1) Coordinate with Special Education Department to host specialized trainings for parents of special needs students.	Administration Special Education Coordinator Special Education Teacher	Parents will feel informed and supported from their child's school district. Building relationships and communicating with our families supports the learning of our students.	55%	80%	80%	→
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 2: Effective, Well-Supported Teachers 2) Identify and serve students with social/emotional needs in appropriate setting and through the use of compliance training, practice academies, and/or applied behavior analysis strategies.	Administration Special Education Teacher Counselor BAU aide	Through specific training, students will learn appropriate social behavior and responses. This will decrease referrals and increase social development and instructional learning.	50%	60%	60%	→
Comprehensive Support Strategy **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Students who are identified as English Language Learners (ELL) will have the opportunity to attend our Summer Bilingual Reading Program, have access to transportation, and attend local field trips during the summer.	Administration Bilingual teachers and staff	With an increase in our Bilingual Summer Reading Program, students will be better prepared for the next grade level and show less regression over the summer. Students should be Kindergarten Ready and/or reading on grade level.	30%	70%	80%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
Additional Targeted Support Strategy **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 4) Our campus has increased staff to support our PPCD program, special education program and bilingual program. (Additional PPCD teacher and two aides, diagnostician, district bilingual facilitator)	Central Office Administration Campus Administration	Increase awareness, activity and upward trend on data in the areas of Special Education and Bilingual.	40%	65%	65%	→
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 5) Continue to host a Bilingual Parent Meeting at the BOY.	Administrator Teachers	Parents will have a better understanding of the English Language program along with campus procedures and classroom expectations.	100%	100%	100%	100%
ESF Levers Lever 5: Effective Instruction 6) Attend training and implement the use of Edugence program for monitoring and compliance of RTI and ELL students.	Director of Curriculum and Instruction Administrator Counselor LPAC Coordinator	Compliance and organization of RTI and ELL program.	55%	85%	85%	→

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 3: Improve Student Programs & Services

Performance Objective 3: A safe and orderly learning environment will be provided on all campuses. Helen Edwards will maintain a safe and orderly learning environment for staff and students.

    Evaluation Data Source(s) 3: Safety Audit findings/recommendations, discipline reports, work orders

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 3: Positive School Culture 1) Encourage positive behaviors in students and/or classrooms through our campus Character Counts program. Each month our campus focuses on a different character trait and leadership.	Administration Counselor Classroom teacher	Decrease in office referrals, better understanding of appropriate behaviors and socially acceptable responses.	50%	85%	90%	100%
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 2) Gain information and understanding over Trauma, Social-Emotional Learning, and Threat Assessment Training.	Administration Counselor Teachers	Begin planning and formulating a plan of action to implement for next year to strengthen our social-emotional curriculum.	60%	90%	100%	100%
ESF Levers Lever 1: Strong School Leadership and Planning 3) Continue to establish our campus procedures for dismissal and arrival for parents and staff into the parking lots and drop off/pick up area.	Administrator KISD Police Department KISD Transportation Department	Safer, effective and faster arrival and dismissal procedures for parents. Decreased concerns from parents and city.	80%	85%	85%	→
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 4) Deliver Ethics and Compliance training to staff during meetings.	Administrator	Better understanding of appropriate and ethical behavior in the work place. Continue to have zero to extremely low numbers of reports.	100%	100%	100%	100%
ESF Levers Lever 1: Strong School Leadership and Planning 5) Establish a safe and efficient system for the campus playground doors to remain locked and secured	Administrator Maintenance Teachers	Door will remained locked and staff will be able to enter and exit the playground doors with ease.	55%	85%	85%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 3: Improve Student Programs & Services

Performance Objective 4: Parental and community involvement will be encouraged. Parents and community stakeholders are encouraged and invited to be actively involved on campus.
    Evaluation Data Source(s) 4: Parent surveys/feedback, Raptor reports

    Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 1: Strong School Leadership and Planning 1) Restructured and updated a Parent Engagement Plan that supports the 6 dimension of the High Quality Pre-K program.	Administration Teachers/Staff Parents	See increase parent participation each month with programs and activities.	5%	5%	5%	→
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction 2) Create a campus welcome video for all new or incoming students and families.	Administration Counselor District Communication Coordinator	Families will feel welcomed, safe and part of their child's new school. Parents will feel informed and able to access school information easily. Students will transition into their new school and class easily.	✗			✗
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 3) Increase family participation for our Latino Literacy Night for parents in the school community.	Administrator Bilingual Facilitator Bilingual Teachers	Increase scores in pre-reading skills for students. Increase parental understanding of academics expectations.	85%	85%	85%	→
ESF Levers Lever 3: Positive School Culture 4) Continue to update and post on Parent Facebook Page for upcoming events, important information, and parental involvement opportunities.	Administrator Campus FB facilitator	Parents will feel more informed, increase in parent volunteering, increase in student participation with campus wide events.	55%	85%	100%	100%
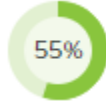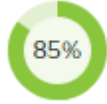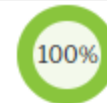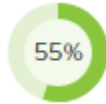
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue
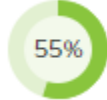
Goal 3: Improve Student Programs & Services

Performance Objective 5: District will maintain compliance with state and federal laws and regulations. Helen Edwards will maintain compliance with state and federal laws and regulations.

  Evaluation Data Source(s) 5: PBMAS reporting, safeguards, CIP formative review, Campus Needs Assessment review,

  Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 1: Strong School Leadership and Planning 1) Keep accurate SPED records and comply with time lines to assess, evaluate, and notify parents.	Administration Special Education Department Special Education teacher	PBMAS reports will reflect accurate information so administration can use data with fidelity. Students with special needs will receive proper and timely services as stated in their IEP.	55%	75%	80%	→
ESF Levers Lever 1: Strong School Leadership and Planning 2) Provide all educational providers with current IEP documentation and ensure compliance, including applicable modifications.	Administration Special Education Department Special Education teacher	Staff will have copies of their student's IEP and implement their modifications as specified. This will improve learning for students and progression towards their IEP goals.	55%	80%	85%	→
ESF Levers Lever 1: Strong School Leadership and Planning 3) Bilingual and Translating Training to ensure accurate and reliable interpretation.	Administration Bilingual / ELL Department Bilingual interpreters	Parents will feel more comfortable during ARDs and confident that information is being translated correctly. ARD paperwork will be accurate and reliable.	100%	100%	100%	100%
ESF Levers Lever 1: Strong School Leadership and Planning 4) Complete yearly Campus Needs Assessment.	Administration CNA committee All staff	Identify areas/programs on our campus that we could improve. All staff members feel heard and apart of the campus improvement process.	5%	50%	100%	100%
ESF Levers Lever 1: Strong School Leadership and Planning 5) Evaluate and Monitor Campus Improvement Plan.	Administration CEIC committee / CIP committee	See continued improvement and results around our campus. Continue to stay focused on campus goals.	55%	75%	100%	100%
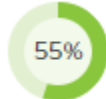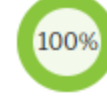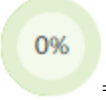
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 1: Strong School Leadership and Planning 6) Comply with new state RTI requirements for our students.	Administrator Counselor Classroom Teachers	Increase student achievement with phonemic awareness, pre-reading skills and reading levels.	55%	85%	85%	→
ESF Levers Lever 1: Strong School Leadership and Planning 7) Update and manage Title 1 Crate to help store and document Title 1 Compliance.	Principal	Campus and district will maintain compliance as a Title 1 campus.	10%	10%	10%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: The district will provide high quality staff development. Helen Edwards will provide high quality staff development.

    Evaluation Data Source(s) 1: Region 10 PD surveys, staff feedback

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Professional development/collaboration opportunities will be routinely provided for staff based on their professional needs identified in the new growth model of T-TESS. Examples: classroom management, Pre-K guidelines training, data collections, etc.	Administration Curriculum Department Technology Department All teachers	Continued improvement and professional growth from classroom teachers resulting in improved instruction. Staff members will observe each other in classrooms and attend training outside of the campus.	55%	80%	80%	100%
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 2) Improve New Teacher Academy for staff to participate in before school starts.	Administration	New teachers will have designated time to learn about the campus, curriculum and academic expectations for students.	100%	100%	100%	100%
ESF Levers Lever 2: Effective, Well-Supported Teachers 3) Create new aide training for new aides to the campus.	Administration	New aides will become more informed, familiar and therefore productive to help support their designated teacher.	✕			→
ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 4) Continue Friday book talks from a special visitor on the campus during Morning Announcements.	Administration School Staff	Increase of students' reading interest as they see and hear from staff members and other student peers discuss their favorite book.	20%	85%	100%	100%
ESF Levers Lever 2: Effective, Well-Supported Teachers 5) Continue Principal Book Club for the campus.	Administration	Build leadership skills, camaraderie and campus unity through our staff.	35%	85%	85%	
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 4: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 2: The district will recruit, retain, and train fully certified and highly qualified administrators, teachers, and staff. Helen Edwards will provide staff with training, materials and instructional resources to help recruit and retain fully certified and highly qualified staff.

    Evaluation Data Source(s) 2: T-TESS, T-PESS, retention rates

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	July	July
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Structure meaningful opportunities for staff to have a voice in campus instructional and/or operational decisions through service of committees of choice, curriculum and assessment input, and other campus related leadership opportunities.	Administration All staff	Positive campus climate where staff feels like they are actively apart of the overall success.	50%	80%	100%	100%
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) Promote higher education and provide specialized scheduling for certification, masters, and doctorate level courses.	Administration All staff	Staff confidence continues to rise as they progress and graduate with higher degrees of education. Positive campus morale and support for each others success.	55%	90%	90%	100%
ESF Levers Lever 2: Effective, Well-Supported Teachers 3) Offer to pay for teachers to pass their Special Ed certification.	Administration	Increase certified staff for ESL and Sped to better serve students.	75%	90%	100%	100%
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 4) Incorporate Teacher and Paraprofessional of the month on campus.	Administration	Increase staff morale. Increase staff attendance.	60%	85%	85%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Kaufman Independent School District
Report of Violent and Criminal Incidents 2019-2020

The Texas Education Code requires every district to publish a report on violent and criminal incidents at their schools that is available for use and review by the public in the district. According to TEC §39.053:

> … the annual report must include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students, and the findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994 (20 U.S.C. Section 7101 et seq.) and its subsequent amendments.

The following report was compiled in order to comply with this state statute.

Violent or Criminal Incidents

Violent or Criminal Incidents PEIMS 425 Action Reason Codes	Incident Total* (District wide)
11 – Used, exhibited, or possessed firearm	0
12 – Used, exhibited, or possessed an illegal knife	0
13 – Used, exhibited, or possessed a club	0
14 – Used, exhibited, or possessed a prohibited weapon	0
16 – Arson	0
17* – Murder, attempted murder	0
18* – Indecency with a child	0
19* – Aggravated kidnapping	0
29 – Aggravated assault on district employee or volunteer	0
30* – Aggravated assault on someone other than district employee or volunteer	1
31 – Sexual assault or aggravated sexual assault against employee or volunteer	0
32* – Sexual assault or aggravated sexual assault against someone other than district employee/volunteer	0
36 – Felony controlled substance violation	0
37 – Felony alcohol violation	0
46* – Aggravated robbery	0
47 – Manslaughter	0
48 – Criminally negligent homicide	0

*The bolded codes are those specified by TEA as violent criminal offenses in the School Safety Choice Option Guidance, based upon the USDE Unsafe School Choice Option Non- Regulatory Guidance. The remaining codes are monitored by TEA and may be used in the identification of persistently dangerous schools.

Safe and Drug-Free School and Communities Evaluation
Program funds support the following activities:
- Publish and disseminate Student Code of Conduct and Discipline Management Plan,
- Student instruction in drug and violence and tobacco prevention,
- Student support programs and counseling,
- Canine drug detection,
- Security.

School Violence Prevention and Violence Intervention Policies
The following district policies address violence prevention and intervention:
- Policy FFF(LOCAL) – Student welfare and safety;

- Policy FFFF(LOCAL) – Student safety related to conduct on buses;
- Policy FNCC(LEGAL) – Student conduct related to hazing;
- Policy FNCG(LEGAL) – Student conduct related to weapons;
- Policy FNCH(LEGAL) – Student conduct related to assaults;
- Policy FO(LEGAL) – Student discipline and the Code of Conduct;
- Policy FO(LOCAL) – Student discipline and the Code of Conduct;
- Policy FOA(LEGAL) – Student placement in Alternative Education Setting;
- Policy FOA(LOCAL) – Student placement in Alternative Education Setting;
- Policy FOAA(LEGAL) – Student placement in Alternative Education Setting;
- Policy FOAB(LEGAL) – Student placement in Alternative Education Setting;
- Policy FOAC(LEGAL) – Student placement in Juvenile Justice System;
- Policy FOB(LEGAL) – Student suspension;
- Policy FOB(LOCAL) – Student suspension;
- Policy FOC(LEGAL) – Student discipline related to emergency placement;
- Policy FOD(LEGAL)-Student discipline and expulsion.

School Violence Prevention and Violence Intervention Procedures

The following district procedures address violence prevention and intervention:
- School Counselors provide violence prevention and conflict resolution instruction to students on all campuses
- Assistant Principals on every campus oversee violence intervention procedures
- Anti-bullying procedures have been standardized across the district
- Kaufman ISD safety plan defining crisis management and safety procedures is posted in campus offices and classrooms.
- KISD Police Department provides security on all campuses and at school activities.
- The District Emergency Operations Team conducts an annual audit district Emergency Operating Procedures and updates accordingly.
- Threat Assessment Team studies and addresses possible threats
- Protect the Pride safety system to combat threats to student and teacher safety
- Student Advisory Council provides input to Asst. Sup.
- Safety Patrol on elementary campuses

KISD Postsecondary Report 2019-2020

Texas High School Graduates from FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019

County	District		Total Graduates	<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
					GPA for 1st Year in Public Higher Education in Texas				
	KAUFMAN ISD								
	129903003	GARY W CAMPBELL H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	25						
		Total High School Graduates	28						
	129903001	KAUFMAN H S							
		Four-Year Public University	29	5	6	9	4	4	1
		Two-Year Public Colleges	83	33	11	13	17	8	1
		Independent Colleges & Universities	4						
		Not Trackable	3						
		Not Found	119						
		Total High School Graduates	238						