

2014-15 Texas Academic Performance Report

District Name: **FARMERSVILLE ISD**

Campus Name: **TATUM EL**

Campus Number: **043904101**

2015 Accountability Rating: **Met Standard**

This school is paired with 043904102, FARMERSVILLE INT

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District Name: FARMERSVILLE ISD

Campus Name: TATUM EL

Campus Number: 043904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance †

Total Students: 229

Grade Span: PK - 01

School Type: Elementary

There is no assessment data for this campus.

District Name: FARMERSVILLE ISD
 Campus Name: TATUM EL
 Campus Number: 043904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 229
 Grade Span: PK - 01
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2013-14	95.9%	97.0%	96.0%	*	96.0%	95.9%	*	*	-	*	95.1%	95.5%	97.0%
2012-13	95.8%	96.6%	95.8%	*	96.0%	96.2%	*	-	-	*	96.1%	95.2%	96.2%

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Texas Academic Performance Report
 2014-15 Campus Profile

Total Students: 229
 Grade Span: PK - 01
 School Type: Elementary

<u>Student Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Total Students:	229	100.0%	1,542	5,215,282
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.2%
Pre-Kindergarten	17	7.4%	1.1%	4.2%
Kindergarten	99	43.2%	6.4%	7.5%
Grade 1	113	49.3%	7.3%	7.9%
Grade 2	0	0.0%	8.2%	7.8%
Grade 3	0	0.0%	7.7%	7.6%
Grade 4	0	0.0%	7.8%	7.5%
Grade 5	0	0.0%	8.0%	7.4%
Grade 6	0	0.0%	8.3%	7.4%
Grade 7	0	0.0%	7.8%	7.3%
Grade 8	0	0.0%	8.1%	7.4%
Grade 9	0	0.0%	9.9%	8.0%
Grade 10	0	0.0%	6.5%	7.2%
Grade 11	0	0.0%	5.6%	6.6%
Grade 12	0	0.0%	7.1%	5.9%
Ethnic Distribution:				
African American	11	4.8%	3.9%	12.6%
Hispanic	87	38.0%	31.8%	52.0%
White	127	55.5%	61.2%	28.9%
American Indian	0	0.0%	0.8%	0.4%
Asian	2	0.9%	0.6%	3.9%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	2	0.9%	1.8%	2.0%
Economically Disadvantaged	142	62.0%	52.6%	58.8%
Non-Educationally Disadvantaged	87	38.0%	47.4%	41.2%
English Language Learners (ELL)	41	17.9%	7.4%	18.2%
Students w/ Disciplinary Placements (2013-2014)	0	0.0%	1.2%	1.5%
At-Risk	120	52.4%	29.6%	51.2%
Mobility (2013-2014)	27	19.4%	13.4%	16.9%

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Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	5.9%	5.9%	2.0%	7.1%	7.1%	8.6%
Grade 1	5.8%	5.8%	4.3%	0.0%	0.0%	8.1%
Grade 2	-	1.1%	2.9%	-	0.0%	3.9%
Grade 3	-	2.2%	2.2%	-	4.5%	1.6%
Grade 4	-	3.4%	1.2%	-	0.0%	0.9%
Grade 5	-	1.0%	1.3%	-	0.0%	0.9%
Grade 6	-	0.0%	0.7%	-	0.0%	0.8%
Grade 7	-	0.0%	1.0%	-	0.0%	1.1%
Grade 8	-	0.0%	1.0%	-	0.0%	1.4%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.9	16.9	19.2
Grade 1	19.2	19.2	19.3
Grade 2	-	20.3	19.3
Grade 3	-	18.8	19.1
Grade 4	-	18.9	19.1
Grade 5	-	20.1	20.8
Grade 6	-	19.3	20.3
Secondary:			
English/Language Arts	-	17.9	17.2
Foreign Languages	-	16.2	18.9
Mathematics	-	16.0	18.1
Science	-	17.7	19.1
Social Studies	-	18.2	19.6

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Total Students: 229
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 School Type: Elementary

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	25.6	100.0%	100.0%	100.0%
Professional Staff:	19.6	76.6%	69.8%	64.5%
Teachers	15.5	60.4%	56.7%	50.8%
Professional Support	3.1	12.3%	7.3%	9.7%
Campus Administration (School Leadership)	1.0	3.9%	4.2%	2.9%
Educational Aides:	6.0	23.4%	10.0%	9.6%
Total Minority Staff:	3.4	13.5%	15.1%	46.3%
Teachers by Ethnicity and Sex:				
African American	0.4	2.9%	3.2%	9.9%
Hispanic	1.0	6.5%	6.5%	25.6%
White	14.0	90.6%	88.4%	61.4%
American Indian	0.0	0.0%	0.9%	0.4%
Asian	0.0	0.0%	0.9%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	0.0	0.0%	24.2%	23.4%
Females	15.5	100.0%	75.8%	76.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	0.9%
Bachelors	14.0	90.5%	80.1%	75.1%
Masters	1.5	9.5%	19.9%	23.4%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	6.5%	10.0%	8.5%
1-5 Years Experience	5.0	32.3%	27.9%	26.1%
6-10 Years Experience	3.0	19.4%	23.2%	22.6%
11-20 Years Experience	5.0	32.3%	25.9%	26.9%
Over 20 Years Experience	1.5	9.5%	13.0%	16.0%
Number of Students per Teacher	14.8	n/a	14.3	15.2

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Staff Information	Campus	District	State
Average Years Experience of Teachers:	10.9	10.3	11.0
Average Years Experience of Teachers with District:	6.3	5.6	7.5
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$39,000	\$39,135	\$44,540
1-5 Years Experience	\$40,094	\$40,557	\$46,575
6-10 Years Experience	\$44,351	\$43,817	\$49,127
11-20 Years Experience	\$47,924	\$49,473	\$52,640
Over 20 Years Experience	\$53,187	\$54,032	\$59,787
Average Actual Salaries (regular duties only):			
Teachers	\$44,624	\$45,231	\$50,715
Professional Support	\$46,047	\$54,465	\$59,791
Campus Administration (School Leadership)	\$68,088	\$69,841	\$74,292
Instructional Staff Percent:	n/a	69.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,090.1

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Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	41	17.9%	7.4%	17.8%
Career & Technical Education	0	0.0%	19.1%	23.2%
Gifted & Talented Education	4	1.7%	6.2%	7.6%
Special Education	23	10.0%	10.0%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%
Career & Technical Education	0.0	0.0%	2.8%	4.3%
Compensatory Education	0.4	2.9%	2.1%	3.1%
Gifted & Talented Education	0.0	0.1%	0.1%	1.9%
Regular Education	14.0	90.5%	82.6%	72.6%
Special Education	1.0	6.5%	8.4%	9.0%
Other	0.0	0.0%	4.0%	3.3%

Link to:
[PEIMS Financial Standard Reports/](#)
[2013-2014 Financial Actual Report](#)

- '‡' Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.
- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '**' Indicates that the rates for Reading are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.