

# ACADEMIC EXCELLENCE INDICATOR SYSTEM (AEIS) 2006-2007 REPORT

## OUR MISSION

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The Tomball Independent School District has provided the context for our improvement efforts through our mission, belief statements, and goals.

### Mission Statement

The mission of Tomball Independent School District, as a caring educational community, is to produce life-long learners who successfully compete in a changing global society; this mission is achieved through vision and uncompromising commitment to quality.

### Belief Statements

- ◆ We believe that character, convictions, and values are anchored by American democracy, individual freedom, and the right to pursue religious beliefs of choice.
- ◆ We believe that values are essential to the educational process.
- ◆ We believe that each person is unique and of equal worth.
- ◆ We believe that everyone can learn.
- ◆ We believe that all life has value.
- ◆ We believe that success requires commitment to quality.
- ◆ We believe that learning is a life-long process.
- ◆ We believe that growth and development are enhanced by family and individuals who provide love, security, and a sense of belonging.

## ***OUR MISSION***

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- ◆ We believe that individuals are responsible for their actions.
- ◆ We believe that a positive self-image is essential to success.
- ◆ We believe that our future is dependent on traditions, knowledge, and the ability to change.

### **TISD Goals**

- ◆ Tomball ISD will promote student achievement and ensure academic success.
- ◆ Tomball ISD will promote a positive district climate.
- ◆ Tomball ISD will retain and recruit quality staff.

## ***OUR STUDENTS***

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Student enrollment in Tomball ISD was 9,076 for the 2006-2007 school year. The ethnic distribution in 2006-2007 was 70.2 percent Anglo, 19.1 percent Hispanic, 6.9 percent African American, 3.5 percent Asian, and 0.4 percent Native American.

The economically disadvantaged population was 20.1 percent and the limited English proficient population was 8.5 percent. The attendance rate for the 2005-2006 school year was 95.7 percent.

## ***OUR RESOURCES***

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The total adopted tax rate for calendar year 2006 was \$1.58. Standard local tax base value per pupil was \$408,355. Total revenues per student for all funds are shown at \$6,442. Local taxes (74.8 percent) and other local resources (7.0 percent) made up 81.8 percent of total budgeted revenues. State funds provided 12.3 percent of the budget and federal money 6.0 percent.

## ***OUR RESOURCES***

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In 2006-2007, expenditures for instruction (55.7 percent) and instructional related services (3.5 percent) totaled 59.2 percent of operating expenses. Payroll expenses from the general fund represented 85.2 percent of the total expenditures, with other operating costs and capital outlay expenditures representing 13.3 percent and 1.4 percent, respectively.

## ***OUR RESULTS***

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- ◆ The 2006-2007 TAKS “met standard” for grades 3-11 are:

ELA/Reading:	94.0 percent
Mathematics:	86.0 percent
Writing:	94.0 percent
Science:	84.0 percent
Social Studies:	95.0 percent
- ◆ The average daily attendance rate was 95.7 percent for 2005-2006, the most recently reported year.
- ◆ The annual four-year dropout rate/Grades 9-12, for 2005-2006, the most recently reported year, was 2.3 percent.
- ◆ Of the class of 2006, 76.4 percent took a college entrance exam and 34.8 percent scored at or above the criteria (*on the SAT and ACT*).
- ◆ The Texas Success Initiative (TSI) – Higher Education Readiness Component replaced the TAAS/TASP Equivalency acknowledgement. Students may be exempted from taking a test for the TSI if they have a high enough score on their exit-level TAKS tests for mathematics and English language arts. In English language arts 60 percent achieved this level of proficiency. In mathematics 62 percent achieved this level of proficiency.
- ◆ Of the class of 2006, 74.1 percent received the diploma signifying the Recommended High School Program or the Distinguished Achievement Program.
- ◆ The completion rate status for the class of 2006 Grades 9-12, was 86.4 percent.