



Tomball Independent School District

2010-2011

Annual Performance Report

January 2012

2010-2011 TOMBALL ISD ANNUAL PERFORMANCE REPORT

Contents

Our Mission	1
Our Students	2
Our Resources	2
Our Results	2
Report of 2008-2009 High School Graduates	3
Campus Performance Objectives.....	4
Student Safety	5

Appendices

District AEIS report.....	7
Campus AEIS and Comparable Improvement Reports	
Tomball High School.....	29
Tomball JJAEP.....	43
Tomball Junior High.....	51
Willow Wood Junior High.....	65
Decker Prairie Elementary.....	79
Lakewood Elementary.....	91
Tomball Intermediate.....	103
Willow Creek Elementary.....	117
Tomball Elementary.....	129
Northpointe Intermediate.....	141
Rosehill Elementary.....	155
Canyon Pointe Elementary.....	167
Creekside Forest Elementary.....	179
AEIS Glossary.....	iii; 3

TOMBALL ISD ANNUAL PERFORMANCE REPORT 2010-2011

OUR MISSION

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

Mission Statement

Tomball ISD serves students through a culture that provides an innovative, personally rigorous and individually valuable education, reflective of community standards.

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.
- ◆ 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 students will succeed academically and in the work place.
- ◆ Tomball ISD will promote a climate reflective of community standards.
- ◆ Tomball ISD will retain and recruit quality staff.
- ◆ Tomball ISD will continuously pursue innovative teaching and learning practices.
- ◆ Tomball ISD will be fiscally responsible.

OUR STUDENTS

Student enrollment in Tomball ISD was 10,609 for the 2010-2011 school year. The ethnic distribution in 2010-2011 was 61.6 percent White, 25.4 percent Hispanic, 5.3 percent African American, 4.8 percent Asian, and 0.7 percent Native American.

The economically disadvantaged population was 25.7 percent and the limited English proficient population was 10.8 percent.

OUR RESOURCES

The total adopted tax rate for calendar year 2010 was \$1.36. Standard local tax base value per pupil was \$482,997. Total revenues per student for general funds are shown at \$8,208. Local taxes (61.2 percent) and other local resources (1.0 percent) made up 62.2 percent of total budgeted revenues. State funds provided 37.9 percent of the budget and federal money 0.8 percent.

In 2009-2010, expenditures for instruction (59.5 percent) and instructional related services (2.5 percent) totaled 62.0 percent of operating expenses. Payroll expenses from the general fund represented 82.7 percent of the total expenditures, with other operating costs and capital outlay expenditures representing 12.0 percent and 5.3 percent, respectively.

OUR RESULTS

- ◆ The 2010-2011 TAKS “met standard” for grades 3-11 are:

ELA/Reading:	95 percent
Mathematics:	91 percent
Writing:	93 percent
Science:	89 percent
Social Studies:	98 percent
- ◆ The attendance rate was 95.7 percent for 2009-2010, the most recently reported year.
- ◆ The Completion Rate I/Grades 9-12, for 2008-2009, the most recently reported year, was 96.9 percent.
- ◆ Of the class of 2010, 70.2 percent took a college entrance exam (SAT/ACT) and 36.6 percent scored at or above the criteria.
- ◆ Of the class of 2010, 78.3 percent received the diploma signifying the Recommended High School Program or the Distinguished Achievement Program.

REPORT OF 2008-2009 HIGH SCHOOL GRADUATES' ENROLLMENT AND ACADEMIC PERFORMANCE IN TEXAS IN FY 2010

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2008- 2009 high school graduates who attended public four-year and two-year higher education in FY 2010. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2009, spring 2010, and summer 2010 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2010, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2010 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink.cfm>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

TOMBALL ISD	Total	<2.0	2-2.49	2.5-2.99	3-3.49	>3.5	Unknown
Four-Year Public University	144	31	33	33	25	22	0
Two-Year Public Colleges	273	67	49	37	48	50	22
Independent Colleges & Univ.	9						
Not Trackable	12						
Not Found	<u>148</u>						
Total High School Graduates	586						

CAMPUS PERFORMANCE OBJECTIVES

By the year 2012,

- All campuses will be recognized or exemplary. (4 exemplary, 3 recognized, 5 acceptable)
- Dropout rate will be less than 1%. (0.9%)
- Of the class of 2011, 70% will take a college entrance exam and 35% will score at or above 1110 on the SAT or 24 on the ACT. (70.2%, 36.6%)
- All special population student groups will improve their percentage of students showing mastery in areas tested commensurate with the district group. (The only scores that went down were Afr. Amer. Reading and All groups except LEP in Writing)
- The total percentage of incidences of tobacco, alcohol, and drugs will be less than 0.5% and the total percentage of incidences involving assaults and weapons will be less than 0.15% of the student population. (0.51% and 0.05%)
- The percentage of our staff with masters degrees or higher will be over 18.4%. (20.1%)
- The turnover rate for professional staff will be less than 8.5%. (8.6%)
- The teaching staff will be 100% highly qualified. (100%)
- Innovative technology training will be provided for every campus. (Completed)
- Staff development will be provided to address needs identified by data analysis. (Completed)
- Staff attendance will increase by 0.5% and student attendance will increase by 0.5%. (-0.8% ,0.3%)
- All campuses and departments will operate within budgets allocated. (Successful)

STUDENT SAFETY

The Tomball ISD incident report includes the following offenses for 2010-2011

Offense	TJHS	WJHS	THS	TISD
Tobacco	1	0	21	22
Alcohol	1	0	7	8
Drugs	1	0	22	23
Assault	0	0	3	3
Weapons	1	1	0	2

Violence Prevention and Intervention Policies

Student handbooks outline the many procedures followed by campuses and the district to prevent and correct violent incidences. The Student Code of Conduct describes the expectations for all students and consequences for violating that code of conduct. Discipline Management Techniques, Out-of-school Suspension, assignment to the Disciplinary Alternative Education Program, and Expulsion are listed as possible options to keep our students safe.

The Student Handbook and Student Code of Conduct can be accessed for Tomball ISD at <http://www.tomballisd.net/content/resources.aspx?topicId=48EB040C-4A5B-4106-8ECC-143E727928AA>

In addition to the handbook and code of conduct, Tomball ISD provides the staff with the Crisis Procedures Manual. This manual describes in detail the actions that need to be taken in crisis situations to protect our students and staff. Information on Campus Emergency Plans, including Crisis Training can be found at <http://www.tomballisd.net/content/page.aspx?topicId=83C05975-E78A-43B2-B27F-49B7E3228BD5>

Findings from the Safe and Drug Free School Evaluation Survey

The district conducted an on-line survey of parents, students and staff on indicators relating to student safety. The number of responses from all three groups increased from the previous year.

Two areas had been targeted for improvement: bullying and education on the harmful effects of alcohol, tobacco and illegal drugs. Parent and student groups indicated a positive response that students were taught ways to deal with bullying, with survey results increasing 15% and 12%, respectively. Staff responses to this area decreased by

1%. In terms of student education on the harmful effects of alcohol, tobacco and illegal drugs, students and staff indicated positive increases of 8%, 3%, and 12% respectively.

2010-11 Academic Excellence Indicator System

District Name: TOMBALL ISD

District #: 101921

2011 Accountability Rating: Recognized

PBM Special Education Monitoring Results Status:

Local Interventions Implemented

Gold Performance Acknowledgments:

Commended on Social Studies

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District Name: TOMBALL ISD
District #: 101921

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 District Performance

Section I - Page 1

Indicator:	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	91%	93%	80%	92%	94%	*	97%	*	79%	85%	81%	89%	82%
	2010	92%	93%	95%	89%	95%	95%	> 99%	94%	*	90%	82%	87%	90%	89%
Mathematics	2011	88%	89%	90%	83%	89%	92%	*	92%	*	79%	76%	80%	86%	80%
	2010	87%	88%	90%	81%	83%	91%	89%	98%	*	90%	69%	78%	82%	78%
All Tests	2011	83%	85%	87%	75%	86%	89%	*	89%	*	71%	67%	72%	81%	73%
	2010	84%	85%	88%	78%	82%	90%	89%	94%	*	80%	67%	74%	78%	75%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	89%	96%	*	96%	*	*	*	*	*	95%	96%	96%	
	2010	85%	89%	92%	*	92%	*	*	*	*	*	90%	92%	92%	
Mathematics	2011	77%	82%	79%	*	79%	*	*	*	*	*	77%	79%	79%	
	2010	74%	80%	66%	*	66%	*	*	*	*	*	65%	66%	66%	
All Tests	2011	78%	80%	89%	*	89%	*	*	*	*	*	87%	89%	89%	
	2010	75%	78%	64%	*	64%	*	*	*	*	*	63%	64%	64%	
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	88%	92%	82%	91%	93%	> 99%	98%	*	81%	81%	83%	88%	74%
	2010	86%	87%	91%	85%	89%	91%	> 99%	95%	*	> 99%	79%	82%	84%	76%
Mathematics	2011	89%	91%	93%	89%	91%	93%	> 99%	> 99%	*	95%	75%	86%	93%	77%
	2010	89%	91%	92%	88%	94%	91%	> 99%	> 99%	*	94%	73%	87%	94%	78%
Writing	2011	91%	92%	90%	85%	89%	90%	> 99%	98%	*	95%	71%	79%	86%	67%
	2010	92%	93%	93%	85%	93%	92%	> 99%	> 99%	*	> 99%	76%	87%	92%	85%
All Tests	2011	78%	80%	85%	79%	84%	84%	> 99%	98%	*	81%	57%	74%	82%	58%
	2010	78%	80%	83%	68%	82%	83%	> 99%	95%	*	94%	55%	71%	77%	59%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	87%	89%	*	89%	*	*	*	*	*	88%	89%	89%	
	2010	83%	86%	87%	*	87%	*	*	*	*	*	88%	87%	87%	
Mathematics	2011	74%	79%	88%	*	87%	*	*	*	*	*	86%	88%	88%	
	2010	73%	77%	75%	*	74%	*	*	*	*	*	76%	75%	75%	
Writing	2011	93%	94%	98%	*	98%	*	*	*	*	*	98%	98%	98%	
	2010	94%	95%	95%	*	94%	*	*	*	*	*	94%	95%	95%	
All Tests	2011	75%	76%	87%	*	87%	*	*	*	*	*	86%	87%	87%	
	2010	73%	74%	67%	*	66%	*	*	*	*	*	69%	67%	67%	

District Name: TOMBALL ISD
District #: 101921

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 District Performance

Section I - Page 2

Indicator:		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	88%	94%	83%	92%	95%	> 99%	98%	*	84%	78%	88%	85%	81%
	2010	86%	86%	92%	74%	87%	94%	*	97%	*	89%	75%	84%	78%	76%
Mathematics	2011	86%	88%	93%	95%	89%	94%	> 99%	> 99%	*	95%	85%	89%	84%	79%
	2010	86%	88%	91%	61%	88%	94%	*	> 99%	*	83%	60%	84%	86%	74%
Science	2011	86%	87%	92%	78%	88%	96%	80%	98%	*	95%	63%	86%	76%	79%
	2010	87%	88%	92%	74%	89%	95%	*	95%	*	94%	75%	83%	70%	77%
All Tests	2011	76%	77%	86%	70%	80%	89%	80%	95%	*	84%	52%	76%	66%	60%
	2010	75%	77%	84%	50%	76%	90%	*	95%	*	67%	44%	70%	61%	57%
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only															
Reading	2011	77%	72%	82%	*	81%	*	*	*	*	*	*	81%	82%	82%
	2010	74%	73%	79%	*	77%	*	*	*	*	*	*	79%	79%	79%
Mathematics	2011	50%	46%	46%	*	50%	*	*	*	*	*	*	50%	46%	46%
	2010	45%	44%	*	*	*	*	*	*	*	*	*	*	*	*
Science	2011	58%	52%	75%	*	73%	*	*	*	*	*	*	82%	75%	75%
	2010	52%	46%	67%	*	60%	*	*	*	*	*	*	80%	80%	67%
All Tests	2011	63%	56%	61%	*	65%	*	*	*	*	*	*	65%	61%	61%
	2010	55%	52%	60%	*	57%	*	*	*	*	*	*	64%	64%	60%
TAKS Met 2011 Standard Grade 6															
Reading	2011	85%	86%	94%	90%	89%	96%	*	97%	*	> 99%	74%	87%	74%	85%
	2010	86%	87%	94%	88%	88%	95%	*	98%	*	> 99%	71%	85%	80%	83%
Mathematics	2011	83%	85%	92%	76%	89%	94%	*	> 99%	*	86%	74%	83%	80%	77%
	2010	83%	84%	91%	61%	91%	92%	*	> 99%	*	83%	71%	79%	88%	73%
All Tests	2011	76%	78%	88%	73%	81%	92%	*	97%	*	86%	57%	75%	61%	69%
	2010	76%	78%	87%	62%	84%	90%	*	98%	*	83%	58%	71%	74%	65%
TAKS Met 2011 Standard Grade 7															
Reading	2011	86%	88%	92%	78%	85%	94%	*	98%	*	> 99%	68%	84%	76%	73%
	2010	86%	88%	93%	89%	89%	95%	75%	93%	*	> 99%	57%	82%	54%	79%
Mathematics	2011	81%	83%	91%	76%	89%	92%	*	> 99%	*	> 99%	58%	85%	80%	75%
	2010	82%	83%	89%	83%	88%	90%	71%	93%	*	> 99%	42%	80%	68%	72%
Writing	2011	93%	94%	96%	85%	93%	98%	*	> 99%	*	> 99%	70%	92%	86%	87%
	2010	94%	95%	97%	96%	96%	98%	86%	> 99%	*	86%	76%	92%	71%	90%
All Tests	2011	75%	77%	86%	63%	77%	89%	*	98%	*	> 99%	38%	74%	63%	57%
	2010	75%	77%	85%	77%	80%	88%	63%	93%	*	86%	37%	71%	36%	62%

District Name: TOMBALL ISD
District #: 101921

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 District Performance

Section I - Page 3

Indicator:		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard Grade 8 First Administration Only															
Reading	2011	89%	91%	95%	90%	91%	96%	> 99%	> 99%	*	> 99%	72%	87%	62%	84%
	2010	91%	91%	94%	82%	90%	96%	> 99%	97%	*	85%	69%	84%	56%	83%
Mathematics	2011	80%	83%	89%	82%	86%	89%	> 99%	> 99%	*	> 99%	46%	77%	43%	71%
	2010	81%	82%	86%	73%	80%	90%	> 99%	90%	*	77%	62%	70%	48%	65%
Science	2011	79%	82%	83%	73%	67%	88%	75%	97%	*	> 99%	47%	64%	24%	54%
	2010	78%	80%	84%	59%	73%	90%	88%	94%	*	77%	49%	66%	38%	59%
Soc Studies	2011	95%	96%	97%	96%	93%	98%	> 99%	> 99%	*	> 99%	83%	90%	81%	89%
	2010	94%	95%	96%	84%	94%	98%	> 99%	97%	*	> 99%	90%	88%	88%	89%
All Tests	2011	69%	72%	78%	65%	65%	83%	75%	97%	*	> 99%	30%	59%	19%	44%
	2010	69%	71%	78%	53%	67%	84%	88%	90%	*	69%	38%	56%	35%	46%
TAKS Met 2011 Standard Grade 9															
Reading	2011	89%	89%	94%	85%	89%	96%	*	97%	*	> 99%	81%	86%	69%	86%
	2010	92%	92%	97%	98%	93%	97%	> 99%	> 99%	*	> 99%	80%	91%	63%	92%
Mathematics	2011	72%	74%	82%	70%	77%	85%	*	87%	*	82%	54%	72%	64%	61%
	2010	72%	73%	83%	70%	79%	84%	> 99%	96%	*	83%	58%	74%	46%	65%
All Tests	2011	69%	71%	80%	63%	73%	84%	*	85%	*	82%	45%	66%	56%	57%
	2010	70%	71%	82%	72%	77%	83%	> 99%	96%	*	83%	51%	71%	36%	64%
TAKS Met 2011 Standard Grade 10															
Eng Lang Arts	2011	91%	91%	95%	87%	95%	95%	> 99%	> 99%	*	> 99%	77%	90%	73%	90%
	2010	91%	91%	96%	87%	95%	97%	> 99%	> 99%	*	96%	74%	91%	71%	90%
Mathematics	2011	75%	77%	83%	70%	76%	85%	83%	96%	*	87%	61%	76%	27%	60%
	2010	75%	76%	85%	66%	84%	87%	86%	> 99%	*	78%	48%	71%	64%	63%
Science	2011	76%	78%	86%	75%	71%	90%	> 99%	88%	*	87%	50%	73%	9%	65%
	2010	75%	76%	88%	80%	81%	91%	57%	92%	*	87%	39%	74%	43%	68%
Soc Studies	2011	93%	94%	98%	97%	97%	98%	> 99%	> 99%	*	> 99%	91%	97%	91%	95%
	2010	93%	93%	98%	96%	97%	98%	> 99%	> 99%	*	> 99%	83%	96%	79%	95%
All Tests	2011	65%	68%	75%	58%	64%	79%	83%	88%	*	78%	37%	61%	9%	46%
	2010	65%	67%	80%	57%	76%	83%	57%	92%	*	70%	30%	62%	43%	51%

District Name: TOMBALL ISD
District #: 101921

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 District Performance

Section I - Page 4

Indicator:	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2011 Standard ^ Grade 11															
Eng Lang Arts	2011 2010	94% 93%	95% 93%	99% 98%	93% > 99%	97% 97%	> 99% > 99%	> 99% > 99%	*	> 99% > 99%	94% 83%	97% 93%	73% 57%	96% 95%	
Mathematics	2011 2010	90% 88%	91% 89%	94% 96%	79% 91%	93% 93%	95% 96%	> 99% > 99%	93% > 99%	*	> 99% > 99%	69% 64%	89% 89%	73% 57%	85% 88%
Science	2011 2010	90% 90%	92% 92%	97% 95%	89% 88%	94% 89%	99% 97%	> 99% > 99%	93% 95%	*	> 99% > 99%	73% 64%	96% 88%	60% 29%	91% 87%
Soc Studies	2011 2010	98% 97%	98% 97%	> 99% 99%	93% > 99%	> 99% 99%	> 99% 99%	*	> 99% > 99%	*	> 99% > 99%	91% 89%	> 99% 98%	> 99% 86%	98% 98%
All Tests	2011 2010	84% 81%	85% 83%	93% 93%	69% 85%	90% 88%	95% 95%	> 99% > 99%	93% 95%	*	> 99% > 99%	48% 44%	86% 85%	53% 29%	79% 81%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011 2010	90% 90%	90% 91%	95% 95%	87% 91%	92% 91%	96% 96%	98% 88%	98% n/a	> 99% n/a	95% n/a	80% 76%	89% 87%	84% 81%	86% 87%
Mathematics	2011 2010	84% 84%	86% 85%	91% 90%	81% 78%	88% 86%	92% 91%	95% 81%	97% n/a	> 99% n/a	91% n/a	68% 63%	83% 81%	83% 77%	75% 75%
Writing	2011 2010	92% 93%	93% 94%	93% 95%	85% 91%	92% 94%	94% 95%	> 99% > 99%	99% n/a	*	97% n/a	71% 77%	87% 90%	90% 89%	82% 88%
Science	2011 2010	83% 82%	85% 84%	89% 89%	78% 76%	80% 80%	93% 93%	88% 88%	96% n/a	*	94% n/a	58% 56%	79% 77%	60% 57%	72% 72%
Soc Studies	2011 2010	95% 94%	96% 95%	98% 98%	95% 93%	96% 96%	99% 98%	> 99% > 99%	> 99% n/a	*	> 99% n/a	89% 88%	95% 93%	89% 85%	94% 94%
All Tests	2011 2010	76% 76%	78% 78%	85% 85%	69% 70%	78% 77%	88% 88%	88% 77%	94% n/a	> 99% n/a	86% n/a	49% 49%	72% 71%	68% 63%	62% 64%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011 2010	33% 32%	34% 33%	42% 41%	30% 26%	33% 31%	45% 44%	24% 36%	56% 56%	50% 20%	49% 50%	13% 12%	26% 24%	17% 17%	16% 17%
Mathematics	2011 2010	29% 28%	31% 30%	38% 38%	24% 19%	29% 29%	40% 41%	22% 30%	67% 66%	33% 40%	38% 37%	11% 11%	24% 22%	22% 21%	12% 13%
Writing	2011 2010	31% 32%	32% 33%	34% 35%	26% 19%	28% 30%	36% 38%	10% 29%	53% 55%	*	42% 26%	9% 8%	20% 18%	18% 20%	11% 16%
Science	2011 2010	30% 28%	32% 29%	38% 35%	18% 13%	29% 23%	42% 41%	17% 9%	55% 49%	*	41% 34%	14% 11%	23% 20%	15% 12%	13% 12%
Soc Studies	2011 2010	47% 45%	50% 48%	60% 62%	40% 38%	45% 50%	65% 66%	44% 35%	78% 82%	*	76% 73%	13% 11%	41% 39%	9% 9%	30% 33%
All Tests	2011 2010	16% 15%	17% 16%	22% 22%	12% 10%	15% 15%	24% 24%	12% 22%	41% 41%	17% < 1%	26% 21%	4% 6%	10% 10%	7% 9%	4% 5%

District Name: TOMBALL ISD
District #: 101921

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 District Performance

Section I - Page 5

Indicator:		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	87%	92%	83%	92%	93%	*	*	*	*	92%	90%	96%	91%
	2010	85%	85%	88%	93%	85%	88%	*	*	*	*	88%	83%	85%	88%
Mathematics	2011	77%	78%	82%	83%	78%	83%	*	*	*	*	82%	83%	83%	81%
	2010	75%	75%	77%	80%	84%	72%	*	*	*	*	77%	70%	86%	75%
Writing	2011	80%	82%	74%	*	67%	73%	*	*	*	*	74%	80%	83%	73%
	2010	80%	81%	75%	*	60%	80%	*	*	*	*	75%	56%	*	82%
Science	2011	60%	60%	52%	60%	40%	58%	*	*	*	*	52%	53%	33%	49%
	2010	58%	58%	44%	*	20%	52%	*	*	*	*	44%	31%	*	44%
Soc Studies	2011	68%	68%	64%	*	*	71%	*	*	*	*	64%	*	*	70%
	2010	67%	66%	59%	*	*	64%	*	*	*	*	59%	50%	*	59%
All Tests	2011	66%	67%	67%	75%	59%	69%	*	*	*	*	66%	65%	63%	65%
	2010	64%	64%	68%	72%	72%	66%	*	*	*	*	68%	60%	72%	69%
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	96%	91%	> 99%	98%	87%	*	> 99%	*	*	91%	92%	> 99%	*
	2010	93%	92%	96%	*	> 99%	96%	*	82%	*	*	96%	> 99%	86%	*

District Name: TOMBALL ISD
District #: 101921

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 District Performance

Section I - Page 6

Indicator:	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.5%	98.9%	100.0%	96.7%	99.7%	100.0%	98.5%	100.0%	100.0%	99.0%	98.7%	88.6%	97.0%
By Test Version														
TAKS (1 or more)	91.0%	91.7%	93.7%	87.2%	91.0%	95.0%	95.7%	96.3%	100.0%	96.8%	24.7%	90.7%	78.3%	85.1%
Not on TAKS	7.6%	6.8%	5.2%	12.8%	5.6%	4.7%	4.3%	2.1%	0.0%	3.2%	74.4%	8.0%	10.3%	12.0%
TAKS(Acc) Only	2.4%	1.8%	2.1%	5.1%	2.2%	1.9%	2.2%	0.3%	0.0%	1.9%	29.6%	3.4%	4.0%	5.7%
TAKS-M Only	3.1%	2.9%	1.2%	3.1%	1.4%	1.1%	2.2%	0.3%	0.0%	0.6%	17.5%	2.4%	2.6%	3.1%
TAKS-Alt Only	0.9%	0.9%	0.7%	1.0%	0.8%	0.7%	0.0%	0.9%	0.0%	0.0%	10.1%	0.4%	1.5%	0.0%
Combination	1.3%	1.1%	1.2%	3.6%	1.2%	1.1%	0.0%	0.6%	0.0%	0.6%	17.1%	1.8%	2.2%	3.2%
By Acct Status														
Acct System	94.0%	94.3%	95.0%	95.1%	91.5%	96.2%	89.1%	97.6%	85.7%	98.1%	92.2%	93.6%	85.3%	93.0%
Non-Acct System	4.6%	4.2%	3.9%	4.9%	5.1%	3.5%	10.9%	0.9%	14.3%	1.9%	6.8%	5.0%	3.3%	4.1%
Mobile	4.6%	4.2%	3.9%	4.9%	5.1%	3.5%	10.9%	0.9%	14.3%	1.9%	6.8%	5.0%	3.3%	4.1%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	1.5%	1.1%	0.0%	3.3%	0.3%	0.0%	1.5%	0.0%	0.0%	1.0%	1.3%	11.4%	3.0%
Absent	0.1%	0.1%	0.2%	0.0%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.6%	0.1%	0.0%	0.2%
LEP Exempt	0.9%	1.0%	0.9%	0.0%	3.1%	0.0%	0.0%	1.2%	0.0%	0.0%	0.4%	1.1%	11.4%	2.6%
Other	0.4%	0.4%	0.1%	0.0%	0.1%	0.1%	0.0%	0.3%	0.0%	0.0%	0.0%	0.1%	0.0%	0.2%
Total Count	3,231,780	711,837	7,183	391	1,795	4,455	46	327	7	158	503	1,811	544	2,292
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.4%	98.8%	99.7%	96.7%	99.5%	100.0%	98.0%	100.0%	100.0%	99.6%	97.5%	87.8%	97.1%
By Test Version														
TAKS (1 or more)	90.8%	91.6%	93.9%	87.4%	91.8%	94.9%	94.7%	96.0%	100.0%	98.6%	28.2%	90.0%	80.0%	86.2%
Not on TAKS	7.8%	6.8%	5.0%	12.4%	4.8%	4.7%	5.3%	2.0%	0.0%	1.4%	71.4%	7.5%	7.8%	10.9%
TAKS(Acc) Only	2.3%	1.7%	2.3%	6.6%	1.9%	2.2%	1.8%	0.3%	0.0%	1.4%	33.0%	3.4%	3.3%	5.9%
TAKS-M Only	3.3%	3.2%	1.2%	2.0%	1.3%	1.1%	1.8%	0.0%	0.0%	0.0%	16.6%	2.4%	1.7%	2.8%
TAKS-Alt Only	0.8%	0.9%	0.7%	0.8%	0.7%	0.6%	1.8%	1.3%	0.0%	0.0%	9.8%	0.5%	1.0%	0.0%
Combination	1.3%	1.1%	0.8%	3.0%	0.9%	0.7%	0.0%	0.3%	0.0%	0.0%	12.0%	1.1%	1.7%	2.1%
By Acct Status														
Acct System	90.0%	90.2%	93.3%	89.9%	91.2%	94.3%	93.0%	93.0%	100.0%	99.3%	68.5%	88.3%	81.8%	90.2%
Non-Acct System	8.6%	8.1%	5.6%	9.8%	5.5%	5.3%	7.0%	5.0%	0.0%	0.7%	31.1%	9.3%	6.0%	6.8%
Mobile	4.4%	4.1%	3.7%	7.1%	3.5%	3.6%	3.5%	3.7%	0.0%	0.7%	4.8%	6.3%	3.3%	4.0%
Non-Acct Test	4.2%	4.1%	1.8%	2.8%	2.0%	1.7%	3.5%	1.3%	0.0%	0.0%	26.3%	3.0%	2.7%	2.8%
Not Tested	1.4%	1.6%	1.2%	0.3%	3.3%	0.5%	0.0%	2.0%	0.0%	0.0%	0.4%	2.5%	12.2%	2.9%
Absent	0.1%	0.2%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.0%	0.3%
LEP Exempt	0.9%	1.0%	0.9%	0.3%	3.1%	0.1%	0.0%	2.0%	0.0%	0.0%	0.0%	2.1%	12.0%	2.5%
Other	0.4%	0.5%	0.1%	0.0%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%	0.2%
Total Count	3,175,337	701,373	6,917	396	1,631	4,387	57	300	5	138	482	1,653	516	2,455
TAKS Exit-Level Cumulative Pass Rate @														
Class of 2011	92%	93%	98%	92%	97%	99%	*	n/a	n/a	n/a	72%	93%	57%	94%
Class of 2010	90%	91%	95%	93%	81%	98%	*	n/a	n/a	n/a	84%	82%	33%	88%

District Name: TOMBALL ISD
District #: 101921

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 District Performance

Section I - Page 7

Indicator:	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk	
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	50%	58%	37%	56%	63%	*	75%	*	*	58%	52%	56%	57%
	2010	50%	52%	61%	42%	62%	65%	*	67%	*	*	55%	56%	56%	61%
Mathematics	2011	42%	44%	53%	46%	51%	52%	*	83%	*	90%	45%	54%	49%	52%
	2010	45%	47%	55%	42%	58%	56%	*	50%	*	43%	43%	50%	56%	55%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	79	97	68	90	106	*	146	*	*	76	86	86	95
	2010	86	90	95	85	100	93	*	84	*	*	80	92	95	94
Mathematics	2011	64	68	80	64	83	82	*	*	*	82	70	85	97	79
	2010	70	73	84	68	91	85	*	76	*	70	65	83	99	84
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	13%	7%	18%	9%	5%	< 1%	2%	*	16%	22%	13%	15%	19%
	2010	15%	14%	9%	26%	14%	7%	*	3%	*	11%	27%	17%	22%	24%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	93%	97%	95%	95%	98%	> 99%	> 99%	*	95%	87%	95%	93%	91%
	2010	92%	92%	95%	87%	94%	96%	*	97%	*	> 99%	84%	91%	90%	86%
TAKS Failers Promoted by Grade Placement Committee @															
	2010	86.8%	86.8%	85.0%	*	88.9%	77.8%	-	-	-	-	100.0%	88.9%	100.0%	83.3%
	2009	84.7%	84.9%	81.0%	*	83.3%	83.3%	-	n/a	n/a	n/a	88.9%	80.0%	85.7%	86.7%
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 6															
	2011	31%	37%	50%	*	38%	50%	*	*	*	*	55%	40%	40%	50%
	2010	37%	42%	27%	*	50%	< 1%	*	*	*	*	25%	33%	60%	23%
Retained in Grade 5															
	2011	74%	72%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	73%	72%	*	*	*	*	*	*	*	*	*	*	*	*

District Name: TOMBALL ISD
District #: 101921

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 District Performance

Section I - Page 8

Indicator:	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative (continued)														
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
2011	14%	13%	8%	5%	13%	6%	< 1%	< 1%	*	5%	17%	13%	22%	23%
2010	14%	13%	10%	39%	14%	6%	*	< 1%	*	17%	40%	18%	19%	27%
TAKS Cumulative Met Standard (First and Second Administrations)														
2011	93%	93%	96%	95%	95%	97%	> 99%	> 99%	*	95%	89%	94%	94%	90%
2010	92%	93%	95%	76%	93%	96%	*	> 99%	*	> 99%	71%	90%	90%	84%
TAKS Failers Promoted by Grade Placement Committee @														
2010	86.1%	85.0%	82.8%	100.0%	75.0%	80.0%	-	-	-	-	83.3%	85.7%	83.3%	80.8%
2009	84.7%	84.4%	82.6%	80.0%	83.3%	83.3%	-	n/a	n/a	n/a	85.7%	83.3%	88.9%	89.5%
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 6														
2011	28%	35%	48%	67%	33%	50%	*	*	*	*	67%	50%	40%	45%
2010	29%	33%	33%	*	44%	40%	*	*	*	*	63%	31%	57%	29%
Retained in Grade 5														
2011	76%	78%	80%	*	*	*	*	*	*	*	*	*	*	80%
2010	75%	75%	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8 Reading														
Students Requiring Accelerated Instruction														
2011	11%	10%	5%	10%	9%	4%	< 1%	< 1%	*	< 1%	30%	13%	38%	17%
2010	10%	9%	6%	18%	10%	4%	< 1%	3%	*	15%	31%	17%	44%	18%
TAKS Cumulative Met Standard (First and Second Administrations)														
2011	94%	95%	97%	96%	96%	98%	> 99%	> 99%	*	> 99%	81%	94%	71%	91%
2010	95%	95%	96%	91%	92%	98%	> 99%	97%	*	> 99%	75%	87%	64%	89%
TAKS Failers Promoted by Grade Placement Committee @														
2010	84.7%	71.2%	84.2%	*	87.5%	66.7%	-	*	-	-	100.0%	75.0%	100.0%	81.3%
2009	88.5%	91.4%	94.1%	*	85.7%	100.0%	-	n/a	n/a	n/a	100.0%	90.9%	85.7%	94.1%
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
2011	38%	42%	57%	*	67%	*	*	*	*	*	67%	57%	57%	57%
2010	44%	43%	80%	*	> 99%	57%	*	*	*	*	80%	78%	80%	80%
Retained in Grade 8														
2011	57%	59%	*	*	*	*	*	*	*	*	*	*	*	*
2010	53%	61%	*	*	*	*	*	*	*	*	*	*	*	*

Indicator:	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative (continued)														
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
2011	20%	18%	11%	18%	14%	11%	< 1%	< 1%	*	< 1%	54%	23%	57%	29%
2010	20%	18%	14%	27%	21%	10%	< 1%	10%	*	23%	38%	31%	52%	35%
TAKS Cumulative Met Standard (First and Second Administrations)														
2011	88%	90%	94%	90%	91%	95%	> 99%	> 99%	*	> 99%	49%	85%	57%	81%
2010	88%	89%	92%	78%	89%	95%	> 99%	94%	*	92%	67%	83%	72%	79%
TAKS Failers Promoted by Grade Placement Committee @														
2010	86.1%	71.7%	91.2%	100.0%	91.7%	84.6%	-	*	-	-	100.0%	76.9%	100.0%	90.3%
2009	91.1%	93.1%	97.4%	100.0%	91.7%	100.0%	-	n/a	n/a	n/a	100.0%	94.1%	87.5%	96.7%
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
2011	20%	24%	22%	< 1%	40%	13%	*	*	*	*	36%	22%	60%	22%
2010	22%	25%	24%	*	36%	22%	*	*	*	*	33%	29%	40%	24%
Retained in Grade 8														
2011	52%	58%	*	*	*	*	*	*	*	*	*	*	*	*
2010	54%	58%	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Indicator														
2010-11	80%	82%	85%	*	84%	86%	*	97%	*	*	76%	81%	81%	82%
2009-10	79%	80%	83%	*	81%	82%	88%	94%	*	*	71%	78%	79%	80%
Attendance Rate @														
2009-10	95.5%	95.6%	96.0%	96.3%	96.2%	95.8%	96.2%	97.5%	96.0%	95.9%	94.7%	95.4%	96.6%	95.3%
2008-09	95.6%	95.6%	95.7%	95.8%	96.0%	95.5%	94.3%	n/a	n/a	n/a	93.8%	95.1%	96.3%	94.8%
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)														
2009-10	0.2%	0.3%	0.2%	0.0%	0.3%	0.2%	0.0%	0.0%	*	0.0%	0.8%	0.3%	0.0%	0.2%
2008-09	0.3%	0.4%	0.3%	0.9%	0.7%	0.1%	0.0%	n/a	n/a	n/a	0.8%	1.1%	0.0%	0.7%
Annual Dropout Rate (Gr 7-12) @ (AEA Indicator)														
2009-10	1.7%	1.8%	0.7%	1.0%	0.9%	0.6%	0.0%	0.6%	*	0.0%	0.8%	1.1%	1.6%	1.4%
2008-09	2.0%	2.1%	0.8%	1.6%	1.2%	0.7%	0.0%	n/a	n/a	n/a	2.9%	1.9%	1.6%	2.0%
Annual Dropout Rate (Gr 9-12) @														
2009-10	2.4%	2.5%	0.9%	1.6%	1.2%	0.8%	0.0%	1.1%	*	0.0%	0.9%	1.6%	2.8%	1.9%
2008-09	2.9%	2.9%	1.1%	1.9%	1.5%	1.0%	0.0%	n/a	n/a	n/a	4.1%	2.4%	2.8%	2.6%
4-Year Completion Rate (Gr 9-12) @														
Class of 2010														
Graduated	84.3%	83.2%	91.9%	89.4%	80.0%	94.5%	*	n/a	n/a	n/a	76.9%	82.3%	50.0%	85.3%
Received GED	1.3%	0.9%	0.5%	0.0%	0.9%	0.4%	*	n/a	n/a	n/a	2.6%	0.0%	0.0%	0.0%
Continued HS	7.2%	7.4%	5.0%	8.5%	14.5%	2.7%	*	n/a	n/a	n/a	10.3%	13.9%	33.3%	9.1%
Dropped Out	7.3%	8.5%	2.6%	2.1%	4.5%	2.3%	*	n/a	n/a	n/a	10.3%	3.8%	16.7%	5.6%
Class of 2009														
Graduated	80.6%	79.4%	86.7%	69.4%	78.6%	89.7%	*	n/a	n/a	n/a	63.4%	77.4%	40.0%	78.2%
Received GED	1.4%	1.1%	2.2%	2.8%	1.0%	2.3%	*	n/a	n/a	n/a	2.4%	1.9%	0.0%	3.1%
Continued HS	8.6%	9.1%	5.8%	16.7%	14.3%	3.1%	*	n/a	n/a	n/a	17.1%	10.4%	35.0%	9.9%
Dropped Out	9.4%	10.3%	5.3%	11.1%	6.1%	5.0%	*	n/a	n/a	n/a	17.1%	10.4%	25.0%	8.8%

District Name: TOMBALL ISD
District #: 101921

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 District Performance

Section I - Page 10

Indicator:	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
5-Year Extended Completion Rate (Gr 9-12) @														
Class of 2009														
Graduated	85.1%	84.2%	89.3%	77.8%	84.5%	91.0%	*	n/a	n/a	n/a	70.7%	83.8%	55.0%	82.0%
Received GED	1.9%	1.5%	2.3%	2.8%	1.0%	2.5%	*	n/a	n/a	n/a	2.4%	1.9%	0.0%	3.4%
Continued HS	2.1%	2.1%	1.2%	5.6%	2.1%	0.6%	*	n/a	n/a	n/a	9.8%	2.9%	10.0%	1.7%
Dropped Out	10.8%	12.1%	7.2%	13.9%	12.4%	6.0%	*	n/a	n/a	n/a	17.1%	11.4%	35.0%	12.9%
Class of 2008														
Graduated	83.4%	82.3%	91.4%	82.9%	82.3%	93.3%	100.0%	n/a	n/a	n/a	84.6%	75.4%	66.7%	76.6%
Received GED	2.1%	1.6%	2.3%	2.9%	6.3%	1.7%	0.0%	n/a	n/a	n/a	0.0%	4.9%	0.0%	6.3%
Continued HS	2.4%	2.4%	0.2%	0.0%	0.0%	0.2%	0.0%	n/a	n/a	n/a	2.6%	0.0%	0.0%	0.0%
Dropped Out	12.2%	13.7%	6.1%	14.3%	11.4%	4.8%	0.0%	n/a	n/a	n/a	12.8%	19.7%	33.3%	17.2%
Completion Rate II (Graduates, Continuers, and GED) @														
(AEA Indicator)														
Class of 2010	92.7%	91.5%	97.4%	97.9%	95.5%	97.7%	*	n/a	n/a	n/a	89.7%	96.2%	83.3%	94.4%
Class of 2009	90.6%	89.7%	94.7%	88.9%	93.9%	95.0%	*	n/a	n/a	n/a	82.9%	89.6%	75.0%	91.2%
Completion Rate I (Graduates and Continuers) @														
(Standard Accountability Indicator)														
Class of 2010	91.4%	90.6%	96.9%	97.9%	94.5%	97.3%	*	n/a	n/a	n/a	87.2%	96.2%	83.3%	94.4%
Class of 2009	89.2%	88.5%	92.5%	86.1%	92.9%	92.8%	*	n/a	n/a	n/a	80.5%	87.7%	75.0%	88.1%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion @														
2009-10	26.3%	27.1%	30.7%	21.8%	27.3%	31.9%	26.1%	49.4%	*	25.3%	3.0%	18.9%	12.0%	15.8%
2008-09	24.6%	26.1%	29.9%	21.9%	24.2%	31.5%	20.0%	n/a	n/a	n/a	4.7%	21.2%	18.6%	19.7%
RHSP/DAP Graduates @														
Class of 2010	82.7%	82.4%	78.3%	66.7%	75.0%	79.1%	*	91.3%	*	100.0%	2.3%	57.5%	25.0%	52.3%
Class of 2009	82.5%	82.4%	79.4%	65.5%	70.7%	81.3%	*	n/a	n/a	n/a	3.2%	60.0%	37.5%	58.8%
AP/IB Results @														
Tested														
2010	22.7%	23.1%	29.7%	13.9%	23.2%	31.3%	12.5%	51.1%	-	40.7%	n/a	n/a	n/a	n/a
2009	21.2%	20.6%	27.1%	16.2%	19.7%	28.4%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2010	50.8%	57.2%	64.4%	60.0%	49.0%	67.7%	*	60.9%	-	63.6%	n/a	n/a	n/a	n/a
2009	51.2%	58.7%	60.5%	36.4%	62.9%	59.5%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion														
2010	46.7%	53.0%	51.5%	26.1%	45.3%	55.3%	*	38.0%	-	45.5%	n/a	n/a	n/a	n/a
2009	47.4%	54.5%	50.9%	29.2%	61.5%	49.5%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts														
2011	66%	66%	76%	56%	64%	80%	> 99%	92%	*	77%	32%	60%	29%	59%
2010	60%	61%	63%	50%	53%	65%	> 99%	68%	*	71%	24%	53%	< 1%	46%
Mathematics														
2011	69%	71%	80%	60%	73%	84%	60%	86%	*	81%	17%	62%	57%	51%
2010	66%	68%	82%	59%	78%	84%	> 99%	91%	*	77%	26%	72%	14%	54%

District Name: TOMBALL ISD
District #: 101921

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 District Performance

Section I - Page 11

Indicator:	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
SAT/ACT Results @														
Tested														
Class of 2010	62.6%	63.3%	70.2%	69.4%	59.0%	71.2%	*	91.3%	-	100.0%	n/a	n/a	n/a	n/a
Class of 2009	61.5%	62.2%	61.3%	73.1%	42.5%	62.6%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a
At/Above Criterion														
Class of 2010	26.9%	29.4%	36.6%	4.0%	11.9%	42.9%	*	47.6%	-	53.8%	n/a	n/a	n/a	n/a
Class of 2009	26.9%	29.5%	32.4%	0.0%	16.1%	36.3%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Average SAT Score														
Class of 2010	985	991	1031	865	962	1054	*	1060	-	1072	n/a	n/a	n/a	n/a
Class of 2009	985	992	1029	824	986	1038	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT Score														
Class of 2010	20.5	21.0	22.6	18.0	20.4	23.3	-	23.6	-	*	n/a	n/a	n/a	n/a
Class of 2009	20.5	21.2	21.3	17.0	19.7	21.8	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a
College-Ready Graduates @														
Eng Lang Arts														
Class of 2010	66%	67%	74%	61%	64%	78%	*	82%	*	62%	47%	57%	*	53%
Class of 2009	62%	64%	70%	36%	64%	73%	*	n/a	n/a	n/a	27%	49%	< 1%	50%
Mathematics														
Class of 2010	64%	67%	71%	24%	60%	76%	*	82%	*	85%	15%	46%	*	30%
Class of 2009	60%	63%	68%	28%	53%	72%	*	n/a	n/a	n/a	18%	47%	*	44%
Both Subjects														
Class of 2010	52%	54%	61%	24%	46%	67%	*	77%	*	62%	8%	35%	*	23%
Class of 2009	47%	50%	55%	17%	42%	59%	*	n/a	n/a	n/a	22%	28%	*	26%

STUDENT INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	10,609	100.0%	4,912,385	100.0%
Students By Grade: Early Childhood Education	21	0.2%	13,652	0.3%
Pre-Kindergarten	239	2.3%	223,243	4.5%
Kindergarten	789	7.4%	373,832	7.6%
Grade 1	855	8.1%	387,655	7.9%
Grade 2	872	8.2%	379,680	7.7%
Grade 3	809	7.6%	375,232	7.6%
Grade 4	805	7.6%	373,915	7.6%
Grade 5	841	7.9%	372,341	7.6%
Grade 6	777	7.3%	361,552	7.4%
Grade 7	793	7.5%	357,262	7.3%
Grade 8	771	7.3%	354,139	7.2%
Grade 9	907	8.5%	390,370	7.9%
Grade 10	758	7.1%	343,450	7.0%
Grade 11	669	6.3%	314,263	6.4%
Grade 12	703	6.6%	291,799	5.9%
Ethnic Distribution: African American	567	5.3%	635,400	12.9%
Hispanic	2,696	25.4%	2,468,574	50.3%
White	6,531	61.6%	1,531,757	31.2%
American Indian	69	0.7%	23,457	0.5%
Asian	504	4.8%	168,913	3.4%
Pacific Islander	6	0.1%	6,106	0.1%
Two or More Races	236	2.2%	78,178	1.6%
Economically Disadvantaged	2,729	25.7%	2,909,554	59.2%
Limited English Proficient (LEP)	1,145	10.8%	830,795	16.9%
Students w/Disciplinary Placements (2009-10)	181	1.7%	92,810	1.9%
At-Risk	3,482	32.8%	2,275,179	46.3%
Graduates (Class of 2010):				
Total Graduates	635	100.0%	280,520	100.0%
By Ethnicity (incl. Special Ed.):				
African American	42	6.6%	36,988	13.2%
Hispanic	108	17.0%	119,365	42.6%
White	445	70.1%	108,577	38.7%
American Indian	3	0.5%	1,452	0.5%
Asian	23	3.6%	9,967	3.6%
Pacific Islander	1	0.2%	363	0.1%
Two or More Races	13	2.0%	3,808	1.4%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	138	21.7%	48,391	17.3%
Recommended H.S. Pgm./DAP	497	78.3%	232,129	82.7%
Special Education Graduates	44	6.9%	25,537	9.1%

Retention Rates By Grade:	---Non-Special Education Rates---		----Special Education Rates----	
	District	State	District	State
Kindergarten	1.7%	2.3%	10.0%	10.7%
Grade 1	1.7%	4.7%	7.3%	8.9%
Grade 2	2.4%	2.8%	0.0%	4.1%
Grade 3	3.3%	2.0%	1.4%	1.8%
Grade 4	0.7%	1.1%	1.4%	0.9%
Grade 5	1.0%	1.3%	3.8%	1.3%
Grade 6	0.4%	0.7%	0.0%	1.2%
Grade 7	0.6%	1.0%	6.5%	1.4%
Grade 8	0.9%	1.2%	0.0%	2.1%

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Data Quality: PID Errors (student)	0	0.0%	5,913	0.1%
Underreported Students	2	0.0%	8,667	0.4%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

		District	State
Elementary:			
Kindergarten		17.6	19.0
Grade 1		19.1	18.9
Grade 2		18.3	18.8
Grade 3		18.2	18.8
Grade 4		18.4	19.0
Grade 5		22.0	21.4
Grade 6		22.2	20.7
Mixed Grades		17.9	23.9
Secondary:			
English/Language Arts		20.1	17.3
Foreign Languages		21.6	19.0
Mathematics		23.1	17.9
Science		23.6	19.0
Social Studies		25.6	19.6

STAFF INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Staff:	1,408.3	100.0%	663,146.4	100.0%
Professional Staff:	832.3	59.1%	420,412.8	63.4%
Teachers	659.0	46.8%	334,876.4	50.5%
Professional Support	117.6	8.4%	59,958.9	9.0%
Campus Administration (School Leadership)	37.1	2.6%	18,757.3	2.8%
Central Administration	18.5	1.3%	6,820.1	1.0%
Educational Aides:	135.9	9.7%	62,981.3	9.5%
Auxiliary Staff:	440.1	31.2%	179,752.4	27.1%
Total Minority Staff:	282.8	20.1%	291,704.1	44.0%
Teachers by Ethnicity and Sex:				
African American	10.8	1.6%	31,080.7	9.3%
Hispanic	64.5	9.8%	79,342.2	23.7%
White	574.1	87.1%	214,047.6	63.9%
American Indian	0.0	0.0%	1,390.2	0.4%
Asian	5.0	0.8%	4,439.7	1.3%
Pacific Islander	0.0	0.0%	357.3	0.1%
Two or More Races	4.6	0.7%	4,218.7	1.3%
Males	106.7	16.2%	77,669.1	23.2%
Females	552.3	83.8%	257,207.3	76.8%
Teachers by Highest Degree Held:				
No Degree	3.0	0.5%	2,572.5	0.8%
Bachelors	523.8	79.5%	257,361.4	76.9%
Masters	129.2	19.6%	73,117.8	21.8%
Doctorate	3.0	0.5%	1,824.8	0.5%
Teachers by Years of Experience:				
Beginning Teachers	22.1	3.3%	20,250.7	6.0%
1-5 Years Experience	170.3	25.8%	100,402.5	30.0%
6-10 Years Experience	151.6	23.0%	70,542.9	21.1%
11-20 Years Experience	191.1	29.0%	83,669.9	25.0%
Over 20 Years Experience	124.0	18.8%	60,010.5	17.9%
Number of Students per Teacher:	16.1	n/a	14.7	n/a

STAFF INFORMATION (Continued)	-----District-----	-----State-----
Average Years Experience of Teachers:	12.3 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	7.1 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	\$46,489	\$41,272
1-5 Years Experience	\$47,723	\$44,013
6-10 Years Experience	\$49,940	\$46,604
11-20 Years Experience	\$52,742	\$50,476
Over 20 Years Experience	\$60,227	\$58,691
Average Actual Salaries (regular duties only):		
Teachers	\$51,999	\$48,638
Professional Support	\$61,031	\$57,045
Campus Administration (School Leadership)	\$77,600	\$70,819
Central Administration	\$108,552	\$89,481
Turnover Rate for Teachers:	8.6%	11.9%
Instructional Staff Percent***:	59.6%	64.4%
STAFF EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,118.8
Educational Aides	0.0	238.7
Auxiliary Staff	0.0	669.6
Contracted Instructional Staff:	6.1	2,180.4

TAX INFORMATION (CALENDAR YEAR 2010)		-----District-----		-----State-----	
		Amount	Percent/Rate	Amount	Percent/Rate
Adopted Tax Rate					
Maintenance and Operations		n/a	\$1.010	n/a	\$1.064
Interest and Sinking Fund #		n/a	\$0.350	n/a	\$0.171

Total Rate (sum of above)		n/a	\$1.360	n/a	\$1.235
Standardized Local Tax Base (comptroller valuation)					
Value (after exemptions)	\$5,124,116,088	n/a		\$1,671,116,451,188	n/a
Value Per Pupil @@	\$482,997	n/a		\$350,222	n/a
Value by Category					
Business	\$1,747,018,693	31.4%		\$619,775,745,261	32.8%
Residential	\$3,434,741,546	61.8%		\$1,026,991,436,746	54.4%
Land	\$330,380,530	5.9%		\$120,237,548,492	6.4%
Oil and Gas	\$28,108,930	0.5%		\$112,804,066,882	6.0%
Other	\$20,790,430	0.4%		\$9,304,192,230	0.5%

FUND BALANCE INFORMATION

Fund Balance (End of Year 2009-10 audited)	\$22,412,608	n/a	\$7,355,367,290	n/a
Percent of Total Budgeted Expenditures (2010-11)	n/a	27.4%	n/a	18.7%

ACTUAL REVENUE INFORMATION (2009-10)		-----District-----					-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Source:									
Total Revenues	\$83,818,063	100.0%	\$8,208	\$110,726,090	100.0%	\$10,843	\$49,825,397,308	100.0%	\$10,328
Local Tax	\$51,289,840	61.2%	\$5,023	\$68,918,171	62.2%	\$6,749	\$20,702,046,899	41.5%	\$4,291
Other Local & Intermediate	\$816,749	1.0%	\$80	\$4,644,868	4.2%	\$455	\$2,065,867,106	4.1%	\$428
State +	\$31,002,052	37.0%	\$3,036	\$31,631,733	28.6%	\$3,098	\$21,076,094,948	42.3%	\$4,369
Federal	\$709,422	0.8%	\$69	\$5,531,318	5.0%	\$542	\$5,981,388,355	12.0%	\$1,240
Equity Transfers (excluded from revenues)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,070,736,634	n/a	\$222

ACTUAL EXPENDITURE INFORMATION (2009-10)

By Object:

Total Expenditures	\$78,082,404	100.0%	\$7,646	\$160,649,344	100.0%	\$15,731	\$55,685,905,234	100.0%	\$11,543
Payroll Costs	\$64,593,331	82.7%	\$6,325	\$68,083,730	42.4%	\$6,667	\$33,896,341,694	60.9%	\$7,026
Other Operating Costs	\$9,352,196	12.0%	\$916	\$14,531,481	9.0%	\$1,423	\$9,152,601,507	16.4%	\$1,897
Debt Service	\$0	0.0%	\$0	\$17,429,166	10.8%	\$1,707	\$5,190,318,470	9.3%	\$1,076
Capital Outlay	\$4,136,877	5.3%	\$405	\$60,604,967	37.7%	\$5,935	\$7,446,643,563	13.4%	\$1,544

ACTUAL EXPENDITURE INFORMATION (continued)	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function (Objects 6100-6400 only):									
Total Operating Expenditures	\$73,943,028	100.0%	\$7,241	\$82,384,511	100.0%	\$8,067	\$42,460,965,640	100.0%	\$8,802
Instruction (11,95)	\$44,012,474	59.5%	\$4,310	\$47,197,467	57.3%	\$4,622	\$24,805,113,325	58.4%	\$5,142
Instructional-Related Services (12,13)	\$1,858,474	2.5%	\$182	\$2,268,672	2.8%	\$222	\$1,520,261,151	3.6%	\$315
Instructional Leadership (21)	\$685,644	0.9%	\$67	\$906,737	1.1%	\$89	\$633,472,153	1.5%	\$131
School Leadership (23)	\$4,797,006	6.5%	\$470	\$4,898,412	5.9%	\$480	\$2,350,497,427	5.5%	\$487
Support Services-Student (31,32,33)	\$4,212,102	5.7%	\$412	\$4,668,499	5.7%	\$457	\$2,031,024,489	4.8%	\$421
Student Transportation (34)	\$3,439,614	4.7%	\$337	\$3,439,614	4.2%	\$337	\$1,156,289,200	2.7%	\$240
Food Services (35)	\$0	0.0%	\$0	\$3,293,199	4.0%	\$322	\$2,223,522,112	5.2%	\$461
Cocurricular Activities (36)	\$1,758,404	2.4%	\$172	\$2,509,966	3.0%	\$246	\$1,115,331,069	2.6%	\$231
Central Administration (41,92 **)	\$2,421,865	3.3%	\$237	\$2,421,865	2.9%	\$237	\$1,299,666,358	3.1%	\$269
Plant Maintenance and Operations (51)	\$9,155,895	12.4%	\$897	\$9,171,948	11.1%	\$898	\$4,405,080,294	10.4%	\$913
Security and Monitoring Services (52)	\$110,600	0.1%	\$11	\$117,182	0.1%	\$11	\$327,376,988	0.8%	\$68
Data Processing Services (53)	\$1,490,950	2.0%	\$146	\$1,490,950	1.8%	\$146	\$593,331,074	1.4%	\$123
Community Services (61)	\$2,499	n/a	\$0	\$74,860	n/a	\$7	\$210,691,106	n/a	\$44
Equity Transfers (excluded from expenditures)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,070,736,634	n/a	\$222
Instructional Expenditure Ratio*** (11,12,13,31)		64.1%						65.3%	
ACTUAL PROGRAM EXPENDITURE INFORMATION (2009-10)									
By Program:									
Total Operating Expenditures	\$54,827,461	100.0%	\$5,369	\$59,436,128	100.0%	\$5,820	\$32,108,519,161	100.0%	\$6,656
Bilingual/ESL Education (25)	\$906,583	1.7%	\$89	\$1,008,740	1.7%	\$99	\$1,225,281,719	3.8%	\$254
Career & Technical Education (22)	\$1,636,882	3.0%	\$160	\$1,692,027	2.8%	\$166	\$1,056,766,918	3.3%	\$219
Accelerated Education (24,30)	\$1,066,629	1.9%	\$104	\$2,366,374	4.0%	\$232	\$4,301,585,763	13.4%	\$892
Gifted & Talented Education (21)	\$457,834	0.8%	\$45	\$457,834	0.8%	\$45	\$411,864,800	1.3%	\$85
Regular Education (11)	\$40,461,384	73.8%	\$3,962	\$41,290,023	69.5%	\$4,043	\$18,512,461,024	57.7%	\$3,837
Special Education (23)	\$8,274,034	15.1%	\$810	\$10,246,257	17.2%	\$1,003	\$5,172,429,398	16.1%	\$1,072
Athletics/Related Activities (91)	\$1,221,607	2.2%	\$120	\$1,571,095	2.6%	\$154	\$773,004,781	2.4%	\$160
High School Allotment (31)	\$197,350	0.4%	\$19	\$197,350	0.3%	\$19	\$304,454,407	0.9%	\$63
Other (26,28,29)	\$605,158	1.1%	\$59	\$606,428	1.0%	\$59	\$350,670,351	1.1%	\$73

District Name: TOMBALL ISD
 County Name: HARRIS
 District #: 101921

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2010-11 District Profile

Section II - Page 7

PROGRAM INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	1,084	10.2%	796,755	16.2%
Career & Technical Education	2,958	27.9%	1,032,602	21.0%
Gifted & Talented Education	892	8.4%	379,789	7.7%
Special Education	712	6.7%	432,763	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	22.4	3.4%	18,300.9	5.5%
Career & Technical Education	26.0	3.9%	13,438.7	4.0%
Compensatory Education	12.1	1.8%	9,790.9	2.9%
Gifted & Talented Education	4.9	0.7%	6,480.8	1.9%
Regular Education	503.1	76.3%	245,670.2	73.4%
Special Education	40.4	6.1%	30,384.6	9.1%
Other	50.2	7.6%	10,810.4	3.2%

Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report

District Name: TOMBALL ISD

2010-11 District Performance Report

District #: 101921

For Current Year LEP Students

Indicator:	State	Region 04	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP	
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2011 2010	90% 90%	90% 91%	95% 95%	88% 87%	* *	85% 88%	* *	96% *	81% 73%	92% 85%	75% 68%	92% 88%	84% 81%	84% 81%
Mathematics	2011 2010	84% 84%	86% 85%	91% 90%	87% 79%	* *	89% 79%	* *	83% *	79% 76%	92% 98%	72% 67%	84% 78%	83% 77%	83% 77%
Writing	2011 2010	92% 93%	93% 94%	93% 95%	97% 95%	* *	97% 95%	* *	* *	87% 81%	83% 92%	89% 78%	78% > 99%	91% 88%	90% 89%
Science	2011 2010	83% 82%	85% 84%	89% 89%	72% 70%	* *	72% 70%	* *	* *	50% 36%	85% *	35% 35%	50% 89%	60% 54%	60% 57%
Soc Studies	2011 2010	95% 94%	96% 95%	98% 98%	* *	* *	* *	* *	* *	88% 86%	* *	88% 86%	* *	88% 86%	89% 85%
All Tests	2011 2010	76% 76%	78% 78%	85% 85%	74% 68%	* *	72% 68%	* *	80% *	64% 55%	82% 82%	55% 44%	69% 75%	68% 62%	68% 63%
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011 2010	13% 15%	13% 14%	7% 9%	16% 24%	* *	16% 24%	* *	* *	16% *	19% *	* *	* 20%	16% 22%	15% 22%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011 2010	93% 92%	93% 92%	97% 95%	91% 88%	* *	91% 88%	* *	* *	96% *	95% *	* *	* > 99%	93% 89%	93% 90%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011 2010	14% 14%	13% 13%	8% 10%	29% 22%	* *	29% 22%	* *	* *	8% *	10% *	* *	* < 1%	23% 20%	22% 19%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011 2010	93% 92%	93% 93%	96% 95%	93% 88%	* *	93% 88%	* *	* *	96% *	95% *	* *	* > 99%	94% 89%	94% 90%
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2011 2010	11% 10%	10% 9%	5% 6%	* *	* *	* *	* *	* *	40% 48%	* *	40% 45%	* *	40% 48%	38% 44%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011 2010	94% 95%	95% 95%	97% 96%	* *	* *	* *	* *	* *	70% 61%	* *	70% 64%	* *	70% 61%	71% 64%
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
	2011 2010	20% 20%	18% 18%	11% 14%	* *	* *	* *	* *	* *	60% 57%	* *	60% 55%	* *	60% 57%	57% 52%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011 2010	88% 88%	90% 89%	94% 92%	* *	* *	* *	* *	* *	55% 70%	* *	55% 73%	* *	55% 70%	57% 72%

Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report

District Name: TOMBALL ISD

2010-11 District Performance Report

District #: 101921

For Current Year LEP Students

Indicator:	State	Region 04	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP	
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	50%	58%	44%	*	44%	*	*	57%	78%	52%	*	55%	56%
	2010	50%	52%	61%	46%	*	46%	*	*	62%	*	62%	*	59%	56%
Mathematics	2011	42%	44%	53%	58%	*	58%	*	*	41%	71%	33%	*	47%	49%
	2010	45%	47%	55%	45%	*	45%	*	*	60%	*	58%	*	55%	56%
English Language Learners Progress Indicator															
2010-11	80%	82%	85%	71%	*	74%	*	59%	87%	95%	84%	95%	80%	81%	
2009-10	79%	80%	83%	71%	*	71%	*	*	84%	91%	82%	96%	77%	79%	

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.

'?' 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.

'#' The \$0.171 includes 214 districts with an Interest and Sinking (I & S) tax rate of \$0.000.

Among districts with I & S tax rates, the state average is \$0.216.

'@@" Not used for School Funding calculations.

'***' Function 81, for charter schools only, is included in the Central Administration Total Operating Expenditure.

'+' For this district, state revenue includes \$2,714,171 from the State Fiscal Stabilization Fund, distributed under the Federal American Recovery and Reinvestment Act.

**** For more details on this Chapter 44 measure, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.

2010-11 Academic Excellence Indicator System

District Name: TOMBALL ISD

Campus Name: TOMBALL H S

Campus #: 101921001

2011 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Commended on Social Studies

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District Name: TOMBALL ISD
 Campus Name: TOMBALL H S
 Campus #: 101921001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 1
 Total Students: 3,035
 Grade Span: 09 - 12
 School Type: Secondary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 9															
Reading	2011	89%	94%	95%	94%	85%	89%	96%	*	97%	*	> 99%	81%	86%	69%
	2010	92%	97%	96%	97%	98%	93%	97%	> 99%	> 99%	*	> 99%	80%	91%	63%
Mathematics	2011	72%	82%	85%	82%	70%	77%	85%	*	87%	*	82%	54%	72%	64%
	2010	72%	83%	80%	83%	70%	79%	84%	> 99%	96%	*	83%	58%	74%	46%
All Tests	2011	69%	80%	82%	80%	63%	73%	84%	*	85%	*	82%	45%	66%	56%
	2010	70%	82%	79%	82%	72%	77%	83%	> 99%	96%	*	83%	51%	71%	36%
TAKS Met 2011 Standard Grade 10															
Eng Lang Arts	2011	91%	95%	97%	95%	87%	95%	95%	> 99%	> 99%	*	> 99%	77%	90%	73%
	2010	91%	96%	95%	96%	87%	95%	97%	> 99%	> 99%	*	> 99%	74%	91%	71%
Mathematics	2011	75%	83%	83%	83%	70%	76%	85%	83%	96%	*	87%	61%	76%	27%
	2010	75%	85%	82%	85%	66%	84%	87%	86%	> 99%	*	78%	48%	71%	64%
Science	2011	76%	86%	86%	86%	75%	71%	90%	> 99%	88%	*	87%	50%	73%	9%
	2010	75%	88%	85%	88%	80%	81%	91%	57%	92%	*	87%	39%	74%	43%
Soc Studies	2011	93%	98%	97%	98%	97%	97%	98%	> 99%	> 99%	*	> 99%	91%	97%	91%
	2010	93%	98%	96%	98%	96%	97%	98%	> 99%	> 99%	*	> 99%	83%	96%	79%
All Tests	2011	65%	75%	76%	75%	58%	64%	79%	83%	88%	*	78%	37%	61%	9%
	2010	65%	80%	76%	80%	57%	76%	83%	57%	92%	*	70%	30%	62%	43%
TAKS Met 2011 Standard ^ Grade 11															
Eng Lang Arts	2011	94%	99%	98%	99%	93%	97%	> 99%	> 99%	> 99%	*	> 99%	94%	97%	73%
	2010	93%	98%	96%	98%	> 99%	97%	98%	> 99%	> 99%	*	> 99%	83%	93%	57%
Mathematics	2011	90%	94%	95%	94%	79%	93%	95%	> 99%	93%	*	> 99%	69%	89%	73%
	2010	88%	96%	93%	96%	91%	93%	96%	> 99%	> 99%	*	> 99%	64%	89%	57%
Science	2011	90%	97%	96%	97%	89%	94%	99%	> 99%	> 99%	*	> 99%	73%	96%	60%
	2010	90%	95%	95%	95%	88%	89%	97%	> 99%	95%	*	> 99%	64%	88%	29%
Soc Studies	2011	98%	> 99%	99%	> 99%	93%	> 99%	> 99%	*	> 99%	*	> 99%	91%	> 99%	> 99%
	2010	97%	99%	98%	99%	> 99%	99%	99%	> 99%	> 99%	*	> 99%	89%	98%	86%
All Tests	2011	84%	93%	92%	93%	69%	90%	95%	> 99%	93%	*	> 99%	48%	86%	53%
	2010	81%	93%	89%	93%	85%	88%	95%	> 99%	95%	*	> 99%	44%	85%	29%

District Name: TOMBALL ISD
 Campus Name: TOMBALL H S
 Campus #: 101921001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 2
 Total Students: 3,035
 Grade Span: 09 - 12
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011 2010	90% 90%	95% 95%	96% 96%	96% 97%	87% 95%	93% 94%	97% 98%	93% > 99%	99% n/a	* n/a	> 99% n/a	83% 79%	90% 92%	71% 65%
Mathematics	2011 2010	84% 84%	91% 90%	87% 85%	86% 87%	73% 76%	81% 83%	88% 89%	87% 75%	91% n/a	* n/a	90% n/a	59% 56%	78% 77%	59% 53%
Science	2011 2010	83% 82%	89% 89%	91% 89%	91% 91%	82% 85%	82% 82%	94% 94%	> 99% 88%	92% n/a	* n/a	93% n/a	59% 51%	83% 80%	38% 38%
Soc Studies	2011 2010	95% 94%	98% 98%	98% 97%	99% 99%	95% 98%	99% 98%	99% 99%	> 99% > 99%	> 99% n/a	* n/a	> 99% n/a	91% 86%	98% 97%	96% 81%
All Tests	2011 2010	76% 76%	85% 85%	83% 82%	82% 84%	63% 72%	75% 77%	85% 87%	87% 75%	87% n/a	* n/a	87% n/a	43% 43%	69% 72%	47% 37%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011 2010	33% 32%	42% 41%	33% 29%	29% 33%	18% 18%	21% 26%	32% 36%	13% 28%	44% 49%	* *	34% 39%	11% 5%	20% 23%	3% < 1%
Mathematics	2011 2010	29% 28%	38% 38%	30% 27%	31% 32%	16% 12%	19% 20%	34% 35%	13% 22%	59% 65%	* *	34% 40%	4% 6%	17% 19%	10% 4%
Science	2011 2010	30% 28%	38% 35%	29% 22%	29% 24%	9% 11%	17% 12%	33% 28%	< 1% < 1%	50% 23%	* *	33% 25%	4% 4%	16% 10%	< 1% < 1%
Soc Studies	2011 2010	47% 45%	60% 62%	61% 55%	65% 68%	39% 45%	50% 60%	71% 71%	60% 42%	79% 86%	* *	78% 81%	14% 10%	46% 51%	12% 10%
All Tests	2011 2010	16% 15%	22% 22%	16% 12%	15% 16%	7% 4%	8% 10%	17% 17%	< 1% 22%	34% 30%	* *	21% 23%	1% 3%	8% 8%	2% 2%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011 2010	86% 85%	92% 88%	87% 87%	97% 92%	> 99% *	90% > 99%	> 99% 87%	* *	* *	* *	* *	97% 92%	93% 89%	83% *
Mathematics	2011 2010	77% 75%	82% 77%	76% 68%	84% 76%	75% *	67% 80%	92% 71%	* *	* *	* *	* *	84% 76%	86% 60%	* *
Science	2011 2010	60% 58%	52% 44%	67% 67%	65% 44%	* *	* *	67% 54%	* *	* *	* *	* *	65% 44%	67% < 1%	* *
Soc Studies	2011 2010	68% 67%	64% 59%	75% 72%	70% 64%	* *	* *	71% 64%	* *	* *	* *	* *	70% 64%	* 60%	* *
All Tests	2011 2010	66% 64%	67% 68%	68% 61%	74% 72%	70% > 99%	69% 73%	77% 69%	* *	* *	* *	* *	74% 72%	77% 64%	71% *
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	91%	> 99%	96%	*	> 99%	95%	*	*	*	*	96%	> 99%	*
All Tests	2010	93%	96%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*

District Name: TOMBALL ISD
Campus Name: TOMBALL H S
Campus #: 101921001

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 3
Total Students: 3,035
Grade Span: 09 - 12
School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.9%	99.0%	99.0%	100.0%	97.5%	99.7%	100.0%	96.3%	*	100.0%	98.1%	97.9%	81.9%
By Test Version														
TAKS (1 or more)	91.0%	93.7%	92.1%	93.5%	84.0%	92.3%	94.6%	93.8%	96.3%	*	95.2%	16.1%	89.2%	65.3%
Not on TAKS	7.6%	5.2%	6.8%	5.5%	16.0%	5.2%	5.1%	6.3%	0.0%	*	4.8%	81.9%	8.7%	16.7%
TAKS(Acc) Only	2.4%	2.1%	1.9%	2.3%	7.2%	1.9%	2.1%	6.3%	0.0%	*	3.2%	34.2%	3.7%	4.2%
TAKS-M Only	3.1%	1.2%	2.0%	0.8%	3.2%	1.0%	0.7%	0.0%	0.0%	*	0.0%	12.3%	1.4%	1.4%
TAKS-Alt Only	0.9%	0.7%	0.6%	0.7%	0.8%	0.8%	0.7%	0.0%	0.0%	*	0.0%	10.3%	0.4%	2.8%
Combination	1.3%	1.2%	1.1%	1.7%	4.8%	1.5%	1.6%	0.0%	0.0%	*	1.6%	25.2%	3.3%	8.3%
By Acct Status														
Acct System	94.0%	95.0%	95.7%	96.2%	97.6%	93.6%	97.0%	93.8%	96.3%	*	100.0%	92.9%	95.2%	80.6%
Non-Acct System	4.6%	3.9%	3.2%	2.8%	2.4%	3.9%	2.7%	6.3%	0.0%	*	0.0%	5.2%	2.7%	1.4%
Mobile	4.6%	3.9%	3.2%	2.8%	2.4%	3.9%	2.7%	6.3%	0.0%	*	0.0%	5.2%	2.7%	1.4%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	1.1%	1.0%	1.0%	0.0%	2.5%	0.3%	0.0%	3.7%	*	0.0%	1.9%	2.1%	18.1%
Absent	0.1%	0.2%	0.1%	0.2%	0.0%	0.2%	0.2%	0.0%	0.0%	*	0.0%	1.3%	0.2%	0.0%
LEP Exempt	0.9%	0.9%	0.2%	0.6%	0.0%	2.1%	0.0%	0.0%	2.4%	*	0.0%	0.6%	1.7%	18.1%
Other	0.4%	0.1%	0.6%	0.2%	0.0%	0.2%	0.1%	0.0%	1.2%	*	0.0%	0.0%	0.2%	0.0%
Total Count	3,231,780	7,183	1,171	2,295	125	518	1,487	16	82	3	62	155	517	72
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	99.0%	98.2%	99.2%	95.1%	99.1%	100.0%	93.8%	*	100.0%	98.1%	95.2%	65.3%
By Test Version														
TAKS (1 or more)	90.8%	93.9%	91.7%	92.5%	86.4%	90.1%	93.6%	100.0%	93.8%	*	96.7%	19.3%	87.9%	53.3%
Not on TAKS	7.8%	5.0%	6.7%	5.6%	12.8%	5.1%	5.6%	0.0%	0.0%	*	3.3%	78.9%	7.3%	12.0%
TAKS(Acc) Only	2.3%	2.3%	2.3%	2.9%	7.2%	1.5%	3.2%	0.0%	0.0%	*	3.3%	41.0%	3.0%	6.7%
TAKS-M Only	3.3%	1.2%	2.3%	1.1%	2.4%	1.3%	0.9%	0.0%	0.0%	*	0.0%	14.9%	2.1%	1.3%
TAKS-Alt Only	0.8%	0.7%	0.5%	0.7%	0.8%	1.1%	0.7%	0.0%	0.0%	*	0.0%	9.9%	0.9%	0.0%
Combination	1.3%	0.8%	1.3%	0.9%	2.4%	1.3%	0.8%	0.0%	0.0%	*	0.0%	13.0%	1.4%	4.0%
By Acct Status														
Acct System	90.0%	93.3%	91.9%	93.8%	90.4%	88.4%	95.6%	100.0%	92.3%	*	100.0%	70.2%	88.1%	64.0%
Non-Acct System	8.6%	5.6%	7.0%	4.4%	8.8%	6.8%	3.5%	0.0%	1.5%	*	0.0%	28.0%	7.1%	1.3%
Mobile	4.4%	3.7%	3.7%	2.6%	5.6%	4.4%	1.9%	0.0%	1.5%	*	0.0%	3.1%	4.1%	0.0%
Non-Acct Test	4.2%	1.8%	3.0%	1.8%	3.2%	2.3%	1.6%	0.0%	0.0%	*	0.0%	24.8%	3.0%	1.3%
Not Tested	1.4%	1.2%	1.0%	1.8%	0.8%	4.9%	0.9%	0.0%	6.2%	*	0.0%	1.9%	4.8%	34.7%
Absent	0.1%	0.1%	0.0%	0.2%	0.0%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.6%	0.5%	0.0%
LEP Exempt	0.9%	0.9%	0.4%	1.2%	0.8%	4.4%	0.0%	0.0%	6.2%	*	0.0%	0.0%	3.7%	34.7%
Other	0.4%	0.1%	0.4%	0.4%	0.0%	0.4%	0.5%	0.0%	0.0%	*	0.0%	1.2%	0.7%	0.0%
Total Count	3,175,337	6,917	730	2,253	125	473	1,507	18	65	2	61	161	438	75
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2011	47%	58%	64%	74%	67%	71%	81%	*	*	*	81%	70%	50%
	2010	50%	61%	64%	75%	*	85%	71%	*	*	*	59%	70%	73%
Mathematics	2011	42%	53%	52%	44%	26%	43%	45%	*	*	*	44%	47%	31%
	2010	45%	55%	55%	57%	52%	61%	55%	*	*	*	43%	46%	57%

District Name: TOMBALL ISD
Campus Name: TOMBALL H S
Campus #: 101921001

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 4
Total Students: 3,035
Grade Span: 09 - 12
School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Student Success Initiative														
Grade 8 Reading														
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
2011	38%	57%	40%	57%	*	67%	*	*	*	*	*	67%	57%	57%
2010	44%	80%	*	80%	*	> 99%	57%	*	*	*	*	80%	78%	80%
Student Success Initiative (continued)														
Grade 8 Mathematics														
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
2011	20%	22%	14%	22%	< 1%	40%	13%	*	*	*	*	36%	22%	60%
2010	22%	24%	*	24%	*	36%	22%	*	*	*	*	33%	29%	40%
English Language Learners Progress Indicator														
2010-11	80%	85%	83%	81%	*	81%	*	*	88%	*	*	79%	80%	78%
2009-10	79%	83%	83%	90%	*	89%	> 99%	*	> 99%	*	*	78%	87%	91%
Attendance Rate @														
2009-10	95.5%	96.0%	95.3%	94.9%	94.8%	95.0%	94.8%	95.2%	96.3%	*	95.2%	93.4%	94.0%	94.9%
2008-09	95.6%	95.7%	95.6%	94.3%	93.9%	94.5%	94.2%	89.5%	n/a	n/a	n/a	91.5%	93.4%	94.3%
Annual Dropout Rate (Gr 9-12) @														
2009-10	2.4%	0.9%	0.3%	0.9%	1.6%	1.2%	0.8%	0.0%	1.1%	*	0.0%	0.9%	1.6%	2.8%
2008-09	2.9%	1.1%	0.6%	1.1%	1.9%	1.5%	1.0%	0.0%	n/a	n/a	n/a	4.1%	2.3%	2.8%
4-Year Completion Rate (Gr 9-12) @														
Class of 2010														
Graduated	84.3%	91.9%	95.3%	91.9%	89.4%	80.0%	94.5%	*	n/a	n/a	n/a	76.9%	82.3%	50.0%
Received GED	1.3%	0.5%	0.4%	0.5%	0.0%	0.9%	0.4%	*	n/a	n/a	n/a	2.6%	0.0%	0.0%
Continued HS	7.2%	5.0%	2.8%	5.0%	8.5%	14.5%	2.7%	*	n/a	n/a	n/a	10.3%	13.9%	33.3%
Dropped Out	7.3%	2.6%	1.3%	2.6%	2.1%	4.5%	2.3%	*	n/a	n/a	n/a	10.3%	3.8%	16.7%
Class of 2009														
Graduated	80.6%	86.7%	93.7%	86.7%	69.4%	78.6%	89.7%	*	n/a	n/a	n/a	63.4%	77.4%	40.0%
Received GED	1.4%	2.2%	0.8%	2.2%	2.8%	1.0%	2.3%	*	n/a	n/a	n/a	2.4%	1.9%	0.0%
Continued HS	8.6%	5.8%	3.1%	5.8%	16.7%	14.3%	3.1%	*	n/a	n/a	n/a	17.1%	10.4%	35.0%
Dropped Out	9.4%	5.3%	2.4%	5.3%	11.1%	6.1%	5.0%	*	n/a	n/a	n/a	17.1%	10.4%	25.0%
5-Year Extended Completion Rate (Gr 9-12) @														
Class of 2009														
Graduated	85.1%	89.3%	95.7%	89.3%	77.8%	84.5%	91.0%	*	n/a	n/a	n/a	70.7%	83.8%	55.0%
Received GED	1.9%	2.3%	1.0%	2.3%	2.8%	1.0%	2.5%	*	n/a	n/a	n/a	2.4%	1.9%	0.0%
Continued HS	2.1%	1.2%	0.5%	1.2%	5.6%	2.1%	0.6%	*	n/a	n/a	n/a	9.8%	2.9%	10.0%
Dropped Out	10.8%	7.2%	2.4%	7.2%	13.9%	12.4%	6.0%	*	n/a	n/a	n/a	17.1%	11.4%	35.0%
Class of 2008														
Graduated	83.4%	91.4%	95.1%	91.4%	82.9%	82.3%	93.3%	100.0%	n/a	n/a	n/a	84.6%	75.4%	66.7%
Received GED	2.1%	2.3%	1.2%	2.3%	2.9%	6.3%	1.7%	0.0%	n/a	n/a	n/a	0.0%	4.9%	0.0%
Continued HS	2.4%	0.2%	0.6%	0.2%	0.0%	0.0%	0.2%	0.0%	n/a	n/a	n/a	2.6%	0.0%	0.0%
Dropped Out	12.2%	6.1%	3.1%	6.1%	14.3%	11.4%	4.8%	0.0%	n/a	n/a	n/a	12.8%	19.7%	33.3%

District Name: TOMBALL ISD
 Campus Name: TOMBALL H S
 Campus #: 101921001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 5
 Total Students: 3,035
 Grade Span: 09 - 12
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Completion Rate I (Graduates and Continuers) @ (Standard Accountability Indicator)														
Class of 2010	91.4%	96.9%	97.9%	96.9%	97.9%	94.5%	97.3%	*	n/a	n/a	n/a	87.2%	96.2%	83.3%
Class of 2009	89.2%	92.5%	96.9%	92.5%	86.1%	92.9%	92.8%	*	n/a	n/a	n/a	80.5%	87.7%	75.0%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion @														
2009-10	26.3%	30.7%	27.7%	30.7%	21.8%	27.3%	32.0%	26.1%	49.4%	*	25.3%	3.0%	18.9%	12.0%
2008-09	24.6%	29.9%	23.8%	29.9%	21.9%	24.2%	31.5%	20.0%	n/a	n/a	n/a	4.7%	21.2%	18.6%
RHSP/DAP Graduates @														
Class of 2010	82.7%	78.3%	88.4%	78.3%	66.7%	75.0%	79.1%	*	91.3%	*	100.0%	2.3%	57.5%	25.0%
Class of 2009	82.5%	79.4%	85.3%	79.4%	65.5%	70.7%	81.3%	*	n/a	n/a	n/a	3.2%	60.0%	37.5%
AP/IB Results @ Tested														
2010	22.7%	29.7%	26.6%	29.7%	13.9%	23.2%	31.3%	12.5%	51.1%	-	40.7%	n/a	n/a	n/a
2009	21.2%	27.1%	20.6%	27.1%	16.2%	19.7%	28.4%	*	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2010	50.8%	64.4%	64.9%	64.4%	60.0%	49.0%	67.7%	*	60.9%	-	63.6%	n/a	n/a	n/a
2009	51.2%	60.5%	55.6%	60.5%	36.4%	62.9%	59.5%	*	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion														
2010	46.7%	51.5%	57.6%	51.5%	26.1%	45.3%	55.3%	*	38.0%	-	45.5%	n/a	n/a	n/a
2009	47.4%	50.9%	48.7%	50.9%	29.2%	61.5%	49.5%	*	n/a	n/a	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts	2011	66%	76%	76%	56%	64%	80%	> 99%	92%	*	77%	32%	60%	29%
	2010	60%	63%	71%	63%	53%	65%	> 99%	68%	*	71%	24%	53%	< 1%
Mathematics	2011	69%	80%	79%	80%	73%	84%	60%	86%	*	81%	17%	62%	57%
	2010	66%	82%	74%	82%	59%	78%	> 99%	91%	*	77%	26%	72%	14%
SAT/ACT Results @ Tested														
Class of 2010	62.6%	70.2%	71.2%	70.2%	69.4%	59.0%	71.2%	*	91.3%	-	100.0%	n/a	n/a	n/a
Class of 2009	61.5%	61.3%	62.8%	61.3%	73.1%	42.5%	62.6%	*	n/a	n/a	n/a	n/a	n/a	n/a
At/Above Criterion														
Class of 2010	26.9%	36.6%	36.8%	36.6%	4.0%	11.9%	42.9%	*	47.6%	-	53.8%	n/a	n/a	n/a
Class of 2009	26.9%	32.4%	28.7%	32.4%	0.0%	16.1%	36.3%	*	n/a	n/a	n/a	n/a	n/a	n/a
Average SAT Score														
Class of 2010	985	1031	1039	1031	865	962	1054	*	1060	-	1072	n/a	n/a	n/a
Class of 2009	985	1029	1021	1029	824	986	1038	*	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT Score														
Class of 2010	20.5	22.6	22.4	22.6	18.0	20.4	23.3	-	23.6	-	*	n/a	n/a	n/a
Class of 2009	20.5	21.3	21.8	21.3	17.0	19.7	21.8	-	n/a	n/a	n/a	n/a	n/a	n/a

District Name: TOMBALL ISD
 Campus Name: TOMBALL H S
 Campus #: 101921001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 6
 Total Students: 3,035
 Grade Span: 09 - 12
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
College-Ready Graduates @														
Eng Lang Arts														
Class of 2010	66%	74%	77%	74%	61%	64%	78%	*	82%	*	62%	47%	57%	*
Class of 2009	62%	70%	71%	70%	36%	64%	73%	*	n/a	n/a	n/a	27%	49%	< 1%
Mathematics														
Class of 2010	64%	71%	75%	71%	24%	60%	76%	*	82%	*	85%	15%	46%	*
Class of 2009	60%	68%	66%	68%	28%	53%	72%	*	n/a	n/a	n/a	18%	47%	*
Both Subjects														
Class of 2010	52%	61%	66%	61%	24%	46%	67%	*	77%	*	62%	8%	35%	*
Class of 2009	47%	55%	57%	55%	17%	42%	59%	*	n/a	n/a	n/a	22%	28%	*

District Name: TOMBALL ISD
 Campus Name: TOMBALL H S
 Campus #: 101921001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 1
 Total Students: 3,035
 Grade Span: 09 - 12
 School Type: Secondary

STUDENT INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	3,035	100.0%	59,539	10,609	4,912,385
Students By Grade: Early Childhood Education	0	0.0%	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	2.3%	4.5%
Kindergarten	0	0.0%	0.0%	7.4%	7.6%
Grade 1	0	0.0%	0.0%	8.1%	7.9%
Grade 2	0	0.0%	0.0%	8.2%	7.7%
Grade 3	0	0.0%	0.0%	7.6%	7.6%
Grade 4	0	0.0%	0.0%	7.6%	7.6%
Grade 5	0	0.0%	0.0%	7.9%	7.6%
Grade 6	0	0.0%	0.0%	7.3%	7.4%
Grade 7	0	0.0%	0.1%	7.5%	7.3%
Grade 8	0	0.0%	0.0%	7.3%	7.2%
Grade 9	907	29.9%	25.4%	8.5%	7.9%
Grade 10	756	24.9%	26.1%	7.1%	7.0%
Grade 11	669	22.0%	24.9%	6.3%	6.4%
Grade 12	703	23.2%	23.5%	6.6%	5.9%
Ethnic Distribution: African American	167	5.5%	7.0%	5.3%	12.9%
Hispanic	667	22.0%	19.8%	25.4%	50.3%
White	1,997	65.8%	65.2%	61.6%	31.2%
American Indian	20	0.7%	0.7%	0.7%	0.5%
Asian	103	3.4%	5.2%	4.8%	3.4%
Pacific Islander	2	0.1%	0.2%	0.1%	0.1%
Two or More Races	79	2.6%	2.1%	2.2%	1.6%
Economically Disadvantaged	628	20.7%	20.6%	25.7%	59.2%
Limited English Proficient (LEP)	91	3.0%	2.0%	10.8%	16.9%
Students w/Disciplinary Placements (2009-10)	129	4.2%	2.5%	1.7%	1.9%
At-Risk	1,085	35.7%	28.3%	32.8%	46.3%
Mobility (2009-10)	285	9.4%	11.2%	11.6%	18.2%
Number of Students per Teacher	18.8	n/a	14.8	16.1	14.7

District Name: TOMBALL ISD
 Campus Name: TOMBALL H S
 Campus #: 101921001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 2
 Total Students: 3,035
 Grade Span: 09 - 12
 School Type: Secondary

STUDENT INFORMATION

Graduates (Class of 2010):	Count	Percent	Campus Group	District	State
Total Graduates	635	100.0%	13,098	635	280,520
By Ethnicity (incl. Special Ed.):					
African American	42	6.6%	872	42	36,988
Hispanic	108	17.0%	2,246	108	119,365
White	445	70.1%	8,987	445	108,577
American Indian	3	0.5%	78	3	1,452
Asian	23	3.6%	624	23	9,967
Pacific Islander	1	0.2%	21	1	363
Two or More Races	13	2.0%	270	13	3,808
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	138	21.7%	1,703	138	48,391
Recommended H.S. Pgm./DAP	497	78.3%	11,395	497	232,129
Special Education Graduates	44	6.9%	910	44	25,537

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	17.6	19.0
Grade 1	-	-	19.1	18.9
Grade 2	-	-	18.3	18.8
Grade 3	-	-	18.2	18.8
Grade 4	-	-	18.4	19.0
Grade 5	-	-	22.0	21.4
Grade 6	-	-	22.2	20.7
Mixed Grades	-	-	17.9	23.9
Secondary: English/Language Arts	19.3	19.0	20.1	17.3
Foreign Languages	22.0	20.0	21.6	19.0
Mathematics	23.2	20.4	23.1	17.9
Science	24.8	21.4	23.6	19.0
Social Studies	25.9	22.1	25.6	19.6

District Name: TOMBALL ISD
 Campus Name: TOMBALL H S
 Campus #: 101921001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 3
 Total Students: 3,035
 Grade Span: 09 - 12
 School Type: Secondary

STAFF INFORMATION	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Staff:	215.2	100.0%	100.0%	100.0%	100.0%
Professional Staff:	188.9	87.8%	92.6%	59.1%	63.4%
Teachers	161.4	75.0%	79.3%	46.8%	50.5%
Professional Support	19.4	9.0%	9.3%	8.4%	9.0%
Campus Admin. (School Leader.)	8.1	3.8%	4.0%	2.6%	2.8%
Educational Aides:	26.3	12.2%	7.4%	9.7%	9.5%
Total Minority Staff:	26.7	12.4%	12.5%	20.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	2.0	1.2%	3.0%	1.6%	9.3%
Hispanic	12.8	8.0%	7.0%	9.8%	23.7%
White	143.7	89.1%	87.3%	87.1%	63.9%
American Indian	0.0	0.0%	0.4%	0.0%	0.4%
Asian	2.8	1.8%	0.6%	0.8%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.5%	0.7%	1.3%
Males	55.4	34.3%	39.7%	16.2%	23.2%
Females	106.0	65.7%	60.3%	83.8%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	8.3	5.2%	4.3%	3.3%	6.0%
1-5 Years Experience	38.8	24.1%	26.9%	25.8%	30.0%
6-10 Years Experience	33.0	20.4%	22.3%	23.0%	21.1%
11-20 Years Experience	43.7	27.1%	27.9%	29.0%	25.0%
Over 20 Years Experience	37.6	23.3%	18.7%	18.8%	17.9%
		Campus	Campus	District	State
			Group		
Average Years Experience of Teachers:		12.9 yrs.	11.9 yrs.	12.3 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:		6.8 yrs.	6.5 yrs.	7.1 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$46,722	\$42,642	\$46,489	\$41,272
1-5 Years Experience		\$47,802	\$45,826	\$47,723	\$44,013
6-10 Years Experience		\$50,433	\$47,934	\$49,940	\$46,604
11-20 Years Experience		\$54,255	\$51,268	\$52,742	\$50,476
Over 20 Years Experience		\$60,682	\$59,522	\$60,227	\$58,691
Average Actual Salaries (regular duties only):					
Teachers		\$53,029	\$50,238	\$51,999	\$48,638
Professional Support		\$61,810	\$54,306	\$61,031	\$57,045
Campus Administration (School Leadership)		\$78,630	\$76,909	\$77,600	\$70,819
Contracted Instructional Staff (not incl. above):		0.6	2.1	6.1	2,180.4

District Name: TOMBALL ISD
 Campus Name: TOMBALL H S
 Campus #: 101921001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 4
 Total Students: 3,035
 Grade Span: 09 - 12
 School Type: Secondary

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	14,966,856	100.0%	\$5,098	16,471,635	100.0%	\$5,610	\$404,928,156	100.0%	\$6,834
Instruction (11,95)	10,945,565	73.1%	\$3,728	11,526,579	70.0%	\$3,926	\$273,706,827	67.6%	\$4,619
Instructional-Related Services (12,13)	\$374,941	2.5%	\$128	\$397,204	2.4%	\$135	\$12,321,530	3.0%	\$208
Instructional Leadership (21)	\$163,938	1.1%	\$56	\$163,938	1.0%	\$56	\$5,179,873	1.3%	\$87
School Leadership (23)	\$1,264,086	8.4%	\$431	\$1,311,942	8.0%	\$447	\$27,707,548	6.8%	\$468
Support Services-Student (31,32,33)	\$1,208,500	8.1%	\$412	\$1,211,910	7.4%	\$413	\$22,662,376	5.6%	\$382
Other Campus Costs (35,36,51,52,53)	\$1,009,826	6.7%	\$344	\$1,860,062	11.3%	\$634	\$63,350,002	15.6%	\$1,069
By Program:									
Total Operating Expenditures	13,957,030	100.0%	\$4,754	14,552,840	100.0%	\$4,957	\$338,065,961	100.0%	\$5,705
Bilingual/ESL Education (25)	\$37,005	0.3%	\$13	\$37,005	0.3%	\$13	\$2,163,991	0.6%	\$37
Career & Technical Education (22)	\$1,154,297	8.3%	\$393	\$1,181,215	8.1%	\$402	\$33,649,251	10.0%	\$568
Accelerated Education (24,30)	\$148,695	1.1%	\$51	\$161,953	1.1%	\$55	\$7,538,241	2.2%	\$127
Gifted & Talented Education (21)	\$1,528	0.0%	\$1	\$1,528	0.0%	\$1	\$4,101,550	1.2%	\$69
Regular Education (11)	10,319,956	73.9%	\$3,515	10,547,798	72.5%	\$3,593	\$235,908,405	69.8%	\$3,981
Special Education (23)	\$1,989,824	14.3%	\$678	\$2,317,616	15.9%	\$789	\$43,087,366	12.7%	\$727
Athletics/Related Activities (91)	\$108,375	0.8%	\$37	\$108,375	0.7%	\$37	\$705	0.0%	\$0
High School Allotment (31)	\$197,350	1.4%	\$67	\$197,350	1.4%	\$67	\$10,349,092	3.1%	\$175
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,267,360	0.4%	\$21

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	80	2.6%	1.8%	10.2%	16.2%
Career & Technical Education	1,982	65.3%	58.6%	27.9%	21.0%
Gifted & Talented Education	255	8.4%	13.5%	8.4%	7.7%
Special Education	209	6.9%	8.2%	6.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	1.4	0.9%	1.1%	3.4%	5.5%
Career & Technical Education	17.6	10.9%	9.9%	3.9%	4.0%
Compensatory Education	0.0	0.0%	0.9%	1.8%	2.9%
Gifted & Talented Education	0.0	0.0%	4.4%	0.7%	1.9%
Regular Education	101.2	62.7%	67.3%	76.3%	73.4%
Special Education	9.7	6.0%	9.3%	6.1%	9.1%
Other	31.5	19.5%	7.1%	7.6%	3.2%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
 '@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' 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.

Target Campus Name: TOMBALL H S
 Target Campus #: 101921001
 District Name: TOMBALL ISD
 Campus Type: Secondary School

Texas Education Agency
 2010-11 Campus Comparison Group

Page 1

Campus Number	Campus Name	District Name	% White	% Hispanic	% Econ	% Mobility	% Afr_Amer	% LEP
008901001	BELLVILLE H S	BELLVILLE ISD	64.6	20.0	34.5	11.6	11.7	3.2
015901001	ALAMO HEIGHTS H S	ALAMO HEIGHTS ISD	62.6	33.3	17.8	7.7	1.6	2.0
016902001	BLANCO H S	BLANCO ISD	67.9	30.1	40.8	10.5	0.7	1.7
036903001	EAST CHAMBERS H S	EAST CHAMBERS ISD	64.2	26.3	39.3	16.0	8.0	4.0
043901001	ALLEN H S	ALLEN ISD	62.3	13.8	15.3	8.1	10.2	1.6
043902001	ANNA H S	ANNA ISD	64.4	23.2	39.1	15.5	8.8	3.3
043905002	CENTENNIAL HIGH SCHOOL	FRISCO ISD	63.1	14.9	10.2	8.8	9.6	1.4
043905005	WAKELAND HIGH SCHOOL	FRISCO ISD	64.8	15.7	11.4	9.1	11.3	0.7
043907007	MCKINNEY BOYD H S	MCKINNEY ISD	66.5	18.5	16.5	10.9	9.6	2.5
043908001	MELISSA H S	MELISSA ISD	68.4	21.6	17.6	13.0	5.9	2.7
046902002	SMITHSON VALLEY H S	COMAL ISD	62.9	30.0	16.9	11.5	2.9	1.1
061911007	BYRON NELSON H S	NORTHWEST ISD	67.3	17.8	15.7	13.9	8.3	1.4
061912001	LAKE DALLAS H S	LAKE DALLAS ISD	65.5	19.0	28.5	10.0	6.6	1.9
072903001	STEPHENVILLE H S	STEPHENVILLE	69.4	24.4	38.5	14.0	1.6	2.8
084910001	CLEAR CREEK H S	CLEAR CREEK ISD	68.1	19.0	19.8	16.3	7.6	2.1
084910002	CLEAR LAKE H S	CLEAR CREEK ISD	68.3	9.6	11.9	9.6	5.3	2.3
084910009	CLEAR SPRINGS H S	CLEAR CREEK ISD	63.8	14.0	14.7	11.4	11.6	1.2
086901001	FREDERICKSBURG H S	FREDERICKSBURG ISD	61.9	34.6	34.9	9.3	0.4	2.1
101920001	MEMORIAL H S	SPRING BRANCH ISD	65.7	16.5	11.8	6.7	1.5	4.3
101921001	> TOMBALL H S	TOMBALL ISD	65.8	22.0	20.7	9.4	5.5	3.0
129902001	FORNEY H S	FORNEY ISD	68.8	16.7	18.2	10.8	10.3	0.8
130901001	BOERNE H S	BOERNE ISD	69.8	27.6	21.6	8.3	0.1	0.8
143902001	MOULTON H S	MOULTON ISD	65.9	31.9	43.0	9.4	0.7	3.7
145911002	LEON H S	LEON ISD	66.7	25.1	43.4	14.8	4.6	4.1
161903001	MIDWAY H S	MIDWAY ISD	64.3	17.2	23.4	12.0	11.8	0.8
170902014	COLLEGE PARK H S	CONROE ISD	66.1	19.0	13.3	11.3	5.0	1.8
199901004	ROCKWALL-HEATH H S	ROCKWALL ISD	66.7	19.9	24.9	10.3	7.9	2.1
199902002	ROYSE CITY H S	ROYSE CITY ISD	64.7	24.8	34.6	16.2	7.5	1.5
213901001	GLEN ROSE H S	GLEN ROSE ISD	68.2	26.2	36.7	11.0	1.0	3.9
220901005	MARTIN H S	ARLINGTON ISD	64.3	13.7	17.5	10.1	11.6	1.8
220906004	COLLEYVILLE HERITAGE H S	GRAPEVINE-COLLEYVILLE IS	66.7	14.0	11.7	7.8	4.6	2.3
220907004	CENTRAL H S	KELLER ISD	62.8	17.9	16.2	12.7	9.2	1.9
225906001	CHAPEL HILL H S	CHAPEL HILL ISD	65.2	28.0	36.9	11.9	3.0	3.6
241902001	EAST BERNARD H S	EAST BERNARD ISD	63.8	28.0	28.3	6.9	7.9	3.2
243905002	RIDER H S	WICHITA FALLS ISD	67.1	17.9	30.2	14.9	7.9	0.9
246902001	FLORENCE H S	FLORENCE ISD	65.4	28.3	39.3	14.4	0.9	1.6
246904001	GEORGETOWN H S	GEORGETOWN ISD	63.1	30.1	34.6	15.8	4.2	2.7
246904004	GEORGETOWN 9TH GRADE	GEORGETOWN ISD	64.3	30.3	36.0	13.0	3.3	2.1
246913003	VISTA RIDGE H S	LEANDER ISD	61.9	23.0	19.4	12.5	5.8	2.0
246913004	ROUSE H S	LEANDER ISD	62.0	28.5	26.7	13.1	5.4	2.3
249905001	DECATUR H S	DECATUR ISD	69.3	27.3	31.5	13.7	0.8	1.4
Group Average			65.2	19.8	20.6	11.2	7.0	2.0

*** Order of columns will vary on lists for other campuses ***

Most High Schools do not have Comparable Improvement performance data

2010-11 Academic Excellence Indicator System

District Name: TOMBALL ISD

Campus Name: TOMBALL J J A E P CAMPUS

Campus #: 101921003

2011 Accountability Rating: Not Rated: Other

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District Name: TOMBALL ISD
 Campus Name: TOMBALL J J A E P CAMPUS
 Campus #: 101921003

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 1
 Total Students: 2
 Grade Span: 10 - 10
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate @														
2009-10	95.5%	96.0%	-	*	*	*	*	-	-	-	-	*	*	*
2008-09	95.6%	95.7%	-	81.1%	*	*	*	-	n/a	n/a	n/a	*	*	*
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)														
2009-10	0.2%	0.2%	-	*	*	*	-	-	-	-	-	-	*	*
2008-09	0.3%	0.3%	-	0.0%	*	*	*	-	n/a	n/a	n/a	-	-	*
Annual Dropout Rate (Gr 9-12) @														
2009-10	2.4%	0.9%	-	0.0%	-	-	0.0%	-	-	-	-	*	-	-
2008-09	2.9%	1.1%	-	0.0%	*	*	*	-	n/a	n/a	n/a	*	-	-
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion @														
2009-10	26.3%	30.7%	-	0.0%	-	-	0.0%	-	-	-	-	*	*	-
2008-09	24.6%	29.9%	-	0.0%	*	*	*	-	n/a	n/a	n/a	*	*	-

District Name: TOMBALL ISD
 Campus Name: TOMBALL J J A E P CAMPUS
 Campus #: 101921003

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 1
 Total Students: 2
 Grade Span: 10 - 10
 School Type: Secondary

STUDENT INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	2	100.0%	-	10,609	4,912,385
Students By Grade: Early Childhood Education	0	0.0%	-	0.2%	0.3%
Pre-Kindergarten	0	0.0%	-	2.3%	4.5%
Kindergarten	0	0.0%	-	7.4%	7.6%
Grade 1	0	0.0%	-	8.1%	7.9%
Grade 2	0	0.0%	-	8.2%	7.7%
Grade 3	0	0.0%	-	7.6%	7.6%
Grade 4	0	0.0%	-	7.6%	7.6%
Grade 5	0	0.0%	-	7.9%	7.6%
Grade 6	0	0.0%	-	7.3%	7.4%
Grade 7	0	0.0%	-	7.5%	7.3%
Grade 8	0	0.0%	-	7.3%	7.2%
Grade 9	0	0.0%	-	8.5%	7.9%
Grade 10	2	100.0%	-	7.1%	7.0%
Grade 11	0	0.0%	-	6.3%	6.4%
Grade 12	0	0.0%	-	6.6%	5.9%
Ethnic Distribution: African American	0	0.0%	-	5.3%	12.9%
Hispanic	0	0.0%	-	25.4%	50.3%
White	2	100.0%	-	61.6%	31.2%
American Indian	0	0.0%	-	0.7%	0.5%
Asian	0	0.0%	-	4.8%	3.4%
Pacific Islander	0	0.0%	-	0.1%	0.1%
Two or More Races	0	0.0%	-	2.2%	1.6%
Economically Disadvantaged	0	0.0%	-	25.7%	59.2%
Limited English Proficient (LEP)	0	0.0%	-	10.8%	16.9%
Students w/Disciplinary Placements (2009-10)	2	20.0%	-	1.7%	1.9%
At-Risk	2	100.0%	-	32.8%	46.3%
Mobility (2009-10)	10	100.0%	-	11.6%	18.2%
Number of Students per Teacher	-	n/a	-	-	-

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	1.7%	2.3%	-	-	10.0%	10.7%
Grade 1	-	-	1.7%	4.7%	-	-	7.3%	8.9%
Grade 2	-	-	2.4%	2.8%	-	-	0.0%	4.1%
Grade 3	-	-	3.3%	2.0%	-	-	1.4%	1.8%
Grade 4	-	-	0.7%	1.1%	-	-	1.4%	0.9%
Grade 5	-	-	1.0%	1.3%	-	-	3.8%	1.3%
Grade 6	-	-	0.4%	0.7%	-	-	0.0%	1.2%
Grade 7	-	-	0.6%	1.0%	-	-	6.5%	1.4%
Grade 8	50.0%	-	0.9%	1.2%	-	-	0.0%	2.1%

District Name: TOMBALL ISD
 Campus Name: TOMBALL J J A E P CAMPUS
 Campus #: 101921003

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 2
 Total Students: 2
 Grade Span: 10 - 10
 School Type: Secondary

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	-	-
Grade 1	-	-	-	-
Grade 2	-	-	-	-
Grade 3	-	-	-	-
Grade 4	-	-	-	-
Grade 5	-	-	-	-
Grade 6	-	-	-	-
Mixed Grades	-	-	-	-
Secondary: English/Language Arts	-	-	-	-
Foreign Languages	-	-	-	-
Mathematics	-	-	-	-
Science	-	-	-	-
Social Studies	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TOMBALL J J A E P CAMPUS
 Campus #: 101921003

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 3
 Total Students: 2
 Grade Span: 10 - 10
 School Type: Secondary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	-	100.0%	-	100.0%	100.0%
Professional Staff:	-	-	-	-	-
Teachers	-	-	-	-	-
Professional Support	-	-	-	-	-
Campus Admin. (School Leader.)	-	-	-	-	-
Educational Aides:	-	-	-	-	-
Total Minority Staff:	-	-	-	-	-
Teachers By Ethnicity and Sex:					
African American	-	-	-	-	-
Hispanic	-	-	-	-	-
White	-	-	-	-	-
American Indian	-	-	-	-	-
Asian	-	-	-	-	-
Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
Males	-	-	-	-	-
Females	-	-	-	-	-
Teachers by Years of Experience:					
Beginning Teachers	-	-	-	-	-
1-5 Years Experience	-	-	-	-	-
6-10 Years Experience	-	-	-	-	-
11-20 Years Experience	-	-	-	-	-
Over 20 Years Experience	-	-	-	-	-
		Campus	Campus Group	District	State
Average Years Experience of Teachers:	- yrs.	- yrs.	- yrs.	- yrs.	- yrs.
Average Years Experience of Teachers with District:	- yrs.	- yrs.	- yrs.	- yrs.	- yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers	-	-	-	-	-
1-5 Years Experience	-	-	-	-	-
6-10 Years Experience	-	-	-	-	-
11-20 Years Experience	-	-	-	-	-
Over 20 Years Experience	-	-	-	-	-
Average Actual Salaries (regular duties only):					
Teachers	-	-	-	-	-
Professional Support	-	-	-	-	-
Campus Administration (School Leadership)	-	-	-	-	-
Contracted Instructional Staff (not incl. above):	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TOMBALL J J A E P CAMPUS
 Campus #: 101921003

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 4
 Total Students: 2
 Grade Span: 10 - 10
 School Type: Secondary

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	-	-	-	-	-	-	-	-	-
Instruction (11,95)	-	-	-	-	-	-	-	-	-
Instructional-Related Services (12,13)	-	-	-	-	-	-	-	-	-
Instructional Leadership (21)	-	-	-	-	-	-	-	-	-
School Leadership (23)	-	-	-	-	-	-	-	-	-
Support Services-Student (31,32,33)	-	-	-	-	-	-	-	-	-
Other Campus Costs (35,36,51,52,53)	-	-	-	-	-	-	-	-	-
By Program:									
Total Operating Expenditures	-	-	-	-	-	-	-	-	-
Bilingual/ESL Education (25)	-	-	-	-	-	-	-	-	-
Career & Technical Education (22)	-	-	-	-	-	-	-	-	-
Accelerated Education (24,30)	-	-	-	-	-	-	-	-	-
Gifted & Talented Education (21)	-	-	-	-	-	-	-	-	-
Regular Education (11)	-	-	-	-	-	-	-	-	-
Special Education (23)	-	-	-	-	-	-	-	-	-
Athletics/Related Activities (91)	-	-	-	-	-	-	-	-	-
High School Allotment (31)	-	-	-	-	-	-	-	-	-
Other (26,28,29)	-	-	-	-	-	-	-	-	-

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	-	10.2%	16.2%
Career & Technical Education	0	0.0%	-	27.9%	21.0%
Gifted & Talented Education	0	0.0%	-	8.4%	7.7%
Special Education	1	50.0%	-	6.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	-	-	-	-	-
Career & Technical Education	-	-	-	-	-
Compensatory Education	-	-	-	-	-
Gifted & Talented Education	-	-	-	-	-
Regular Education	-	-	-	-	-
Special Education	-	-	-	-	-
Other	-	-	-	-	-

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' 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.

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2010-11 Academic Excellence Indicator System

District Name: TOMBALL ISD

Campus Name: TOMBALL J H

Campus #: 101921042

2011 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Commended on Social Studies

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District Name: TOMBALL ISD
Campus Name: TOMBALL J H
Campus #: 101921042

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 1
Total Students: 685
Grade Span: 07 - 08
School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 7															
Reading	2011	86%	92%	91%	93%	93%	89%	94%	*	*	*	> 99%	73%	88%	77%
	2010	86%	93%	91%	92%	91%	89%	93%	*	*	*	> 99%	67%	86%	60%
Mathematics	2011	81%	91%	88%	88%	64%	82%	91%	*	*	*	> 99%	42%	81%	69%
	2010	82%	89%	90%	86%	82%	88%	85%	*	*	*	> 99%	33%	82%	73%
Writing	2011	93%	96%	96%	96%	71%	94%	98%	*	*	*	> 99%	65%	90%	85%
	2010	94%	97%	97%	97%	> 99%	96%	97%	*	*	*	86%	75%	96%	80%
All Tests	2011	75%	86%	82%	83%	50%	76%	87%	*	*	*	> 99%	31%	73%	56%
	2010	75%	85%	85%	80%	73%	76%	82%	*	*	*	86%	25%	71%	27%
TAKS Met 2011 Standard Grade 8 First Administration Only															
Reading	2011	89%	95%	95%	93%	82%	89%	95%	*	*	*	> 99%	83%	88%	67%
	2010	91%	94%	95%	94%	87%	91%	96%	*	*	*	85%	75%	88%	73%
Mathematics	2011	80%	89%	88%	83%	76%	79%	84%	*	*	*	> 99%	44%	74%	33%
	2010	81%	86%	88%	83%	60%	78%	88%	*	*	*	77%	55%	66%	45%
Science	2011	79%	83%	88%	79%	71%	64%	85%	*	*	*	> 99%	28%	64%	22%
	2010	78%	84%	*	78%	50%	65%	84%	*	*	*	77%	45%	64%	36%
Soc Studies	2011	95%	97%	97%	95%	88%	90%	98%	*	*	*	> 99%	78%	90%	78%
	2010	94%	96%	97%	95%	80%	93%	97%	*	*	*	> 99%	95%	89%	82%
All Tests	2011	69%	78%	79%	72%	59%	60%	76%	*	*	*	> 99%	17%	58%	11%
	2010	69%	78%	*	73%	47%	60%	79%	*	*	*	69%	30%	55%	27%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	95%	93%	95%	94%	92%	96%	> 99%	> 99%	*	> 99%	80%	92%	77%
	2010	90%	95%	94%	94%	95%	90%	95%	*	n/a	n/a	n/a	72%	87%	65%
Mathematics	2011	84%	91%	90%	89%	74%	84%	92%	> 99%	> 99%	*	> 99%	43%	82%	66%
	2010	84%	90%	91%	88%	78%	89%	89%	*	n/a	n/a	n/a	53%	82%	81%
Writing	2011	92%	93%	96%	96%	71%	94%	98%	*	*	*	> 99%	65%	90%	85%
	2010	93%	95%	97%	97%	94%	95%	98%	*	n/a	n/a	n/a	75%	96%	80%
Science	2011	83%	89%	88%	79%	71%	64%	85%	*	*	*	> 99%	28%	64%	22%
	2010	82%	89%	88%	78%	60%	61%	84%	*	n/a	n/a	n/a	45%	64%	36%
Soc Studies	2011	95%	98%	97%	95%	88%	90%	98%	*	*	*	> 99%	78%	90%	78%
	2010	94%	98%	97%	95%	86%	93%	97%	*	n/a	n/a	n/a	95%	89%	82%
All Tests	2011	76%	85%	83%	80%	55%	68%	85%	80%	83%	*	> 99%	25%	67%	44%
	2010	76%	85%	84%	78%	65%	68%	82%	*	n/a	n/a	n/a	31%	66%	31%

District Name: TOMBALL ISD
 Campus Name: TOMBALL J H
 Campus #: 101921042

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 2
 Total Students: 685
 Grade Span: 07 - 08
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	42%	43%	40%	26%	32%	42%	60%	50%	*	64%	9%	26%	6%
	2010	32%	41%	43%	41%	27%	29%	45%	17%	40%	*	60%	9%	22%	< 1%
Mathematics	2011	29%	38%	28%	23%	6%	17%	25%	20%	50%	*	27%	5%	13%	6%
	2010	28%	38%	27%	27%	12%	21%	30%	17%	40%	*	30%	6%	11%	8%
Writing	2011	31%	34%	43%	27%	< 1%	22%	30%	*	*	*	40%	4%	19%	4%
	2010	32%	35%	45%	37%	27%	30%	40%	*	*	*	29%	8%	20%	< 1%
Science	2011	30%	38%	40%	34%	24%	25%	38%	*	*	*	50%	6%	18%	< 1%
	2010	28%	35%	38%	30%	< 1%	17%	36%	*	*	*	46%	10%	10%	< 1%
Soc Studies	2011	47%	60%	49%	47%	41%	41%	50%	*	*	*	67%	6%	34%	11%
	2010	45%	62%	49%	46%	27%	33%	52%	*	*	*	50%	15%	20%	9%
All Tests	2011	16%	22%	17%	11%	< 1%	9%	13%	20%	33%	*	9%	< 1%	5%	3%
	2010	15%	22%	17%	14%	4%	10%	16%	< 1%	20%	*	15%	< 1%	2%	< 1%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	92%	93%	78%	*	*	*	*	*	*	*	78%	71%	*
	2010	85%	88%	93%	80%	*	*	*	*	*	*	*	80%	*	*
Mathematics	2011	77%	82%	87%	33%	*	*	*	*	*	*	*	33%	40%	*
	2010	75%	77%	86%	40%	*	*	*	*	*	*	*	40%	*	*
Writing	2011	80%	74%	83%	80%	*	*	*	*	*	*	*	80%	*	*
	2010	80%	75%	83%	*	*	*	*	*	*	*	*	*	*	*
Science	2011	60%	52%	78%	*	*	*	*	*	*	*	*	*	*	*
	2010	58%	44%	80%	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2011	68%	64%	88%	*	*	*	*	*	*	*	*	*	*	*
	2010	67%	59%	75%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	67%	77%	36%	*	*	50%	*	*	*	*	36%	25%	*
	2010	64%	68%	75%	33%	*	*	*	*	*	*	*	33%	*	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	91%	> 99%	70%	*	*	69%	*	*	*	*	70%	75%	*
All Tests	2010	93%	96%	> 99%	63%	*	*	63%	*	*	*	*	63%	*	*

District Name: TOMBALL ISD
Campus Name: TOMBALL J H
Campus #: 101921042

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 3
Total Students: 685
Grade Span: 07 - 08
School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.9%	99.7%	98.9%	100.0%	96.3%	100.0%	100.0%	85.7%	-	100.0%	97.9%	97.5%	84.8%
By Test Version														
TAKS (1 or more)	91.0%	93.7%	92.2%	94.0%	88.2%	91.5%	95.4%	100.0%	85.7%	-	100.0%	27.1%	90.9%	73.9%
Not on TAKS	7.6%	5.2%	7.2%	4.9%	11.8%	4.8%	4.6%	0.0%	0.0%	-	0.0%	70.8%	6.6%	10.9%
TAKS(Acc) Only	2.4%	2.1%	2.2%	2.3%	5.9%	2.6%	2.0%	0.0%	0.0%	-	0.0%	33.3%	2.9%	4.3%
TAKS-M Only	3.1%	1.2%	2.2%	0.4%	0.0%	1.1%	0.2%	0.0%	0.0%	-	0.0%	6.3%	1.2%	4.3%
TAKS-Alt Only	0.9%	0.7%	0.7%	0.9%	2.9%	0.5%	0.9%	0.0%	0.0%	-	0.0%	12.5%	0.8%	0.0%
Combination	1.3%	1.2%	1.2%	1.3%	2.9%	0.5%	1.5%	0.0%	0.0%	-	0.0%	18.8%	1.7%	2.2%
By Acct Status														
Acct System	94.0%	95.0%	95.4%	93.1%	91.2%	84.7%	96.9%	100.0%	85.7%	-	91.7%	91.7%	91.3%	78.3%
Non-Acct System	4.6%	3.9%	3.9%	5.7%	8.8%	11.6%	3.1%	0.0%	0.0%	-	8.3%	6.3%	6.2%	6.5%
Mobile	4.6%	3.9%	3.9%	5.7%	8.8%	11.6%	3.1%	0.0%	0.0%	-	8.3%	6.3%	6.2%	6.5%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	1.1%	0.4%	1.1%	0.0%	3.7%	0.0%	0.0%	14.3%	-	0.0%	2.1%	2.5%	15.2%
Absent	0.1%	0.2%	0.0%	0.1%	0.0%	0.5%	0.0%	0.0%	0.0%	-	0.0%	2.1%	0.4%	0.0%
LEP Exempt	0.9%	0.9%	0.2%	1.0%	0.0%	3.2%	0.0%	0.0%	14.3%	-	0.0%	0.0%	2.1%	15.2%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Total Count	3,231,780	7,183	498	699	34	189	452	5	7	0	12	48	242	46
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	99.7%	99.1%	100.0%	96.9%	99.8%	100.0%	100.0%	-	100.0%	100.0%	97.1%	84.4%
By Test Version														
TAKS (1 or more)	90.8%	93.9%	91.8%	94.5%	93.3%	91.9%	95.1%	100.0%	100.0%	-	100.0%	18.9%	89.7%	71.9%
Not on TAKS	7.8%	5.0%	7.8%	4.6%	6.7%	5.0%	4.7%	0.0%	0.0%	-	0.0%	81.1%	7.4%	12.5%
TAKS(Acc) Only	2.3%	2.3%	2.4%	3.1%	3.3%	3.7%	3.0%	0.0%	0.0%	-	0.0%	54.1%	5.7%	9.4%
TAKS-M Only	3.3%	1.2%	2.7%	0.6%	0.0%	1.2%	0.5%	0.0%	0.0%	-	0.0%	10.8%	1.1%	3.1%
TAKS-Alt Only	0.8%	0.7%	0.9%	0.5%	3.3%	0.0%	0.5%	0.0%	0.0%	-	0.0%	8.1%	0.0%	0.0%
Combination	1.3%	0.8%	1.3%	0.5%	0.0%	0.0%	0.7%	0.0%	0.0%	-	0.0%	8.1%	0.6%	0.0%
By Acct Status														
Acct System	90.0%	93.3%	91.5%	93.7%	86.7%	92.5%	94.1%	100.0%	100.0%	-	100.0%	73.0%	90.9%	78.1%
Non-Acct System	8.6%	5.6%	8.0%	5.4%	13.3%	4.3%	5.6%	0.0%	0.0%	-	0.0%	27.0%	6.3%	6.3%
Mobile	4.4%	3.7%	4.1%	4.3%	10.0%	3.1%	4.7%	0.0%	0.0%	-	0.0%	8.1%	5.1%	3.1%
Non-Acct Test	4.2%	1.8%	3.5%	1.1%	3.3%	1.2%	0.9%	0.0%	0.0%	-	0.0%	18.9%	1.1%	3.1%
Not Tested	1.4%	1.2%	0.4%	0.9%	0.0%	3.1%	0.2%	0.0%	0.0%	-	0.0%	0.0%	2.9%	15.6%
Absent	0.1%	0.1%	0.0%	0.2%	0.0%	0.0%	0.2%	0.0%	0.0%	-	0.0%	0.0%	0.6%	0.0%
LEP Exempt	0.9%	0.9%	0.3%	0.6%	0.0%	2.5%	0.0%	0.0%	0.0%	-	0.0%	0.0%	1.7%	12.5%
Other	0.4%	0.1%	0.0%	0.2%	0.0%	0.6%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.6%	3.1%
Total Count	3,175,337	6,917	733	649	30	161	427	6	5	0	20	37	175	32

District Name: TOMBALL ISD
 Campus Name: TOMBALL J H
 Campus #: 101921042

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 4
 Total Students: 685
 Grade Span: 07 - 08
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2011	47%	58%	53%	59%	*	50%	65%	*	*	*	*	65%	50%
	2010	50%	61%	61%	74%	*	68%	81%	*	*	*	*	75%	64%
Mathematics	2011	42%	53%	41%	56%	50%	48%	59%	*	*	*	*	15%	17%
	2010	45%	55%	51%	49%	17%	59%	48%	*	*	*	*	42%	69%
Average Vertical Scale Growth (Sum of Grades 4-8)														
Reading	2011	75	97	74	102	*	76	115	*	*	*	*	131	77
	2010	86	95	85	93	*	80	100	*	*	*	*	84	88
Mathematics	2011	64	80	62	73	78	59	77	*	*	*	*	48	65
	2010	70	84	65	67	44	75	69	*	*	*	*	65	92
Student Success Initiative														
Grade 8 Reading														
Students Requiring Accelerated Instruction														
	2011	11%	5%	6%	7%	18%	11%	5%	*	*	*	< 1%	17%	33%
	2010	10%	6%	6%	6%	13%	9%	4%	*	*	*	15%	25%	27%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2011	94%	97%	98%	97%	94%	96%	98%	*	*	*	> 99%	89%	78%
	2010	95%	96%	98%	96%	93%	92%	97%	*	*	*	> 99%	75%	73%
TAKS Failers Promoted by Grade Placement Committee @														
	2010	84.7%	84.2%	100.0%	71.4%	*	*	*	-	-	-	*	60.0%	*
	2009	88.5%	94.1%	*	85.7%	-	*	*	-	n/a	n/a	100.0%	83.3%	*
TAKS Met Standard (Failed in Previous Year)														
Retained in Grade 8														
	2011	57%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	53%	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
	2011	20%	11%	13%	18%	24%	21%	17%	*	*	*	< 1%	56%	67%
	2010	20%	14%	12%	17%	40%	23%	13%	*	*	*	23%	45%	55%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2011	88%	94%	94%	91%	82%	86%	93%	*	*	*	> 99%	44%	56%
	2010	88%	92%	94%	91%	67%	90%	93%	*	*	*	92%	65%	91%
TAKS Failers Promoted by Grade Placement Committee @														
	2010	86.1%	91.2%	100.0%	89.5%	*	85.7%	87.5%	-	*	-	100.0%	75.0%	*
	2009	91.1%	97.4%	*	94.4%	*	*	100.0%	-	n/a	n/a	100.0%	88.9%	*
TAKS Met Standard (Failed in Previous Year)														
Retained in Grade 8														
	2011	52%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	54%	*	*	*	*	*	*	*	*	*	*	*	*

District Name: TOMBALL ISD
 Campus Name: TOMBALL J H
 Campus #: 101921042

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 5
 Total Students: 685
 Grade Span: 07 - 08
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
English Language Learners Progress Indicator														
2010-11	80%	85%	88%	92%	*	92%	*	*	*	*	*	> 99%	91%	92%
2009-10	79%	83%	87%	83%	*	83%	*	*	*	*	*	> 99%	81%	81%
Attendance Rate @														
2009-10	95.5%	96.0%	96.1%	95.5%	96.0%	96.1%	95.1%	97.1%	*	-	95.5%	94.3%	93.9%	95.4%
2008-09	95.6%	95.7%	96.3%	95.5%	95.9%	96.6%	95.2%	*	n/a	n/a	n/a	93.2%	94.5%	95.8%
Annual Dropout Rate (Gr 7-8) @														
(Standard Accountability Indicator)														
2009-10	0.2%	0.2%	0.0%	0.3%	0.0%	0.6%	0.2%	0.0%	0.0%	-	0.0%	0.0%	0.6%	0.0%
2008-09	0.3%	0.3%	0.0%	0.3%	2.3%	0.0%	0.2%	*	n/a	n/a	n/a	1.6%	0.7%	0.0%

District Name: TOMBALL ISD
 Campus Name: TOMBALL J H
 Campus #: 101921042

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 1
 Total Students: 685
 Grade Span: 07 - 08
 School Type: Middle

STUDENT INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	685	100.0%	23,843	10,609	4,912,385
Students By Grade: Early Childhood Education	0	0.0%	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	2.3%	4.5%
Kindergarten	0	0.0%	0.0%	7.4%	7.6%
Grade 1	0	0.0%	0.0%	8.1%	7.9%
Grade 2	0	0.0%	0.0%	8.2%	7.7%
Grade 3	0	0.0%	0.0%	7.6%	7.6%
Grade 4	0	0.0%	1.0%	7.6%	7.6%
Grade 5	0	0.0%	4.9%	7.9%	7.6%
Grade 6	0	0.0%	27.9%	7.3%	7.4%
Grade 7	344	50.2%	33.5%	7.5%	7.3%
Grade 8	341	49.8%	32.7%	7.3%	7.2%
Grade 9	0	0.0%	0.0%	8.5%	7.9%
Grade 10	0	0.0%	0.0%	7.1%	7.0%
Grade 11	0	0.0%	0.0%	6.3%	6.4%
Grade 12	0	0.0%	0.0%	6.6%	5.9%
Ethnic Distribution: African American	33	4.8%	4.6%	5.3%	12.9%
Hispanic	176	25.7%	23.6%	25.4%	50.3%
White	453	66.1%	66.3%	61.6%	31.2%
American Indian	6	0.9%	0.7%	0.7%	0.5%
Asian	6	0.9%	2.1%	4.8%	3.4%
Pacific Islander	0	0.0%	0.1%	0.1%	0.1%
Two or More Races	11	1.6%	2.5%	2.2%	1.6%
Economically Disadvantaged	242	35.3%	32.4%	25.7%	59.2%
Limited English Proficient (LEP)	45	6.6%	3.3%	10.8%	16.9%
Students w/Disciplinary Placements (2009-10)	22	3.2%	1.8%	1.7%	1.9%
At-Risk	240	35.0%	26.8%	32.8%	46.3%
Mobility (2009-10)	78	11.3%	10.2%	11.6%	18.2%
Number of Students per Teacher	16.4	n/a	14.9	16.1	14.7

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	1.7%	2.3%	-	-	10.0%	10.7%
Grade 1	-	-	1.7%	4.7%	-	-	7.3%	8.9%
Grade 2	-	-	2.4%	2.8%	-	-	0.0%	4.1%
Grade 3	-	-	3.3%	2.0%	-	-	1.4%	1.8%
Grade 4	-	1.9%	0.7%	1.1%	-	2.9%	1.4%	0.9%
Grade 5	-	0.5%	1.0%	1.3%	-	0.0%	3.8%	1.3%
Grade 6	-	0.6%	0.4%	0.7%	0.0%	0.2%	0.0%	1.2%
Grade 7	1.1%	0.4%	0.6%	1.0%	8.3%	0.7%	6.5%	1.4%
Grade 8	1.3%	0.7%	0.9%	1.2%	0.0%	1.0%	0.0%	2.1%

District Name: TOMBALL ISD
 Campus Name: TOMBALL J H
 Campus #: 101921042

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 2
 Total Students: 685
 Grade Span: 07 - 08
 School Type: Middle

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	17.6	19.0
Grade 1	-	-	19.1	18.9
Grade 2	-	-	18.3	18.8
Grade 3	-	-	18.2	18.8
Grade 4	-	19.3	18.4	19.0
Grade 5	-	24.1	22.0	21.4
Grade 6	-	21.6	22.2	20.7
Mixed Grades	-	-	17.9	23.9
Secondary: English/Language Arts	21.1	19.9	20.1	17.3
Foreign Languages	18.1	22.8	21.6	19.0
Mathematics	22.4	19.3	23.1	17.9
Science	20.6	21.6	23.6	19.0
Social Studies	24.3	22.1	25.6	19.6

District Name: TOMBALL ISD
Campus Name: TOMBALL J H
Campus #: 101921042

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

Section II - Page 3
Total Students: 685
Grade Span: 07 - 08
School Type: Middle

STAFF INFORMATION	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Staff:	58.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	49.9	85.7%	88.8%	59.1%	63.4%
Teachers	41.8	71.7%	77.0%	46.8%	50.5%
Professional Support	5.2	8.8%	7.5%	8.4%	9.0%
Campus Admin. (School Leader.)	3.0	5.1%	4.2%	2.6%	2.8%
Educational Aides:	8.3	14.3%	11.2%	9.7%	9.5%
Total Minority Staff:	11.2	19.2%	11.3%	20.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	2.0	4.8%	2.5%	1.6%	9.3%
Hispanic	5.0	11.9%	4.8%	9.8%	23.7%
White	34.6	82.9%	88.1%	87.1%	63.9%
American Indian	0.0	0.0%	0.7%	0.0%	0.4%
Asian	0.2	0.4%	2.0%	0.8%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.8%	0.7%	1.3%
Males	10.4	25.0%	24.8%	16.2%	23.2%
Females	31.4	75.0%	75.2%	83.8%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	2.8	6.7%	6.2%	3.3%	6.0%
1-5 Years Experience	10.8	25.8%	29.2%	25.8%	30.0%
6-10 Years Experience	7.0	16.8%	21.7%	23.0%	21.1%
11-20 Years Experience	12.7	30.3%	24.8%	29.0%	25.0%
Over 20 Years Experience	8.6	20.5%	18.2%	18.8%	17.9%
		Campus	Campus	District	State
Average Years Experience of Teachers:		12.9 yrs.	11.4 yrs.	12.3 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:		8.3 yrs.	6.8 yrs.	7.1 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$46,357	\$40,944	\$46,489	\$41,272
1-5 Years Experience		\$48,056	\$43,428	\$47,723	\$44,013
6-10 Years Experience		\$50,263	\$46,237	\$49,940	\$46,604
11-20 Years Experience		\$52,355	\$50,039	\$52,742	\$50,476
Over 20 Years Experience		\$59,725	\$57,539	\$60,227	\$58,691
Average Actual Salaries (regular duties only):					
Teachers		\$52,005	\$48,085	\$51,999	\$48,638
Professional Support		\$58,697	\$53,668	\$61,031	\$57,045
Campus Administration (School Leadership)		\$79,244	\$70,226	\$77,600	\$70,819
Contracted Instructional Staff (not incl. above):		0.5	1.3	6.1	2,180.4

District Name: TOMBALL ISD
 Campus Name: TOMBALL J H
 Campus #: 101921042

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 4
 Total Students: 685
 Grade Span: 07 - 08
 School Type: Middle

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,845,266	100.0%	\$6,008	\$4,125,225	100.0%	\$6,446	\$139,908,095	100.0%	\$6,228
Instruction (11,95)	\$2,779,288	72.3%	\$4,343	\$2,943,763	71.4%	\$4,600	\$101,378,974	72.5%	\$4,513
Instructional-Related Services (12,13)	\$129,906	3.4%	\$203	\$133,075	3.2%	\$208	\$4,227,442	3.0%	\$188
Instructional Leadership (21)	\$45,293	1.2%	\$71	\$45,293	1.1%	\$71	\$1,604,925	1.1%	\$71
School Leadership (23)	\$454,244	11.8%	\$710	\$459,075	11.1%	\$717	\$10,503,834	7.5%	\$468
Support Services-Student (31,32,33)	\$309,248	8.0%	\$483	\$309,248	7.5%	\$483	\$7,357,308	5.3%	\$327
Other Campus Costs (35,36,51,52,53)	\$127,287	3.3%	\$199	\$234,771	5.7%	\$367	\$14,835,612	10.6%	\$660
By Program:									
Total Operating Expenditures	\$3,717,979	100.0%	\$5,809	\$3,882,454	100.0%	\$6,066	\$124,164,430	100.0%	\$5,527
Bilingual/ESL Education (25)	\$125	0.0%	\$0	\$125	0.0%	\$0	\$1,354,732	1.1%	\$60
Career & Technical Education (22)	\$233,138	6.3%	\$364	\$234,489	6.0%	\$366	\$883,164	0.7%	\$39
Accelerated Education (24,30)	\$115,642	3.1%	\$181	\$143,839	3.7%	\$225	\$7,423,894	6.0%	\$330
Gifted & Talented Education (21)	\$13,226	0.4%	\$21	\$13,226	0.3%	\$21	\$3,058,937	2.5%	\$136
Regular Education (11)	\$2,694,955	72.5%	\$4,211	\$2,729,553	70.3%	\$4,265	\$91,715,501	73.9%	\$4,082
Special Education (23)	\$660,893	17.8%	\$1,033	\$761,222	19.6%	\$1,189	\$19,133,791	15.4%	\$852
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$522,126	0.4%	\$23
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$72,285	0.1%	\$3

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	42	6.1%	3.2%	10.2%	16.2%
Career & Technical Education	419	61.2%	8.9%	27.9%	21.0%
Gifted & Talented Education	74	10.8%	12.0%	8.4%	7.7%
Special Education	50	7.3%	8.7%	6.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	2.6	6.2%	1.0%	3.4%	5.5%
Career & Technical Education	3.9	9.2%	1.9%	3.9%	4.0%
Compensatory Education	2.2	5.2%	1.8%	1.8%	2.9%
Gifted & Talented Education	0.0	0.0%	2.0%	0.7%	1.9%
Regular Education	28.1	67.2%	76.7%	76.3%	73.4%
Special Education	1.7	3.9%	9.7%	6.1%	9.1%
Other	3.5	8.3%	7.0%	7.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.

'?' 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.

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Target Campus Name: TOMBALL J H
 Target Campus #: 101921042
 District Name: TOMBALL ISD
 Campus Type: Middle School

Texas Education Agency
 2010-11 Campus Comparison Group

Page 1

Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% LEP	% Afr_Amer
008901041	BELLVILLE J H	BELLVILLE ISD	63.8	42.4	24.6	8.7	3.9	8.5
011904041	SMITHVILLE J H	SMITHVILLE ISD	64.8	50.9	25.3	11.6	2.6	7.6
018901041	CLIFTON MIDDLE	CLIFTON ISD	63.4	52.1	30.9	14.8	5.3	3.8
020905043	LAKE JACKSON INT	BRAZOSPORT ISD	64.3	28.8	23.4	9.6	0.9	7.5
042901041	COLEMAN J H	COLEMAN ISD	68.5	62.4	24.4	14.8	1.4	2.3
043902041	ANNA MIDDLE	ANNA ISD	63.6	42.3	26.4	15.3	2.7	7.7
043904041	FARMERSVILLE JUNIOR HIGH	FARMERSVILLE ISD	66.4	46.7	22.4	10.4	2.4	7.0
043907043	DOWELL MIDDLE	MCKINNEY ISD	68.3	18.0	19.5	7.6	5.7	6.3
043914042	AB HARRISON INT	WYLIE ISD	64.3	28.8	21.7	9.5	3.1	8.1
046902046	MT VALLEY MIDDLE	COMAL ISD	68.1	47.2	20.7	14.6	1.4	1.7
061903041	PILOT POINT SELZ MIDDLE	PILOT POINT ISD	67.8	48.1	26.2	12.1	6.9	3.0
061908041	SANGER MIDDLE	SANGER ISD	67.1	42.4	28.1	11.7	2.6	1.9
061912041	LAKE DALLAS MIDDLE	LAKE DALLAS ISD	64.2	33.1	22.8	10.2	2.7	5.4
075902041	LA GRANGE MIDDLE	LA GRANGE ISD	65.8	46.1	23.4	8.5	3.3	6.9
080901102	MT VERNON INT	MOUNT VERNON ISD	66.4	56.5	22.4	12.8	5.8	7.2
094904041	MARION MIDDLE	MARION ISD	62.6	44.0	32.1	12.4	2.8	2.2
099903041	TRAVIS J H	QUANAH ISD	67.1	62.2	28.0	15.4	1.2	2.4
101907049	HAMILTON MIDDLE SCHOOL	CYPRESS-FAIRBANKS ISD	67.5	14.3	18.9	6.7	1.0	4.6
101908042	DEER PARK J H	DEER PARK ISD	68.5	22.8	26.7	7.4	1.2	0.7
101913042	KINGWOOD MIDDLE	HUMBLE ISD	66.5	26.0	22.6	9.0	1.4	5.7
101921042	> TOMBALL J H	TOMBALL ISD	66.1	35.3	25.7	11.3	6.6	4.8
126901041	ALVARADO J H	ALVARADO ISD	65.7	59.7	27.0	15.7	4.5	3.4
126901104	ALVARADO INT	ALVARADO ISD	66.8	63.4	28.2	14.8	8.9	3.1
129902041	WARREN MIDDLE	FORNEY ISD	68.3	23.1	20.1	6.8	2.0	7.6
130901041	BOERNE MIDDLE NORTH	BOERNE ISD	68.8	27.1	27.7	7.8	2.8	0.2
169902041	NOCONA MIDDLE	NOCONA ISD	68.8	55.0	22.8	12.6	4.8	0.5
170902046	KNOX J H	CONROE ISD	65.2	17.2	20.3	10.9	3.0	6.2
170906051	MAGNOLIA SIXTH GRADE CAM	MAGNOLIA ISD	67.3	48.8	29.0	14.2	11.0	1.3
188901049	LORENZO DE ZAVALA MIDDLE	AMARILLO ISD	65.6	23.7	20.7	8.6	0.7	4.5
199902042	RUTH CHERRY INT	ROYSE CITY ISD	65.4	41.5	25.9	12.1	4.3	2.9
213901041	GLEN ROSE J H	GLEN ROSE ISD	69.5	44.1	24.9	6.5	6.1	0.5
220902047	NORTH RIDGE MIDDLE	BIRDVILLE ISD	67.6	28.4	18.8	7.8	1.7	6.0
220907046	TIMBERVIEW MIDDLE	KELLER ISD	62.7	12.0	19.0	10.4 **	3.5	6.9
220918041	WAYSIDE MIDDLE	EAGLE MT-SAGINAW ISD	62.8	27.8	25.4	11.5	1.8	5.8
227913042	HUDSON BEND MIDDLE	LAKE TRAVIS ISD	69.3	20.5	24.0	6.3	7.1	1.1
246902041	FLORENCE MIDDLE	FLORENCE ISD	69.2	49.1	25.2	14.0	7.0	0.9
246904040	DOUGLAS BENOLD MIDDLE	GEORGETOWN ISD	68.0	31.8	24.9	11.5	2.2	4.4
246912042	THRALL MIDDLE	THRALL ISD	68.3	32.3	25.0	9.5	2.4	3.7
246913046	KNOX WILEY MIDDLE	LEANDER ISD	65.6	22.6	24.9	9.3	2.1	4.3
249905041	MCCARROLL MIDDLE	DECATUR ISD	66.0	41.1	30.8	10.9	5.1	1.0
250903041	MINEOLA MIDDLE	MINEOLA ISD	63.9	60.6	25.0	11.7	6.3	7.3
Group Average			66.3	32.4	23.6	10.2	3.3	4.6

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
 Note that the group average (shown at the bottom of the column) does not include this substituted value.

Target Campus Name: TOMBALL J H
 Target Campus #: 101921042
 District Name: TOMBALL ISD
 Campus Type: Middle School

Texas Education Agency
 2010-11 Comparable Improvement:

Page 2

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
BELLVILLE J H	423	751	791	58	41	Q2	424	734	758	79	24	Q3
SMITHVILLE J H	327	734	773	70	39	Q3	328	718	748	67	31	Q1
CLIFTON MIDDLE	221	732	778	72	46	Q1	215	691	743	65	52	Q1
LAKE JACKSON INT	812	773	821	71	47	Q1	807	750	778	56	28	Q2
COLEMAN J H	187	708	746	49	38	Q3	186	690	719	46	29	Q2
ANNA MIDDLE	407	740	789	74	49	Q1	406	748	771	67	24	Q3
FARMERSVILLE JUNIOR	303	747	787	103	39	Q3	298	728	753	63	25	Q2
DOWELL MIDDLE	1046	788	829	76	41	Q2	1048	781	802	65	21	Q3
AB HARRISON INT	549	699	740	83	41	Q2	554	697	738	91	41	Q1
MT VALLEY MIDDLE	549	747	785	69	39	Q3	546	723	745	61	22	Q3
PILOT POINT SELZ MID	206	768	830	85	62	Q1	204	731	759	76	28	Q2
SANGER MIDDLE	357	758	799	73	41	Q2	358	744	766	35	21	Q3
LAKE DALLAS MIDDLE	896	753	794	72	41	Q2	890	739	772	62	33	Q1
LA GRANGE MIDDLE	237	756	796	69	40	Q3	238	746	771	45	25	Q2
MT VERNON INT	197	703	739	76	36	Q4	193	696	735	84	40	Q1
MARION MIDDLE	304	725	780	75	55	Q1	307	706	720	49	13	Q4
TRAVIS J H	69	735	785	112	49	Q1	66	728	761	61	33	Q1
HAMILTON MIDDLE SCHO	1462	790	830	87	41	Q2	1466	789	808	94	19	Q3
DEER PARK J H	747	763	806	98	43	Q2	727	760	778	43	18	Q4
KINGWOOD MIDDLE	891	765	802	93	37	Q3	890	751	778	77	27	Q2
> TOMBALL J H	602	761	801	102	40	Q3	606	748	763	73	15	Q4
ALVARADO J H	465	744	784	71	40	Q3	466	719	731	47	12	Q4
ALVARADO INT	601	660	694	74	34	Q4	609	631	677	71	47	Q1
WARREN MIDDLE	649	787	810	48	24	Q4	647	761	780	52	19	Q3
BOERNE MIDDLE NORTH	458	780	823	71	43	Q2	452	748	768	65	20	Q3
NOCONA MIDDLE	160	738	771	64	33	Q4	161	707	735	47	29	Q2
KNOX J H	969	796	837	85	41	Q2	958	778	806	69	28	Q2
MAGNOLIA SIXTH GRADE	394	712	724	29	12	Q4	400	708	720	51	12	Q4
LORENZO DE ZAVALA MI	346	772	816	82	44	Q1	348	754	790	68	36	Q1
RUTH CHERRY INT	309	693	728	64	34	Q4	311	686	706	59	20	Q3
GLEN ROSE J H	324	747	785	75	37	Q3	327	757	772	52	15	Q4
NORTH RIDGE MIDDLE	729	768	797	65	29	Q4	728	743	747	51	4	Q4
TIMBERVIEW MIDDLE	829	755	788	76	33	Q4	829	738	733	33	-5	Q4
WAYSIDE MIDDLE	674	757	799	57	42	Q2	671	740	766	40	25	Q2
HUDSON BEND MIDDLE	731	790	836	86	47	Q1	729	780	810	71	30	Q2
FLORENCE MIDDLE	186	731	773	87	42	Q2	188	718	736	65	18	Q4
DOUGLAS BENOLD MIDDLE	777	766	809	55	43	Q2	769	769	791	55	21	Q3
THRALL MIDDLE	138	757	794	25	37	Q3	137	745	753	16	8	Q4
KNOX WILEY MIDDLE	1094	763	809	60	46	Q1	1094	743	780	64	37	Q1
MCCARROLL MIDDLE	593	742	791	81	49	Q1	596	729	754	54	25	Q2
MINEOLA MIDDLE	300	722	765	84	43	Q2	301	710	746	69	36	Q1
Group Average	510	756	796	71	40	--	509	742	766	59	24	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2010-11 Academic Excellence Indicator System

District Name: TOMBALL ISD

Campus Name: WILLOW WOOD JUNIOR HIGH SCHOOL

Campus #: 101921043

2011 Accountability Rating: Academically Acceptable

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District Name: TOMBALL ISD
 Campus Name: WILLOW WOOD JUNIOR HIGH SC
 Campus #: 101921043

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 1
 Total Students: 879
 Grade Span: 07 - 08
 School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 7															
Reading	2011	86%	92%	96%	91%	70%	84%	95%	*	98%	*	> 99%	63%	81%	75%
	2010	86%	93%	95%	93%	89%	89%	96%	*	96%	*	*	50%	77%	46%
Mathematics	2011	81%	91%	93%	94%	81%	94%	94%	*	> 99%	*	> 99%	74%	91%	92%
	2010	82%	89%	91%	91%	86%	89%	93%	*	96%	*	*	48%	77%	62%
Writing	2011	93%	96%	98%	97%	93%	92%	98%	*	> 99%	*	> 99%	74%	94%	88%
	2010	94%	97%	98%	97%	97%	95%	98%	*	> 99%	*	*	79%	88%	62%
All Tests	2011	75%	86%	89%	87%	70%	79%	91%	*	98%	*	> 99%	44%	78%	71%
	2010	75%	85%	88%	89%	80%	83%	91%	*	96%	*	*	44%	69%	46%
TAKS Met 2011 Standard Grade 8 First Administration Only															
Reading	2011	89%	95%	97%	96%	94%	93%	97%	*	> 99%	*	*	61%	86%	58%
	2010	91%	94%	97%	93%	80%	89%	96%	> 99%	> 97%	*	*	66%	80%	43%
Mathematics	2011	80%	89%	92%	94%	84%	92%	94%	*	> 99%	*	*	47%	82%	50%
	2010	81%	86%	91%	89%	80%	81%	92%	> 99%	93%	*	*	66%	73%	50%
Science	2011	79%	83%	92%	86%	75%	70%	91%	*	> 99%	*	*	67%	63%	25%
	2010	78%	84%	*	88%	63%	78%	95%	83%	93%	*	*	52%	68%	40%
Soc Studies	2011	95%	97%	99%	98%	> 99%	95%	98%	*	> 99%	*	*	89%	91%	83%
	2010	94%	96%	98%	96%	87%	94%	98%	> 99%	97%	*	*	87%	88%	93%
All Tests	2011	69%	78%	85%	83%	69%	70%	88%	*	> 99%	*	*	42%	60%	25%
	2010	69%	78%	*	82%	57%	73%	88%	83%	93%	*	*	44%	57%	40%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	95%	96%	94%	85%	89%	96%	> 99%	99%	*	> 99%	67%	84%	72%
	2010	90%	95%	96%	95%	88%	89%	97%	> 99%	n/a	n/a	n/a	64%	81%	52%
Mathematics	2011	84%	91%	95%	95%	88%	94%	95%	> 99%	> 99%	*	> 99%	65%	90%	81%
	2010	84%	90%	94%	92%	84%	87%	95%	> 99%	n/a	n/a	n/a	60%	81%	59%
Writing	2011	92%	93%	98%	97%	93%	92%	98%	*	> 99%	*	> 99%	74%	94%	88%
	2010	93%	95%	98%	97%	98%	93%	98%	*	n/a	n/a	n/a	79%	88%	62%
Science	2011	83%	89%	93%	86%	75%	70%	91%	*	> 99%	*	*	67%	63%	25%
	2010	82%	89%	92%	88%	66%	76%	94%	*	n/a	n/a	n/a	52%	68%	40%
Soc Studies	2011	95%	98%	99%	98%	> 99%	95%	98%	*	> 99%	*	*	89%	91%	83%
	2010	94%	98%	98%	96%	86%	95%	98%	*	n/a	n/a	n/a	87%	88%	93%
All Tests	2011	76%	85%	89%	86%	73%	75%	90%	83%	99%	*	> 99%	46%	71%	56%
	2010	76%	85%	88%	87%	72%	76%	92%	> 99%	n/a	n/a	n/a	46%	66%	43%

District Name: TOMBALL ISD
 Campus Name: WILLOW WOOD JUNIOR HIGH SC
 Campus #: 101921043

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 2
 Total Students: 879
 Grade Span: 07 - 08
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	42%	54%	50%	32%	37%	57%	17%	56%	*	57%	11%	22%	6%
	2010	32%	41%	49%	49%	31%	41%	55%	20%	56%	*	*	7%	30%	4%
Mathematics	2011	29%	38%	41%	39%	31%	28%	41%	17%	61%	*	43%	13%	22%	19%
	2010	28%	38%	38%	37%	18%	24%	42%	11%	57%	*	*	4%	15%	7%
Writing	2011	31%	34%	54%	44%	30%	30%	50%	*	58%	*	57%	11%	18%	13%
	2010	32%	35%	50%	43%	23%	38%	46%	*	56%	*	*	< 1%	19%	< 1%
Science	2011	30%	38%	49%	38%	19%	24%	45%	*	47%	*	*	17%	20%	< 1%
	2010	28%	35%	46%	43%	13%	24%	54%	< 1%	55%	*	*	13%	21%	< 1%
Soc Studies	2011	47%	60%	63%	52%	41%	37%	56%	*	78%	*	*	17%	26%	< 1%
	2010	45%	62%	58%	56%	30%	40%	63%	17%	83%	*	*	10%	28%	7%
All Tests	2011	16%	22%	30%	21%	7%	14%	24%	17%	29%	*	29%	7%	8%	< 1%
	2010	15%	22%	24%	23%	8%	17%	26%	10%	28%	*	*	2%	9%	< 1%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	92%	95%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
	2010	85%	88%	93%	67%	*	*	*	*	*	*	*	67%	*	*
Mathematics	2011	77%	82%	85%	86%	*	83%	*	*	*	*	*	86%	*	*
	2010	75%	77%	85%	67%	*	*	*	*	*	*	*	67%	*	*
Writing	2011	80%	74%	90%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	75%	86%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	67%	78%	88%	*	86%	*	*	*	*	*	88%	*	*
	2010	64%	68%	76%	50%	*	*	*	*	*	*	*	50%	*	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	91%	> 99%	> 99%	*	*	*	*	> 99%	*	*	> 99%	*	*
All Tests	2010	93%	96%	> 99%	92%	*	> 99%	> 99%	*	*	*	*	92%	*	71%

District Name: TOMBALL ISD
Campus Name: WILLOW WOOD JUNIOR HIGH SC
Campus #: 101921043

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 3
Total Students: 879
Grade Span: 07 - 08
School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.9%	99.5%	99.7%	100.0%	99.0%	99.8%	100.0%	100.0%	*	100.0%	100.0%	97.9%	94.7%
By Test Version														
TAKS (1 or more)	91.0%	93.7%	93.9%	95.8%	93.4%	93.5%	96.7%	100.0%	95.9%	*	100.0%	27.7%	91.5%	76.3%
Not on TAKS	7.6%	5.2%	5.6%	3.9%	6.6%	5.5%	3.1%	0.0%	4.1%	*	0.0%	72.3%	6.3%	18.4%
TAKS(Acc) Only	2.4%	2.1%	1.6%	2.3%	6.6%	1.0%	2.5%	0.0%	1.4%	*	0.0%	42.6%	3.5%	5.3%
TAKS-M Only	3.1%	1.2%	1.8%	0.5%	0.0%	1.5%	0.2%	0.0%	0.0%	*	0.0%	8.5%	2.1%	5.3%
TAKS-Alt Only	0.9%	0.7%	0.6%	0.5%	0.0%	0.5%	0.2%	0.0%	2.7%	*	0.0%	8.5%	0.0%	2.6%
Combination	1.3%	1.2%	1.0%	0.7%	0.0%	2.5%	0.2%	0.0%	0.0%	*	0.0%	12.8%	0.7%	5.3%
By Acct Status														
Acct System	94.0%	95.0%	96.1%	97.6%	96.7%	97.0%	98.3%	85.7%	98.6%	*	87.5%	97.9%	94.4%	94.7%
Non-Acct System	4.6%	3.9%	3.3%	2.1%	3.3%	2.0%	1.5%	14.3%	1.4%	*	12.5%	2.1%	3.5%	0.0%
Mobile	4.6%	3.9%	3.3%	2.1%	3.3%	2.0%	1.5%	14.3%	1.4%	*	12.5%	2.1%	3.5%	0.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	1.1%	0.5%	0.3%	0.0%	1.0%	0.2%	0.0%	0.0%	*	0.0%	0.0%	2.1%	5.3%
Absent	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.5%	0.2%	0.0%	1.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	1.4%	5.3%
Other	0.4%	0.1%	0.0%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	*	0.0%	0.0%	0.7%	0.0%
Total Count	3,231,780	7,183	906	876	61	201	523	7	73	2	8	47	142	38
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	99.5%	99.2%	100.0%	97.1%	100.0%	100.0%	98.3%	*	-	100.0%	97.0%	81.1%
By Test Version														
TAKS (1 or more)	90.8%	93.9%	93.9%	94.2%	85.3%	92.2%	96.1%	80.0%	96.6%	*	-	30.2%	89.2%	62.2%
Not on TAKS	7.8%	5.0%	5.8%	5.0%	14.7%	4.9%	3.9%	20.0%	1.7%	*	-	69.8%	7.8%	18.9%
TAKS(Acc) Only	2.3%	2.3%	1.6%	2.6%	8.8%	2.4%	2.1%	10.0%	0.0%	*	-	36.5%	5.4%	13.5%
TAKS-M Only	3.3%	1.2%	2.0%	0.8%	2.9%	0.5%	0.6%	10.0%	0.0%	*	-	11.1%	1.2%	0.0%
TAKS-Alt Only	0.8%	0.7%	0.6%	0.9%	0.0%	1.5%	0.7%	0.0%	1.7%	*	-	12.7%	0.0%	5.4%
Combination	1.3%	0.8%	1.1%	0.7%	2.9%	0.5%	0.6%	0.0%	0.0%	*	-	9.5%	1.2%	0.0%
By Acct Status														
Acct System	90.0%	93.3%	92.9%	94.5%	92.6%	91.7%	96.4%	90.0%	89.8%	*	-	69.8%	89.2%	70.3%
Non-Acct System	8.6%	5.6%	6.7%	4.7%	7.4%	5.4%	3.6%	10.0%	8.5%	*	-	30.2%	7.8%	10.8%
Mobile	4.4%	3.7%	3.7%	3.0%	4.4%	3.4%	2.2%	0.0%	6.8%	*	-	6.3%	6.6%	5.4%
Non-Acct Test	4.2%	1.8%	2.7%	1.7%	2.9%	2.0%	1.3%	10.0%	1.7%	*	-	23.8%	1.2%	5.4%
Not Tested	1.4%	1.2%	0.5%	0.8%	0.0%	2.9%	0.0%	0.0%	1.7%	*	-	0.0%	3.0%	18.9%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.4%	0.8%	0.0%	2.9%	0.0%	0.0%	1.7%	*	-	0.0%	3.0%	18.9%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%
Total Count	3,175,337	6,917	902	878	68	205	535	10	59	1	0	63	167	37

District Name: TOMBALL ISD
 Campus Name: WILLOW WOOD JUNIOR HIGH SC
 Campus #: 101921043

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 4
 Total Students: 879
 Grade Span: 07 - 08
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2011	47%	58%	66%	49%	17%	55%	54%	*	*	*	*	41%	50%
	2010	50%	61%	67%	41%	20%	39%	53%	*	*	*	*	18%	18%
Mathematics	2011	42%	53%	52%	56%	44%	68%	50%	*	*	*	*	38%	50%
	2010	45%	55%	55%	53%	43%	62%	55%	*	*	*	*	41%	30%
Average Vertical Scale Growth (Sum of Grades 4-8)														
Reading	2011	75	97	87	72	46	77	75	*	*	*	*	58	55
	2010	86	95	99	73	*	79	67	*	*	*	*	71	72
Mathematics	2011	64	80	67	72	57	79	73	*	*	*	*	58	60
	2010	70	84	71	61	53	70	61	*	*	*	*	49	57
Student Success Initiative														
Grade 8 Reading														
Students Requiring Accelerated Instruction														
	2011	11%	5%	4%	4%	6%	7%	4%	*	< 1%	*	*	42%	42%
	2010	10%	6%	4%	7%	20%	11%	4%	< 1%	3%	*	*	34%	57%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2011	94%	97%	99%	98%	97%	96%	98%	*	> 99%	*	*	74%	67%
	2010	95%	96%	99%	96%	90%	92%	98%	> 99%	97%	*	*	75%	57%
TAKS Failers Promoted by Grade Placement Committee @														
	2010	84.7%	84.2%	*	91.7%	*	*	*	-	*	-	-	100.0%	*
	2009	88.5%	94.1%	*	100.0%	*	*	100.0%	-	n/a	n/a	n/a	100.0%	*
TAKS Met Standard (Failed in Previous Year)														
Retained in Grade 8														
	2011	57%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	53%	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
	2011	20%	11%	8%	6%	16%	8%	6%	*	< 1%	*	*	53%	50%
	2010	20%	14%	9%	11%	20%	19%	8%	< 1%	7%	*	*	34%	50%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2011	88%	94%	97%	96%	94%	95%	96%	*	> 99%	*	*	53%	58%
	2010	88%	92%	97%	94%	83%	88%	97%	> 99%	97%	*	*	69%	57%
TAKS Failers Promoted by Grade Placement Committee @														
	2010	86.1%	91.2%	100.0%	93.3%	*	100.0%	80.0%	-	*	-	-	100.0%	*
	2009	91.1%	97.4%	*	100.0%	*	100.0%	100.0%	-	n/a	n/a	n/a	100.0%	100.0%
TAKS Met Standard (Failed in Previous Year)														
Retained in Grade 8														
	2011	52%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	54%	*	*	*	*	*	*	*	*	*	*	*	*

District Name: TOMBALL ISD
 Campus Name: WILLOW WOOD JUNIOR HIGH SC
 Campus #: 101921043

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 5
 Total Students: 879
 Grade Span: 07 - 08
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
English Language Learners Progress Indicator														
2010-11	80%	85%	93%	86%	*	84%	*	*	> 99%	*	*	50%	86%	83%
2009-10	79%	83%	92%	69%	*	67%	*	*	88%	*	*	38%	65%	60%
Attendance Rate @														
2009-10	95.5%	96.0%	96.3%	96.1%	97.3%	95.9%	95.9%	95.6%	97.9%	*	-	92.5%	95.1%	94.6%
2008-09	95.6%	95.7%	96.5%	95.8%	95.9%	95.6%	95.7%	*	n/a	n/a	n/a	94.2%	94.9%	94.6%
Annual Dropout Rate (Gr 7-8) @														
(Standard Accountability Indicator)														
2009-10	0.2%	0.2%	0.0%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	*	-	1.3%	0.0%	0.0%
2008-09	0.3%	0.3%	0.0%	0.2%	0.0%	1.2%	0.0%	0.0%	n/a	n/a	n/a	0.0%	1.4%	0.0%

District Name: TOMBALL ISD
 Campus Name: WILLOW WOOD JUNIOR HIGH SC
 Campus #: 101921043

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 1
 Total Students: 879
 Grade Span: 07 - 08
 School Type: Middle

STUDENT INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	879	100.0%	39,578	10,609	4,912,385
Students By Grade: Early Childhood Education	0	0.0%	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	2.3%	4.5%
Kindergarten	0	0.0%	0.0%	7.4%	7.6%
Grade 1	0	0.0%	0.0%	8.1%	7.9%
Grade 2	0	0.0%	0.0%	8.2%	7.7%
Grade 3	0	0.0%	0.0%	7.6%	7.6%
Grade 4	0	0.0%	0.0%	7.6%	7.6%
Grade 5	0	0.0%	6.6%	7.9%	7.6%
Grade 6	0	0.0%	26.5%	7.3%	7.4%
Grade 7	449	51.1%	31.7%	7.5%	7.3%
Grade 8	430	48.9%	31.6%	7.3%	7.2%
Grade 9	0	0.0%	3.5%	8.5%	7.9%
Grade 10	0	0.0%	0.0%	7.1%	7.0%
Grade 11	0	0.0%	0.0%	6.3%	6.4%
Grade 12	0	0.0%	0.0%	6.6%	5.9%
Ethnic Distribution: African American	61	6.9%	7.6%	5.3%	12.9%
Hispanic	202	23.0%	21.5%	25.4%	50.3%
White	529	60.2%	60.3%	61.6%	31.2%
American Indian	6	0.7%	0.6%	0.7%	0.5%
Asian	72	8.2%	7.1%	4.8%	3.4%
Pacific Islander	2	0.2%	0.1%	0.1%	0.1%
Two or More Races	7	0.8%	2.8%	2.2%	1.6%
Economically Disadvantaged	144	16.4%	20.4%	25.7%	59.2%
Limited English Proficient (LEP)	37	4.2%	2.9%	10.8%	16.9%
Students w/Disciplinary Placements (2009-10)	19	2.0%	1.1%	1.7%	1.9%
At-Risk	221	25.1%	19.7%	32.8%	46.3%
Mobility (2009-10)	89	9.6%	8.5%	11.6%	18.2%
Number of Students per Teacher	17.5	n/a	16.1	16.1	14.7

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	1.7%	2.3%	-	-	10.0%	10.7%
Grade 1	-	-	1.7%	4.7%	-	-	7.3%	8.9%
Grade 2	-	-	2.4%	2.8%	-	-	0.0%	4.1%
Grade 3	-	-	3.3%	2.0%	-	-	1.4%	1.8%
Grade 4	-	-	0.7%	1.1%	-	-	1.4%	0.9%
Grade 5	-	0.6%	1.0%	1.3%	-	1.2%	3.8%	1.3%
Grade 6	-	0.2%	0.4%	0.7%	-	1.6%	0.0%	1.2%
Grade 7	0.2%	0.2%	0.6%	1.0%	5.9%	0.6%	6.5%	1.4%
Grade 8	0.3%	0.3%	0.9%	1.2%	0.0%	1.2%	0.0%	2.1%

District Name: TOMBALL ISD
 Campus Name: WILLOW WOOD JUNIOR HIGH SC
 Campus #: 101921043

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 2
 Total Students: 879
 Grade Span: 07 - 08
 School Type: Middle

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	17.6	19.0
Grade 1	-	-	19.1	18.9
Grade 2	-	-	18.3	18.8
Grade 3	-	-	18.2	18.8
Grade 4	-	-	18.4	19.0
Grade 5	-	25.3	22.0	21.4
Grade 6	-	23.4	22.2	20.7
Mixed Grades	-	29.6	17.9	23.9
Secondary: English/Language Arts	23.7	20.1	20.1	17.3
Foreign Languages	21.8	23.4	21.6	19.0
Mathematics	23.4	20.1	23.1	17.9
Science	23.0	22.2	23.6	19.0
Social Studies	25.4	22.8	25.6	19.6

District Name: TOMBALL ISD
 Campus Name: WILLOW WOOD JUNIOR HIGH SC
 Campus #: 101921043

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 3
 Total Students: 879
 Grade Span: 07 - 08
 School Type: Middle

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	67.8	100.0%	100.0%	100.0%	100.0%
Professional Staff:	60.0	88.4%	90.1%	59.1%	63.4%
Teachers	50.2	74.0%	78.1%	46.8%	50.5%
Professional Support	6.8	10.0%	8.1%	8.4%	9.0%
Campus Admin. (School Leader.)	3.0	4.4%	3.9%	2.6%	2.8%
Educational Aides:	7.9	11.6%	9.9%	9.7%	9.5%
Total Minority Staff:	10.2	15.0%	13.0%	20.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	2.0	4.0%	3.9%	1.6%	9.3%
Hispanic	3.1	6.2%	6.1%	9.8%	23.7%
White	44.5	88.6%	86.8%	87.1%	63.9%
American Indian	0.0	0.0%	0.4%	0.0%	0.4%
Asian	0.0	0.0%	1.1%	0.8%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	0.6	1.3%	1.5%	0.7%	1.3%
Males	12.5	24.9%	25.6%	16.2%	23.2%
Females	37.7	75.1%	74.4%	83.8%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	2.0%	4.7%	3.3%	6.0%
1-5 Years Experience	11.1	22.1%	30.3%	25.8%	30.0%
6-10 Years Experience	18.2	36.3%	24.4%	23.0%	21.1%
11-20 Years Experience	11.1	22.1%	27.4%	29.0%	25.0%
Over 20 Years Experience	8.8	17.4%	13.2%	18.8%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		11.9 yrs.	10.6 yrs.	12.3 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:		7.4 yrs.	6.3 yrs.	7.1 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$46,700	\$42,707	\$46,489	\$41,272
1-5 Years Experience		\$48,116	\$45,955	\$47,723	\$44,013
6-10 Years Experience		\$49,901	\$47,917	\$49,940	\$46,604
11-20 Years Experience		\$52,032	\$51,630	\$52,742	\$50,476
Over 20 Years Experience		\$60,558	\$60,034	\$60,227	\$58,691
Average Actual Salaries (regular duties only):					
Teachers		\$51,773	\$49,692	\$51,999	\$48,638
Professional Support		\$57,968	\$55,680	\$61,031	\$57,045
Campus Administration (School Leadership)		\$76,691	\$74,225	\$77,600	\$70,819
Contracted Instructional Staff (not incl. above):		0.4	2.4	6.1	2,180.4

District Name: TOMBALL ISD
 Campus Name: WILLOW WOOD JUNIOR HIGH SC
 Campus #: 101921043

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 4
 Total Students: 879
 Grade Span: 07 - 08
 School Type: Middle

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$4,408,469	100.0%	\$4,981	\$4,818,484	100.0%	\$5,445	\$225,558,186	100.0%	\$5,994
Instruction (11,95)	\$3,323,167	75.4%	\$3,755	\$3,564,771	74.0%	\$4,028	\$160,374,045	71.1%	\$4,262
Instructional-Related Services (12,13)	\$136,425	3.1%	\$154	\$138,429	2.9%	\$156	\$7,917,701	3.5%	\$210
Instructional Leadership (21)	\$55,855	1.3%	\$63	\$55,855	1.2%	\$63	\$2,672,715	1.2%	\$71
School Leadership (23)	\$304,126	6.9%	\$344	\$308,437	6.4%	\$349	\$15,497,802	6.9%	\$412
Support Services-Student (31,32,33)	\$448,436	10.2%	\$507	\$448,436	9.3%	\$507	\$12,862,342	5.7%	\$342
Other Campus Costs (35,36,51,52,53)	\$140,460	3.2%	\$159	\$302,556	6.3%	\$342	\$26,233,581	11.6%	\$697
By Program:									
Total Operating Expenditures	\$4,268,009	100.0%	\$4,823	\$4,509,832	100.0%	\$5,096	\$198,130,788	100.0%	\$5,265
Bilingual/ESL Education (25)	\$234	0.0%	\$0	\$234	0.0%	\$0	\$2,158,540	1.1%	\$57
Career & Technical Education (22)	\$210,611	4.9%	\$238	\$210,937	4.7%	\$238	\$2,884,847	1.5%	\$77
Accelerated Education (24,30)	\$162,788	3.8%	\$184	\$162,788	3.6%	\$184	\$5,784,076	2.9%	\$154
Gifted & Talented Education (21)	\$16,442	0.4%	\$19	\$16,442	0.4%	\$19	\$3,342,104	1.7%	\$89
Regular Education (11)	\$3,263,236	76.5%	\$3,687	\$3,292,224	73.0%	\$3,720	\$151,592,092	76.5%	\$4,028
Special Education (23)	\$614,698	14.4%	\$695	\$827,207	18.3%	\$935	\$30,537,990	15.4%	\$812
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$432	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,634,959	0.8%	\$43
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$195,748	0.1%	\$5

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	35	4.0%	2.8%	10.2%	16.2%
Career & Technical Education	557	63.4%	16.0%	27.9%	21.0%
Gifted & Talented Education	133	15.1%	13.5%	8.4%	7.7%
Special Education	52	5.9%	7.9%	6.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	2.0	4.0%	1.0%	3.4%	5.5%
Career & Technical Education	4.0	8.0%	2.2%	3.9%	4.0%
Compensatory Education	1.2	2.4%	1.4%	1.8%	2.9%
Gifted & Talented Education	0.0	0.0%	3.6%	0.7%	1.9%
Regular Education	30.7	61.2%	76.1%	76.3%	73.4%
Special Education	4.3	8.5%	9.1%	6.1%	9.1%
Other	8.0	15.9%	6.6%	7.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' 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.

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Target Campus Name: WILLOW WOOD JUNIOR HIGH SCHOOL
 Target Campus #: 101921043
 District Name: TOMBALL ISD
 Campus Type: Middle School

Texas Education Agency
 2010-11 Campus Comparison Group

Page 1

Campus Number	Campus Name	District Name	% White	% Hispanic	% Econ	% Mobility	% Afr_Amer	% LEP
014903043	LAKE BELTON MIDDLE	BELTON ISD	61.2	25.1	33.1	11.5	8.8	2.8
015901041	ALAMO HEIGHTS J H	ALAMO HEIGHTS ISD	58.3	36.2	21.9	6.6	1.5	2.2
021901041	COLLEGE STATION MIDDLE	COLLEGE STATION ISD	57.7	17.7	31.6	12.0	13.5	2.2
021901202	CYPRESS GROVE INT	COLLEGE STATION ISD	63.4	14.9	28.0	10.2	12.2	1.6
043901002	LOWERY FRESHMAN CENTER	ALLEN ISD	59.1	14.9	16.5	6.7	10.2	2.6
043901042	W E PETE FORD MIDDLE	ALLEN ISD	57.9	14.8	22.1	6.6	11.6	5.2
043901043	WALTER & LOIS CURTIS MID	ALLEN ISD	57.9	16.5	15.2	7.6	9.4	2.9
043901044	ERECKSON MIDDLE	ALLEN ISD	63.1	11.5	13.7	8.0	8.2	4.5
043905043	CLARK MIDDLE SCHOOL	FRISCO ISD	59.5	14.8	13.6	8.2	9.8	1.5
043905045	WESTER MIDDLE SCHOOL	FRISCO ISD	63.7	15.7	10.5	5.3	7.7	1.7
043905050	SCOGGINS MIDDLE	FRISCO ISD	61.7	11.7	15.2	9.3	13.0	1.7
043907045	LEONARD EVANS JR MIDDLE	MCKINNEY ISD	58.0	21.6	20.4	8.9	11.9	4.2
043910044	HAGGARD MIDDLE	PLANO ISD	63.4	14.6	17.1	6.8	7.1	1.8
043914041	GRADY BURNETT JUNIOR HIG	WYLIE ISD	60.6	22.7	31.6	9.2	11.0	2.0
046902041	SMITHSON VALLEY MIDDLE	COMAL ISD	58.7	32.5	20.6	7.9	3.5	3.4
046902044	SPRING BRANCH MIDDLE	COMAL ISD	61.2	33.8	18.3	6.9	1.6	2.7
046902045	CHURCH HILL MIDDLE	COMAL ISD	58.4	35.3	31.1	12.6	2.2	2.9
057922044	COPPELL MIDDLE NORTH	COPPELL ISD	61.3	12.3	8.7	5.2	4.0	2.1
101907052	GOODSON MIDDLE SCHOOL	CYPRESS-FAIRBANKS ISD	62.3	21.5	15.0	6.1	7.7	1.3
101907054	SPILLANE MIDDLE SCHOOL	CYPRESS-FAIRBANKS ISD	60.6	23.6	14.3	7.3	7.9	1.5
101914046	RODGER & ELLEN BECK J H	KATY ISD	59.8	15.1	6.9	4.9	5.9	3.0
101915042	HILDEBRANDT INT	KLEIN ISD	57.4	29.2	27.9	12.3	7.5	5.1
101915046	DOERRE INT	KLEIN ISD	59.9	17.0	14.3	8.4	7.7	1.8
101921043	> WILLOW WOOD JUNIOR HIGH	TOMBALL ISD	60.2	23.0	16.4	9.6	6.9	4.2
101921109	NORTHPOINTE INT	TOMBALL ISD	60.5	22.5	18.9	8.5	5.8	4.7
105906043	ERIC DAHLSTROM MIDDLE	HAYS CISD	58.9	36.3	21.4	6.3	1.6	2.5
152901064	EVANS MIDDLE	LUBBOCK ISD	59.8	30.4	35.1	12.4	4.0	2.1
161903041	MIDWAY MIDDLE	MIDWAY ISD	59.5	20.6	31.8	10.1	12.4	1.4
170902069	VOGEL INT	CONROE ISD	60.2	27.3	34.1	9.8	7.2	5.8
170902077	COX INTERMEDIATE	CONROE ISD	56.9	24.7	23.6	12.6	10.7	2.6
199901043	MAURINE CAIN MIDDLE	ROCKWALL ISD	62.4	25.1	28.5	8.8	5.6	6.4
199901044	HERMAN E UTLEY MIDDLE	ROCKWALL ISD	62.6	20.4	28.9	7.5	10.3	1.8
220906041	GRAPEVINE MIDDLE	GRAPEVINE-COLLEYVILLE IS	59.6	26.8	29.8	11.5	4.5	6.5
220907043	HILLWOOD MIDDLE	KELLER ISD	56.7	18.1	18.9	7.7	10.3	3.6
220907045	TRINITY SPRINGS MIDDLE	KELLER ISD	62.5	20.1	22.0	9.2	9.4	3.3
220907046	TIMBERVIEW MIDDLE	KELLER ISD	62.7	19.0	12.0	10.4 **	6.9	3.5
220907114	PARKWOOD HILL INT	KELLER ISD	60.1	18.6	20.3	8.1	7.8	3.0
220918041	WAYSIDE MIDDLE	EAGLE MT-SAGINAW ISD	62.8	25.4	27.8	11.5	5.8	1.8
246909047	CEDAR VALLEY MIDDLE	ROUND ROCK ISD	58.3	17.8	9.8	7.2	4.1	2.4
246909052	JAMES GARLAND WALSH MIDD	ROUND ROCK ISD	60.6	23.7	13.7	6.7	4.9	1.7
246913044	ARTIE L HENRY MIDDLE	LEANDER ISD	62.2	22.4	20.5	10.1	4.7	2.6
Group Average			60.3	21.5	20.4	8.5	7.6	2.9

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
 Note that the group average (shown at the bottom of the column) does not include this substituted value.

Target Campus Name: WILLOW WOOD JUNIOR HIGH SCHOOL
 Target Campus #: 101921043
 District Name: TOMBALL ISD
 Campus Type: Middle School

Texas Education Agency
 2010-11 Comparable Improvement:

Page 2

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
LAKE BELTON MIDDLE	968	756	796	85	40	Q3	967	740	764	81	23	Q3
ALAMO HEIGHTS J H	973	778	819	89	41	Q3	975	763	781	58	17	Q3
COLLEGE STATION MIDD	730	786	822	64	35	Q4	728	783	808	42	25	Q2
CYPRESS GROVE INT	793	715	767	87	52	Q1	789	734	773	76	39	Q1
LOWERY FRESHMAN CENT	0	-	-	-	-	--	0	-	-	-	-	--
W E PETE FORD MIDDLE	792	795	839	79	43	Q2	786	787	812	75	25	Q2
WALTER & LOIS CURTIS	756	800	848	89	48	Q1	750	787	807	78	20	Q3
ERECKSON MIDDLE	965	811	853	84	42	Q2	946	806	825	89	19	Q3
CLARK MIDDLE SCHOOL	729	790	835	92	45	Q2	732	788	801	57	14	Q4
WESTER MIDDLE SCHOOL	725	787	821	107	34	Q4	716	790	815	77	25	Q2
SCOGGINS MIDDLE	732	788	836	104	48	Q1	727	778	813	63	35	Q1
LEONARD EVANS JR MID	1257	778	819	62	40	Q3	1256	774	798	67	23	Q3
HAGGARD MIDDLE	790	796	834	91	38	Q3	784	774	785	60	11	Q4
GRADY BURNETT JUNIOR	565	766	808	72	42	Q2	562	760	763	27	3	Q4
SMITHSON VALLEY MIDD	770	778	824	100	45	Q2	776	758	783	91	26	Q2
SPRING BRANCH MIDDLE	714	777	817	75	40	Q3	718	747	758	43	11	Q4
CHURCH HILL MIDDLE	641	760	808	93	49	Q1	638	747	772	76	25	Q2
COPPELL MIDDLE NORTH	805	804	844	102	40	Q3	805	794	809	65	15	Q4
GOODSON MIDDLE SCHOO	1628	781	825	84	44	Q2	1633	775	793	68	18	Q3
SPILLANE MIDDLE SCHO	1612	775	814	84	39	Q3	1615	766	776	46	10	Q4
RODGER & ELLEN BECK	1031	787	828	75	41	Q3	1041	787	817	69	29	Q1
HILDEBRANDT INT	801	763	803	73	40	Q3	795	745	765	55	20	Q3
DOERRE INT	1082	791	829	112	38	Q3	1081	773	798	67	25	Q2
> WILLOW WOOD JUNIOR H	806	783	827	72	44	Q2	805	778	803	72	25	Q2
NORTHPOINTE INT	754	717	773	110	56	Q1	761	722	762	78	40	Q1
ERIC DAHLSTROM MIDL	650	766	805	76	39	Q3	649	749	780	72	31	Q1
EVANS MIDDLE	703	760	798	75	38	Q3	707	746	766	51	20	Q3
MIDWAY MIDDLE	895	779	815	88	36	Q4	894	740	771	60	31	Q1
VOGEL INT	882	714	758	80	44	Q2	886	714	752	85	37	Q1
COX INTERMEDIATE	618	714	764	96	49	Q1	622	710	750	78	40	Q1
MAURINE CAIN MIDDLE	777	786	824	68	37	Q4	776	776	802	67	26	Q2
HERMAN E UTLEY MIDL	542	785	821	79	36	Q4	538	759	772	29	13	Q4
GRAPEVINE MIDDLE	696	757	808	93	52	Q1	715	745	771	57	26	Q2
HILLWOOD MIDDLE	1023	794	842	97	47	Q1	1027	787	804	70	17	Q3
TRINITY SPRINGS MIDD	808	796	832	96	36	Q4	804	770	786	59	15	Q4
TIMBERVIEW MIDDLE	829	755	788	76	33	Q4	829	738	733	33	-5	Q4
PARKWOOD HILL INT	1043	712	765	105	53	Q1	1048	712	755	87	44	Q1
WAYSIDE MIDDLE	674	757	799	57	42	Q2	671	740	766	40	25	Q2
CEDAR VALLEY MIDDLE	1045	799	845	101	46	Q1	1049	800	828	93	28	Q2
JAMES GARLAND WALSH	968	795	839	94	44	Q2	970	792	815	51	23	Q3
ARTIE L HENRY MIDDLE	1206	774	820	62	46	Q1	1205	775	805	63	30	Q1
Group Average	829	773	815	84	42	--	829	763	786	62	23	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2010-11 Academic Excellence Indicator System

District Name: TOMBALL ISD

Campus Name: DECKER PRAIRIE EL

Campus #: 101921102

2011 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Comparable Improvement: Mathematics

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District Name: TOMBALL ISD
Campus Name: DECKER PRAIRIE EL
Campus #: 101921102

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 1
Total Students: 589
Grade Span: EE - 04
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	93%	95%	92%	*	91%	91%	*	*	*	*	> 99%	80%	*
	2010	92%	95%	98%	88%	*	67%	90%	*	*	*	*	67%	70%	*
Mathematics	2011	88%	90%	93%	92%	*	91%	91%	*	*	*	*	83%	79%	83%
	2010	87%	90%	96%	87%	*	67%	90%	*	*	*	*	50%	70%	*
All Tests	2011	83%	87%	89%	87%	*	86%	87%	*	*	*	*	83%	75%	75%
	2010	84%	88%	93%	83%	*	56%	86%	*	*	*	*	50%	61%	*
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	96%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	85%	92%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	77%	79%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	74%	66%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	78%	89%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	75%	64%	*	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	92%	90%	*	85%	91%	*	*	*	*	73%	74%	82%
	2010	86%	91%	94%	87%	*	74%	91%	*	*	*	*	63%	86%	*
Mathematics	2011	89%	93%	91%	87%	*	92%	85%	*	*	*	*	45%	75%	91%
	2010	89%	92%	94%	87%	*	79%	88%	*	*	*	*	50%	93%	*
Writing	2011	91%	90%	95%	73%	*	55%	73%	*	*	*	*	40%	50%	50%
	2010	92%	93%	96%	89%	*	84%	90%	*	*	*	*	63%	90%	*
All Tests	2011	78%	85%	81%	69%	*	68%	67%	*	*	*	*	18%	58%	68%
	2010	78%	83%	89%	76%	*	58%	80%	*	*	*	*	38%	79%	*
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	89%	*	50%	*	50%	*	*	*	*	*	*	43%	50%
	2010	83%	87%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	74%	88%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	73%	75%	*	*	*	*	*	*	*	*	*	*	*	*
Writing	2011	93%	98%	*	94%	*	94%	*	*	*	*	*	*	93%	94%
	2010	94%	95%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	75%	87%	*	75%	*	75%	*	*	*	*	*	*	73%	75%
	2010	73%	67%	*	*	*	*	*	*	*	*	*	*	*	*

District Name: TOMBALL ISD
 Campus Name: DECKER PRAIRIE EL
 Campus #: 101921102

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 2
 Total Students: 589
 Grade Span: EE - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)														
Reading/ELA	2011	90%	95%	94%	90%	*	84%	91%	*	*	*	> 99%	82%	76%
	2010	90%	95%	97%	88%	*	65%	91%	*	n/a	n/a	n/a	64%	79%
Mathematics	2011	84%	91%	93%	88%	*	88%	88%	*	*	*	> 99%	59%	74%
	2010	84%	90%	94%	87%	*	74%	89%	*	n/a	n/a	n/a	50%	83%
Writing	2011	92%	93%	95%	76%	*	78%	73%	*	*	*	*	40%	66%
	2010	93%	95%	96%	89%	*	86%	90%	*	n/a	n/a	n/a	63%	90%
All Tests	2011	76%	85%	85%	76%	*	70%	76%	*	*	*	> 99%	41%	59%
	2010	76%	85%	90%	79%	*	57%	83%	*	n/a	n/a	n/a	43%	71%
TAKS Commended Performance (Sum of All Grades Tested)														
Reading/ELA	2011	33%	42%	44%	38%	*	26%	41%	*	*	*	60%	12%	21%
	2010	32%	41%	46%	34%	*	11%	36%	*	*	*	67%	7%	27%
Mathematics	2011	29%	38%	37%	32%	*	14%	37%	*	*	*	60%	12%	15%
	2010	28%	38%	43%	35%	*	7%	39%	*	*	*	50%	14%	29%
Writing	2011	31%	34%	34%	16%	*	7%	17%	*	*	*	*	< 1%	2%
	2010	32%	35%	39%	22%	*	5%	26%	*	*	*	*	< 1%	14%
All Tests	2011	16%	22%	21%	16%	*	10%	17%	*	*	*	40%	< 1%	6%
	2010	15%	22%	26%	20%	*	4%	22%	*	*	*	33%	7%	13%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)														
Reading/ELA	2011	86%	92%	> 99%	*	*	*	*	*	*	*	*	*	*
	2010	85%	88%	> 99%	> 99%	*	*	*	*	*	*	> 99%	*	*
Mathematics	2011	77%	82%	> 99%	*	*	*	*	*	*	*	*	*	*
	2010	75%	77%	> 99%	> 99%	*	*	*	*	*	*	> 99%	*	*
Writing	2011	80%	74%	> 99%	*	*	*	*	*	*	*	*	*	*
	2010	80%	75%	> 99%	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	67%	82%	*	*	*	*	*	*	*	*	*	*
	2010	64%	68%	86%	80%	*	*	*	*	*	*	80%	*	*

District Name: TOMBALL ISD
Campus Name: DECKER PRAIRIE EL
Campus #: 101921102

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 3
Total Students: 589
Grade Span: EE - 04
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.9%	100.0%	99.1%	*	100.0%	98.8%	*	*	-	100.0%	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	93.7%	93.6%	94.8%	*	96.2%	94.0%	*	*	-	100.0%	47.4%	94.7%	97.4%
Not on TAKS	7.6%	5.2%	6.3%	4.3%	*	3.8%	4.8%	*	*	-	0.0%	52.6%	5.3%	2.6%
TAKS(Acc) Only	2.4%	2.1%	1.3%	2.6%	*	3.8%	2.4%	*	*	-	0.0%	31.6%	4.0%	2.6%
TAKS-M Only	3.1%	1.2%	2.2%	0.9%	*	0.0%	1.2%	*	*	-	0.0%	10.5%	1.3%	0.0%
TAKS-Alt Only	0.9%	0.7%	0.7%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	1.2%	1.2%	0.9%	*	0.0%	1.2%	*	*	-	0.0%	10.5%	0.0%	0.0%
By Acct Status														
Acct System	94.0%	95.0%	94.1%	92.7%	*	94.3%	92.8%	*	*	-	83.3%	89.5%	88.0%	94.9%
Non-Acct System	4.6%	3.9%	5.1%	6.4%	*	5.7%	6.0%	*	*	-	16.7%	10.5%	12.0%	5.1%
Mobile	4.6%	3.9%	4.9%	6.4%	*	5.7%	6.0%	*	*	-	16.7%	10.5%	12.0%	5.1%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	1.1%	0.0%	0.9%	*	0.0%	1.2%	*	*	-	0.0%	0.0%	0.0%	0.0%
Absent	0.1%	0.2%	0.0%	0.9%	*	0.0%	1.2%	*	*	-	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Total Count	3,231,780	7,183	229	233	3	53	167	3	1	0	6	19	75	39
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	93.9%	94.2%	96.2%	80.0%	93.3%	97.0%	*	*	-	100.0%	52.9%	97.0%	100.0%
Not on TAKS	7.8%	5.0%	5.3%	3.8%	20.0%	6.7%	3.0%	*	*	-	0.0%	47.1%	3.0%	0.0%
TAKS(Acc) Only	2.3%	2.3%	1.1%	1.4%	20.0%	3.3%	0.6%	*	*	-	0.0%	17.6%	3.0%	0.0%
TAKS-M Only	3.3%	1.2%	2.1%	2.3%	0.0%	3.3%	2.4%	*	*	-	0.0%	29.4%	0.0%	0.0%
TAKS-Alt Only	0.8%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	0.8%	0.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	90.0%	93.3%	93.1%	88.7%	60.0%	90.0%	89.8%	*	*	-	75.0%	52.9%	77.6%	66.7%
Non-Acct System	8.6%	5.6%	6.7%	11.3%	40.0%	10.0%	10.2%	*	*	-	25.0%	47.1%	22.4%	33.3%
Mobile	4.4%	3.7%	4.2%	8.9%	40.0%	6.7%	7.8%	*	*	-	25.0%	17.6%	22.4%	33.3%
Non-Acct Test	4.2%	1.8%	2.9%	2.3%	0.0%	3.3%	2.4%	*	*	-	0.0%	29.4%	0.0%	0.0%
Not Tested	1.4%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Total Count	3,175,337	6,917	197	213	5	30	166	3	1	0	8	17	67	6

District Name: TOMBALL ISD
 Campus Name: DECKER PRAIRIE EL
 Campus #: 101921102

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 4
 Total Students: 589
 Grade Span: EE - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2011	47%	58%	58%	36%	*	*	33%	*	*	*	*	14%	*
	2010	50%	61%	67%	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	53%	50%	40%	*	*	29%	*	*	*	*	< 1%	*
	2010	45%	55%	58%	50%	*	*	56%	*	*	*	*	*	*
Average Vertical Scale Growth (Sum of Grades 4-8)														
Reading	2011	75	97	99	93	*	*	100	*	*	*	*	62	*
	2010	86	95	109	93	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	80	74	77	*	*	70	*	*	*	*	50	*
	2010	70	84	86	96	*	*	83	*	*	*	*	*	*
English Language Learners Progress Indicator														
2010-11	80%	85%	92%	67%	*	66%	*	*	*	*	*	*	65%	66%
2009-10	79%	83%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Attendance Rate @														
2009-10	95.5%	96.0%	96.4%	96.4%	97.7%	95.7%	96.5%	*	*	-	95.6%	96.0%	95.3%	96.1%
2008-09	95.6%	95.7%	96.7%	96.6%	96.0%	96.6%	96.6%	*	n/a	n/a	n/a	96.0%	95.2%	96.5%

District Name: TOMBALL ISD
 Campus Name: DECKER PRAIRIE EL
 Campus #: 101921102

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 1
 Total Students: 589
 Grade Span: EE - 04
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	589	100.0%	17,852	10,609	4,912,385
Students By Grade: Early Childhood Education	4	0.7%	0.3%	0.2%	0.3%
Pre-Kindergarten	41	7.0%	4.9%	2.3%	4.5%
Kindergarten	97	16.5%	13.8%	7.4%	7.6%
Grade 1	105	17.8%	13.7%	8.1%	7.9%
Grade 2	117	19.9%	15.3%	8.2%	7.7%
Grade 3	101	17.1%	16.3%	7.6%	7.6%
Grade 4	124	21.1%	18.6%	7.6%	7.6%
Grade 5	0	0.0%	14.9%	7.9%	7.6%
Grade 6	0	0.0%	1.9%	7.3%	7.4%
Grade 7	0	0.0%	0.1%	7.5%	7.3%
Grade 8	0	0.0%	0.1%	7.3%	7.2%
Grade 9	0	0.0%	0.0%	8.5%	7.9%
Grade 10	0	0.0%	0.0%	7.1%	7.0%
Grade 11	0	0.0%	0.0%	6.3%	6.4%
Grade 12	0	0.0%	0.0%	6.6%	5.9%
Ethnic Distribution: African American	5	0.8%	2.6%	5.3%	12.9%
Hispanic	150	25.5%	23.1%	25.4%	50.3%
White	412	69.9%	69.9%	61.6%	31.2%
American Indian	9	1.5%	0.9%	0.7%	0.5%
Asian	1	0.2%	1.3%	4.8%	3.4%
Pacific Islander	0	0.0%	0.2%	0.1%	0.1%
Two or More Races	12	2.0%	2.0%	2.2%	1.6%
Economically Disadvantaged	230	39.0%	43.1%	25.7%	59.2%
Limited English Proficient (LEP)	115	19.5%	6.7%	10.8%	16.9%
Students w/Disciplinary Placements (2009-10)	0	0.0%	0.2%	1.7%	1.9%
At-Risk	198	33.6%	27.5%	32.8%	46.3%
Mobility (2009-10)	52	12.7%	13.1%	11.6%	18.2%
Number of Students per Teacher	13.7	n/a	14.8	16.1	14.7

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	2.6%	2.5%	1.7%	2.3%	20.0%	14.1%	10.0%	10.7%
Grade 1	1.3%	2.9%	1.7%	4.7%	0.0%	7.5%	7.3%	8.9%
Grade 2	3.7%	1.6%	2.4%	2.8%	0.0%	2.4%	0.0%	4.1%
Grade 3	2.2%	1.1%	3.3%	2.0%	11.1%	0.7%	1.4%	1.8%
Grade 4	0.0%	0.5%	0.7%	1.1%	0.0%	1.0%	1.4%	0.9%
Grade 5	-	1.0%	1.0%	1.3%	-	1.6%	3.8%	1.3%
Grade 6	-	0.3%	0.4%	0.7%	-	0.0%	0.0%	1.2%
Grade 7	-	0.0%	0.6%	1.0%	-	0.0%	6.5%	1.4%
Grade 8	-	0.0%	0.9%	1.2%	-	0.0%	0.0%	2.1%

District Name: TOMBALL ISD
 Campus Name: DECKER PRAIRIE EL
 Campus #: 101921102

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 2
 Total Students: 589
 Grade Span: EE - 04
 School Type: Elementary

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	16.2	18.9	17.6	19.0
Grade 1	16.8	18.7	19.1	18.9
Grade 2	18.5	19.0	18.3	18.8
Grade 3	17.7	18.7	18.2	18.8
Grade 4	18.6	18.6	18.4	19.0
Grade 5	-	21.1	22.0	21.4
Grade 6	-	20.6	22.2	20.7
Mixed Grades	-	27.5	17.9	23.9
Secondary: English/Language Arts	-	19.1	20.1	17.3
Foreign Languages	-	9.0	21.6	19.0
Mathematics	-	16.5	23.1	17.9
Science	-	10.8	23.6	19.0
Social Studies	-	14.8	25.6	19.6

District Name: TOMBALL ISD
 Campus Name: DECKER PRAIRIE EL
 Campus #: 101921102

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 3
 Total Students: 589
 Grade Span: EE - 04
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Staff:	60.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	49.5	82.2%	83.3%	59.1%	63.4%
Teachers	43.0	71.4%	71.0%	46.8%	50.5%
Professional Support	4.5	7.5%	8.4%	8.4%	9.0%
Campus Admin. (School Leader.)	2.0	3.3%	3.9%	2.6%	2.8%
Educational Aides:	10.8	17.8%	16.7%	9.7%	9.5%
Total Minority Staff:	8.6	14.3%	7.6%	20.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	0.6%	1.6%	9.3%
Hispanic	5.5	12.9%	4.3%	9.8%	23.7%
White	36.5	84.8%	92.6%	87.1%	63.9%
American Indian	0.0	0.0%	0.3%	0.0%	0.4%
Asian	1.0	2.3%	0.3%	0.8%	1.3%
Pacific Islander	0.0	0.0%	0.2%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.6%	0.7%	1.3%
Males	0.0	0.0%	4.1%	16.2%	23.2%
Females	43.0	100.0%	95.9%	83.8%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.5	3.5%	4.0%	3.3%	6.0%
1-5 Years Experience	10.0	23.2%	22.8%	25.8%	30.0%
6-10 Years Experience	8.0	18.6%	20.9%	23.0%	21.1%
11-20 Years Experience	15.5	36.1%	31.7%	29.0%	25.0%
Over 20 Years Experience	8.0	18.6%	20.6%	18.8%	17.9%
		Campus	Campus	District	State
Average Years Experience of Teachers:		12.3 yrs.	12.7 yrs.	12.3 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:		7.4 yrs.	8.5 yrs.	7.1 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$46,700	\$39,304	\$46,489	\$41,272
1-5 Years Experience		\$48,173	\$41,718	\$47,723	\$44,013
6-10 Years Experience		\$49,830	\$44,251	\$49,940	\$46,604
11-20 Years Experience		\$50,590	\$48,533	\$52,742	\$50,476
Over 20 Years Experience		\$59,949	\$55,540	\$60,227	\$58,691
Average Actual Salaries (regular duties only):					
Teachers		\$51,491	\$47,156	\$51,999	\$48,638
Professional Support		\$60,009	\$51,832	\$61,031	\$57,045
Campus Administration (School Leadership)		\$77,782	\$67,856	\$77,600	\$70,819
Contracted Instructional Staff (not incl. above):		0.2	4.9	6.1	2,180.4

District Name: TOMBALL ISD
 Campus Name: DECKER PRAIRIE EL
 Campus #: 101921102

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 4
 Total Students: 589
 Grade Span: EE - 04
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,873,663	100.0%	\$5,925	\$3,148,949	100.0%	\$6,493	\$106,720,892	100.0%	\$6,298
Instruction (11,95)	\$2,200,960	76.6%	\$4,538	\$2,371,895	75.3%	\$4,891	\$79,410,194	74.4%	\$4,686
Instructional-Related Services (12,13)	\$122,316	4.3%	\$252	\$136,276	4.3%	\$281	\$4,020,926	3.8%	\$237
Instructional Leadership (21)	\$33,657	1.2%	\$69	\$33,657	1.1%	\$69	\$1,028,029	1.0%	\$61
School Leadership (23)	\$271,601	9.5%	\$560	\$275,107	8.7%	\$567	\$7,243,057	6.8%	\$427
Support Services-Student (31,32,33)	\$243,081	8.5%	\$501	\$243,158	7.7%	\$501	\$5,130,064	4.8%	\$303
Other Campus Costs (35,36,51,52,53)	\$2,048	0.1%	\$4	\$88,856	2.8%	\$183	\$9,888,622	9.3%	\$584
By Program:									
Total Operating Expenditures	\$2,871,615	100.0%	\$5,921	\$3,048,063	100.0%	\$6,285	\$95,722,489	100.0%	\$5,649
Bilingual/ESL Education (25)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$749,479	0.8%	\$44
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$2,494	0.0%	\$0
Accelerated Education (24,30)	\$74,901	2.6%	\$154	\$204,263	6.7%	\$421	\$9,965,728	10.4%	\$588
Gifted & Talented Education (21)	\$84,278	2.9%	\$174	\$84,278	2.8%	\$174	\$1,360,609	1.4%	\$80
Regular Education (11)	\$2,351,056	81.9%	\$4,848	\$2,384,811	78.2%	\$4,917	\$69,141,458	72.2%	\$4,080
Special Education (23)	\$361,380	12.6%	\$745	\$374,711	12.3%	\$773	\$14,494,208	15.1%	\$855
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$8,513	0.0%	\$1

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	114	19.4%	6.5%	10.2%	16.2%
Career & Technical Education	0	0.0%	0.0%	27.9%	21.0%
Gifted & Talented Education	36	6.1%	6.6%	8.4%	7.7%
Special Education	48	8.1%	8.4%	6.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	3.7	8.5%	2.0%	3.4%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.9%	4.0%
Compensatory Education	1.0	2.3%	5.6%	1.8%	2.9%
Gifted & Talented Education	0.6	1.3%	1.7%	0.7%	1.9%
Regular Education	35.7	83.0%	82.5%	76.3%	73.4%
Special Education	2.1	4.9%	8.2%	6.1%	9.1%
Other	0.0	0.0%	0.0%	7.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' 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.

Target Campus Name: DECKER PRAIRIE EL
 Target Campus #: 101921102
 District Name: TOMBALL ISD
 Campus Type: Elementary School

Texas Education Agency
 2010-11 Campus Comparison Group

Page 1

Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% LEP	% Mobility	% Afr_Amer
003902102	W H BONNER EL	HUDSON ISD	69.7	57.2	22.1	9.8	12.8	5.7
010902102	HILL COUNTRY EL	BANDERA ISD	70.1	47.5	26.6	4.9	14.9	0.8
014910101	TROY EL	TROY ISD	69.5	49.8	25.0	5.5	12.1	3.3
027903104	RJ RICHEY ELEMENTARY	BURNET CISD	68.6	61.0	28.6	9.1	13.9	0.5
041902101	ROBERT LEE EL	ROBERT LEE ISD	68.4	64.7	29.4	2.2	18.4	0.0
042901102	COLEMAN EL	COLEMAN ISD	68.3	66.7	23.7	4.7	14.1	3.1
061911108	SEVEN HILLS EL	NORTHWEST ISD	69.7	51.3	26.5	15.1	17.6	2.9
067903101	SIEBERT EL	EASTLAND ISD	69.7	66.1	26.9	13.0	10.4	1.5
091917101	GUNTER EL	GUNTER ISD	69.9	31.5	21.7	11.2	14.3	0.0
092906102	SABINE EL	SABINE ISD	69.8	53.0	20.0	12.5	16.6	5.8
097903101	HICO EL	HICO ISD	68.4	60.0	30.5	12.4	18.4	0.0
101908104	SAN JACINTO ELEMENTARY	DEER PARK ISD	70.1	32.8	19.6	2.7	9.5	1.3
101908105	DEER PARK ELEMENTARY	DEER PARK ISD	69.4	22.4	25.5	1.7	8.7	0.6
101913105	WOODLAND HILLS EL	HUMBLE ISD	71.4	28.4	21.5	6.4	11.5	2.7
101913114	HIDDEN HOLLOW EL	HUMBLE ISD	70.5	24.0	19.3	8.3	10.3	2.3
101921102	> DECKER PRAIRIE EL	TOMBALL ISD	69.9	39.0	25.5	19.5	12.7	0.8
105904101	DRIPPING SPRINGS EL	DRIPPING SPRINGS ISD	70.4	20.6	25.0	10.1	8.1	0.2
105906115	CARPENTER HILL EL	HAYS CISD	69.4	10.6	24.7	1.6	17.3	**
117907101	SPRING CREEK EL	SPRING CREEK ISD	70.4	53.1	24.7	6.2	18.1	3.7
126903102	COLEMAN EL	CLEBURNE ISD	69.1	56.0	22.2	4.5	14.3	3.3
126903108	GERARD EL	CLEBURNE ISD	68.6	41.7	23.9	10.2	12.8	3.2
126905103	A G ELDER EL	JOSHUA ISD	70.9	62.6	23.1	7.6	17.4	2.3
133902101	HUNT SCHOOL	HUNT ISD	68.5	33.7	28.7	9.4	10.5	0.0
152907104	CRESTVIEW EL	FRENSHIP ISD	70.1	22.6	21.2	1.5	9.6	2.3
161903103	SPEEGLEVILLE EL	MIDWAY ISD	69.6	36.3	22.5	1.7	13.2	3.8
161919042	BRUCEVILLE-EDDY INTERMED	BRUCEVILLE-EDDY ISD	68.7	62.2	23.9	2.5	11.4	2.5
161923101	BOSQUEVILLE EL	BOSQUEVILLE ISD	71.5	50.5	22.7	7.6	8.0	5.2
166903102	MILANO EL	MILANO ISD	70.8	63.2	22.7	9.2	15.0	3.8
170902117	RIDE EL	CONROE ISD	68.3	19.6	19.1	5.3	15.9	3.4
170902126	WILKINSON EL	CONROE ISD	69.3	38.9	19.5	7.8	15.5	4.9
184903105	CURTIS EL	WEATHERFORD ISD	70.8	53.6	22.1	5.4	18.5	3.1
188901102	BELMAR EL	AMARILLO ISD	69.5	46.3	20.9	7.3	14.5	4.2
188901120	OLSEN PARK EL	AMARILLO ISD	70.3	43.2	22.9	1.4	11.6	3.7
191901108	REEVES-HINGER EL	CANYON ISD	71.5	44.8	24.1	2.2	11.2	1.8
199902105	W R (BILL) FORT EL	ROYSE CITY ISD	70.1	39.4	25.4	10.7	13.8	2.4
220902118	NORTH RIDGE EL	BIRDVILLE ISD	70.7	28.0	18.9	2.4	6.8	2.9
220908103	TARVER-RENDON EL	MANSFIELD ISD	68.9	47.9	20.6	9.5	15.8	5.5
220915102	EAGLE HEIGHTS EL	AZLE ISD	71.5	60.9	23.5	10.4	19.0	0.6
220920106	FINE ARTS ACADEMY	WHITE SETTLEMENT ISD	68.8	39.2	19.3	1.5	6.4	5.6
221904104	MERKEL INT	MERKEL ISD	70.9	57.3	24.8	1.7	18.1	2.6
234904102	GRAND SALINE INT	GRAND SALINE ISD	71.4	64.1	24.7	7.3	14.8	1.5
Group Average			69.9	43.1	23.1	6.7	13.1	2.6

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
 Note that the group average (shown at the bottom of the column) does not include this substituted value.

Target Campus Name: DECKER PRAIRIE EL
 Target Campus #: 101921102
 District Name: TOMBALL ISD
 Campus Type: Elementary School

Texas Education Agency
 2010-11 Comparable Improvement:

Page 2

Gold Performance Acknowledgment: Mathematics

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
W H BONNER EL	371	657	696	128	38	Q3	371	637	701	80	64	Q1
HILL COUNTRY EL	120	673	713	149	41	Q2	121	628	689	117	61	Q2
TROY EL	168	633	679	88	46	Q2	169	608	659	57	51	Q3
RJ RICHEY ELEMENTARY	326	633	668	77	35	Q3	328	610	671	82	61	Q2
ROBERT LEE EL	49	650	705	114	55	Q1	49	639	659	43	20	Q4
COLEMAN EL	131	626	667	71	41	Q2	130	612	678	64	67	Q1
SEVEN HILLS EL	130	638	690	113	53	Q1	130	650	701	111	51	Q3
SIEBERT EL	167	621	676	110	56	Q1	164	601	654	70	53	Q3
GUNTER EL	51	681	711	-	30	Q4	51	677	720	-	43	Q3
SABINE EL	162	631	680	97	50	Q1	162	622	672	97	50	Q3
HICO EL	70	625	660	79	35	Q3	71	620	695	72	75	Q1
SAN JACINTO ELEMENTA	221	661	692	120	31	Q4	220	670	709	64	39	Q4
DEER PARK ELEMENTARY	206	681	716	138	35	Q3	207	659	717	97	58	Q2
WOODLAND HILLS EL	183	690	729	142	39	Q2	186	676	725	146	49	Q3
HIDDEN HOLLOW EL	169	696	739	157	43	Q2	170	680	741	104	62	Q1
> DECKER PRAIRIE EL	100	624	663	93	39	Q2	94	593	658	77	65	Q1
DRIPPING SPRINGS EL	205	687	744	123	57	Q1	205	647	722	117	76	Q1
CARPENTER HILL EL	215	708	741	89	33	Q3	219	675	731	74	55	Q2
SPRING CREEK EL	28	634	698	114	64	Q1	29	625	672	106	48	Q3
COLEMAN EL	124	644	676	63	32	Q4	127	620	675	66	54	Q2
GERARD EL	150	669	701	69	32	Q4	151	619	676	68	56	Q2
A G ELDER EL	159	661	706	111	45	Q2	161	658	702	63	44	Q3
HUNT SCHOOL	87	716	761	104	45	Q2	86	686	735	95	49	Q3
CRESTVIEW EL	147	699	731	88	31	Q4	148	667	728	113	62	Q1
SPEEGLEVILLE EL	52	685	711	-	27	Q4	52	646	676	95	30	Q4
BRUCEVILLE-EDDY INTE	173	662	697	77	35	Q3	177	624	665	57	41	Q4
BOSQUEVILLE EL	63	676	714	202	37	Q3	60	622	649	35	27	Q4
MILANO EL	57	601	662	61	61	Q1	58	618	673	61	55	Q2
RIDE EL	61	640	700	149	60	Q1	60	609	693	49	83	Q1
WILKINSON EL	99	660	698	173	38	Q3	100	615	682	129	67	Q1
CURTIS EL	286	687	726	76	39	Q2	286	661	717	87	55	Q2
BELMAR EL	75	673	726	100	53	Q1	75	646	707	59	61	Q2
OLSEN PARK EL	120	655	705	93	50	Q1	120	640	677	89	37	Q4
REEVES-HINGER EL	124	663	711	108	48	Q2	126	616	712	147	96	Q1
W R (BILL) FORT EL	89	661	673	60	12	Q4	91	620	696	88	76	Q1
NORTH RIDGE EL	210	682	718	166	36	Q3	210	642	687	70	45	Q3
TARVER-RENDON EL	97	648	692	27	45	Q2	99	627	651	69	24	Q4
EAGLE HEIGHTS EL	64	636	663	53	28	Q4	63	603	662	122	59	Q2
FINE ARTS ACADEMY	127	697	725	26	28	Q4	126	661	701	35	41	Q4
MERKEL INT	98	624	661	92	37	Q3	98	620	656	66	36	Q4
GRAND SALINE INT	140	632	665	69	33	Q3	136	597	630	56	33	Q4
Group Average	136	662	702	95	40	--	136	638	692	77	54	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2010-11 Academic Excellence Indicator System

District Name: TOMBALL ISD

Campus Name: LAKEWOOD EL

Campus #: 101921103

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Comparable Improvement: Mathematics

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District Name: TOMBALL ISD
 Campus Name: LAKEWOOD EL
 Campus #: 101921103

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 1
 Total Students: 752
 Grade Span: EE - 04
 School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	93%	97%	91%	33%	88%	96%	*	92%	*	*	88%	65%	67%
	2010	92%	95%	98%	99%	*	> 99%	99%	*	> 99%	*	*	92%	> 99%	> 99%
Mathematics	2011	88%	90%	95%	82%	50%	72%	86%	*	83%	*	*	75%	57%	56%
	2010	87%	90%	95%	94%	*	88%	94%	*	> 99%	*	*	83%	88%	> 99%
All Tests	2011	83%	87%	95%	80%	33%	68%	86%	*	75%	*	*	63%	48%	33%
	2010	84%	88%	94%	94%	*	88%	94%	*	> 99%	*	*	83%	88%	> 99%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	96%	97%	*	> 99%	98%	*	94%	*	*	92%	89%	*
	2010	86%	91%	96%	94%	> 99%	96%	94%	*	88%	*	*	90%	87%	67%
Mathematics	2011	89%	93%	96%	98%	*	90%	99%	*	> 99%	*	*	> 99%	> 99%	*
	2010	89%	92%	96%	93%	> 99%	96%	90%	*	> 99%	*	*	70%	> 99%	> 99%
Writing	2011	91%	90%	97%	96%	*	90%	97%	*	93%	*	*	92%	94%	*
	2010	92%	93%	96%	97%	80%	> 99%	96%	*	> 99%	*	*	67%	> 99%	> 99%
All Tests	2011	78%	85%	90%	92%	*	86%	93%	*	94%	*	*	85%	89%	*
	2010	78%	83%	90%	87%	80%	91%	85%	*	88%	*	*	60%	87%	67%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	95%	97%	94%	56%	93%	97%	*	93%	*	71%	90%	76%	69%
	2010	90%	95%	98%	96%	> 99%	97%	97%	*	n/a	n/a	n/a	91%	94%	85%
Mathematics	2011	84%	91%	97%	89%	67%	80%	92%	*	93%	*	86%	90%	76%	69%
	2010	84%	90%	96%	93%	> 99%	92%	92%	*	n/a	n/a	n/a	77%	94%	> 99%
Writing	2011	92%	93%	97%	96%	*	90%	97%	*	93%	*	*	92%	94%	*
	2010	93%	95%	96%	97%	83%	> 99%	96%	*	n/a	n/a	n/a	67%	> 99%	> 99%
All Tests	2011	76%	85%	92%	86%	56%	76%	90%	*	86%	*	71%	76%	66%	46%
	2010	76%	85%	92%	90%	91%	89%	90%	*	n/a	n/a	n/a	73%	87%	85%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	42%	57%	53%	22%	50%	55%	*	57%	*	71%	24%	34%	< 1%
	2010	32%	41%	56%	55%	> 99%	40%	56%	*	56%	*	*	23%	39%	15%
Mathematics	2011	29%	38%	54%	43%	22%	26%	44%	*	75%	*	43%	29%	29%	15%
	2010	28%	38%	53%	46%	63%	35%	47%	*	53%	*	*	14%	16%	23%
Writing	2011	31%	34%	42%	42%	*	38%	39%	*	53%	*	*	23%	33%	*
	2010	32%	35%	45%	41%	40%	22%	44%	*	50%	*	*	22%	15%	< 1%
All Tests	2011	16%	22%	34%	26%	11%	17%	25%	*	50%	*	29%	10%	10%	< 1%
	2010	15%	22%	33%	31%	50%	18%	32%	*	41%	*	*	14%	6%	15%

District Name: TOMBALL ISD
 Campus Name: LAKEWOOD EL
 Campus #: 101921103

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 2
 Total Students: 752
 Grade Span: EE - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	92%	> 99%	60%	*	*	*	*	*	*	*	60%	*	*
	2010	85%	88%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	77%	82%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	75%	77%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Writing	2011	80%	74%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	75%	> 99%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	67%	86%	60%	*	*	*	*	*	*	60%	*	*	*
	2010	64%	68%	83%	*	*	*	*	*	*	*	*	*	*	*

District Name: TOMBALL ISD
Campus Name: LAKEWOOD EL
Campus #: 101921103

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 3
Total Students: 752
Grade Span: EE - 04
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.9%	99.7%	100.0%	100.0%	100.0%	100.0%	*	100.0%	-	100.0%	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	93.7%	94.7%	95.6%	80.0%	93.8%	96.0%	*	100.0%	-	100.0%	45.8%	93.2%	92.9%
Not on TAKS	7.6%	5.2%	4.9%	4.4%	20.0%	6.3%	4.0%	*	0.0%	-	0.0%	54.2%	6.8%	7.1%
TAKS(Acc) Only	2.4%	2.1%	1.6%	2.7%	0.0%	4.2%	3.0%	*	0.0%	-	0.0%	33.3%	4.5%	7.1%
TAKS-M Only	3.1%	1.2%	1.8%	1.4%	10.0%	2.1%	1.0%	*	0.0%	-	0.0%	16.7%	2.3%	0.0%
TAKS-Alt Only	0.9%	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	1.2%	1.1%	0.3%	10.0%	0.0%	0.0%	*	0.0%	-	0.0%	4.2%	0.0%	0.0%
By Acct Status														
Acct System	94.0%	95.0%	96.7%	96.9%	90.0%	95.8%	97.0%	*	100.0%	-	100.0%	87.5%	93.2%	92.9%
Non-Acct System	4.6%	3.9%	2.8%	3.1%	10.0%	4.2%	3.0%	*	0.0%	-	0.0%	12.5%	6.8%	7.1%
Mobile	4.6%	3.9%	2.8%	3.1%	10.0%	4.2%	3.0%	*	0.0%	-	0.0%	12.5%	6.8%	7.1%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	1.1%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Absent	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Total Count	3,231,780	7,183	287	293	10	48	199	1	28	0	7	24	44	14
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	100.0%	100.0%	100.0%	100.0%	100.0%	*	100.0%	-	*	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	93.9%	94.6%	97.0%	100.0%	97.6%	96.1%	*	100.0%	-	*	60.9%	94.1%	100.0%
Not on TAKS	7.8%	5.0%	5.5%	3.0%	0.0%	2.4%	3.9%	*	0.0%	-	*	39.1%	5.9%	0.0%
TAKS(Acc) Only	2.3%	2.3%	1.4%	2.4%	0.0%	2.4%	2.9%	*	0.0%	-	*	30.4%	2.9%	0.0%
TAKS-M Only	3.3%	1.2%	1.7%	0.7%	0.0%	0.0%	1.0%	*	0.0%	-	*	8.7%	2.9%	0.0%
TAKS-Alt Only	0.8%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Combination	1.3%	0.8%	1.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
By Acct Status														
Acct System	90.0%	93.3%	94.2%	95.6%	100.0%	95.2%	94.7%	*	100.0%	-	*	87.0%	88.2%	100.0%
Non-Acct System	8.6%	5.6%	5.5%	4.4%	0.0%	4.8%	5.3%	*	0.0%	-	*	13.0%	11.8%	0.0%
Mobile	4.4%	3.7%	3.2%	3.7%	0.0%	4.8%	4.3%	*	0.0%	-	*	4.3%	8.8%	0.0%
Non-Acct Test	4.2%	1.8%	2.1%	0.7%	0.0%	0.0%	1.0%	*	0.0%	-	*	8.7%	2.9%	0.0%
Not Tested	1.4%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Total Count	3,175,337	6,917	307	296	8	42	207	1	34	0	4	23	34	13

District Name: TOMBALL ISD
 Campus Name: LAKEWOOD EL
 Campus #: 101921103

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 4
 Total Students: 752
 Grade Span: EE - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2011	47%	58%	67%	*	*	*	*	*	*	*	*	*	*
	2010	50%	61%	75%	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	53%	67%	86%	*	*	*	*	*	*	*	*	*
	2010	45%	55%	61%	71%	*	*	62%	*	*	*	*	*	*
Average Vertical Scale Growth (Sum of Grades 4-8)														
Reading	2011	75	97	110	*	*	*	*	*	*	*	*	*	*
	2010	86	95	125	99	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	80	101	132	*	*	*	*	*	*	*	*	*
	2010	70	84	103	118	*	*	105	*	*	*	*	*	*
English Language Learners Progress Indicator														
2010-11	80%	85%	96%	85%	*	71%	*	*	91%	*	*	*	67%	75%
2009-10	79%	83%	97%	96%	*	*	*	*	95%	*	*	*	80%	92%
Attendance Rate @														
2009-10	95.5%	96.0%	96.9%	97.1%	97.0%	97.0%	97.0%	*	98.1%	-	98.2%	96.7%	96.7%	97.8%
2008-09	95.6%	95.7%	97.1%	96.8%	95.9%	96.4%	96.8%	-	n/a	n/a	n/a	95.3%	96.0%	97.9%

District Name: TOMBALL ISD
 Campus Name: LAKEWOOD EL
 Campus #: 101921103

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 1
 Total Students: 752
 Grade Span: EE - 04
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	752	100.0%	24,998	10,609	4,912,385
Students By Grade: Early Childhood Education	11	1.5%	0.5%	0.2%	0.3%
Pre-Kindergarten	43	5.7%	1.3%	2.3%	4.5%
Kindergarten	137	18.2%	16.3%	7.4%	7.6%
Grade 1	124	16.5%	16.7%	8.1%	7.9%
Grade 2	146	19.4%	17.1%	8.2%	7.7%
Grade 3	151	20.1%	16.7%	7.6%	7.6%
Grade 4	140	18.6%	17.3%	7.6%	7.6%
Grade 5	0	0.0%	13.2%	7.9%	7.6%
Grade 6	0	0.0%	0.9%	7.3%	7.4%
Grade 7	0	0.0%	0.0%	7.5%	7.3%
Grade 8	0	0.0%	0.0%	7.3%	7.2%
Grade 9	0	0.0%	0.0%	8.5%	7.9%
Grade 10	0	0.0%	0.0%	7.1%	7.0%
Grade 11	0	0.0%	0.0%	6.3%	6.4%
Grade 12	0	0.0%	0.0%	6.6%	5.9%
Ethnic Distribution: African American	26	3.5%	5.6%	5.3%	12.9%
Hispanic	136	18.1%	18.0%	25.4%	50.3%
White	490	65.2%	65.1%	61.6%	31.2%
American Indian	6	0.8%	0.6%	0.7%	0.5%
Asian	79	10.5%	7.9%	4.8%	3.4%
Pacific Islander	0	0.0%	0.1%	0.1%	0.1%
Two or More Races	15	2.0%	2.8%	2.2%	1.6%
Economically Disadvantaged	127	16.9%	15.2%	25.7%	59.2%
Limited English Proficient (LEP)	61	8.1%	5.4%	10.8%	16.9%
Students w/Disciplinary Placements (2009-10)	0	0.0%	0.1%	1.7%	1.9%
At-Risk	160	21.3%	19.6%	32.8%	46.3%
Mobility (2009-10)	59	9.5%	8.3%	11.6%	18.2%
Number of Students per Teacher	16.0	n/a	15.4	16.1	14.7

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	0.9%	2.1%	1.7%	2.3%	16.7%	13.7%	10.0%	10.7%
Grade 1	0.0%	1.1%	1.7%	4.7%	0.0%	2.1%	7.3%	8.9%
Grade 2	2.8%	0.7%	2.4%	2.8%	0.0%	1.8%	0.0%	4.1%
Grade 3	1.6%	0.5%	3.3%	2.0%	0.0%	0.9%	1.4%	1.8%
Grade 4	0.0%	0.2%	0.7%	1.1%	0.0%	0.5%	1.4%	0.9%
Grade 5	-	0.3%	1.0%	1.3%	-	1.1%	3.8%	1.3%
Grade 6	-	0.0%	0.4%	0.7%	-	0.0%	0.0%	1.2%
Grade 7	-	-	0.6%	1.0%	-	-	6.5%	1.4%
Grade 8	-	-	0.9%	1.2%	-	-	0.0%	2.1%

District Name: TOMBALL ISD
 Campus Name: LAKEWOOD EL
 Campus #: 101921103

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 2
 Total Students: 752
 Grade Span: EE - 04
 School Type: Elementary

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	19.6	19.8	17.6	19.0
Grade 1	19.8	19.1	19.1	18.9
Grade 2	20.3	19.1	18.3	18.8
Grade 3	17.6	19.1	18.2	18.8
Grade 4	18.1	19.9	18.4	19.0
Grade 5	-	22.5	22.0	21.4
Grade 6	-	19.8	22.2	20.7
Mixed Grades	19.0	33.1	17.9	23.9
Secondary: English/Language Arts	-	-	20.1	17.3
Foreign Languages	-	-	21.6	19.0
Mathematics	-	-	23.1	17.9
Science	-	-	23.6	19.0
Social Studies	-	-	25.6	19.6

District Name: TOMBALL ISD
 Campus Name: LAKEWOOD EL
 Campus #: 101921103

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 3
 Total Students: 752
 Grade Span: EE - 04
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Staff:	64.1	100.0%	100.0%	100.0%	100.0%
Professional Staff:	53.9	84.1%	87.2%	59.1%	63.4%
Teachers	47.1	73.4%	75.0%	46.8%	50.5%
Professional Support	4.8	7.5%	8.5%	8.4%	9.0%
Campus Admin. (School Leader.)	2.0	3.1%	3.6%	2.6%	2.8%
Educational Aides:	10.2	15.9%	12.8%	9.7%	9.5%
Total Minority Staff:	9.6	15.0%	10.3%	20.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	2.8	6.0%	2.1%	1.6%	9.3%
Hispanic	3.0	6.4%	5.1%	9.8%	23.7%
White	40.2	85.5%	90.1%	87.1%	63.9%
American Indian	0.0	0.0%	0.4%	0.0%	0.4%
Asian	1.0	2.1%	1.1%	0.8%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.1%	0.7%	1.3%
Males	1.0	2.1%	4.1%	16.2%	23.2%
Females	46.1	97.9%	95.9%	83.8%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	2.8%	3.3%	6.0%
1-5 Years Experience	6.8	14.5%	29.8%	25.8%	30.0%
6-10 Years Experience	9.0	19.1%	25.0%	23.0%	21.1%
11-20 Years Experience	17.2	36.6%	28.6%	29.0%	25.0%
Over 20 Years Experience	14.0	29.8%	13.9%	18.8%	17.9%
		Campus	Campus	District	State
Average Years Experience of Teachers:		17.0 yrs.	10.9 yrs.	12.3 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:		11.7 yrs.	6.7 yrs.	7.1 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$43,062	\$46,489	\$41,272
1-5 Years Experience		\$48,167	\$44,988	\$47,723	\$44,013
6-10 Years Experience		\$49,785	\$47,069	\$49,940	\$46,604
11-20 Years Experience		\$52,974	\$50,903	\$52,742	\$50,476
Over 20 Years Experience		\$62,620	\$59,981	\$60,227	\$58,691
Average Actual Salaries (regular duties only):					
Teachers		\$54,536	\$49,223	\$51,999	\$48,638
Professional Support		\$57,909	\$54,254	\$61,031	\$57,045
Campus Administration (School Leadership)		\$76,241	\$71,779	\$77,600	\$70,819
Contracted Instructional Staff (not incl. above):		0.6	4.7	6.1	2,180.4

District Name: TOMBALL ISD
 Campus Name: LAKEWOOD EL
 Campus #: 101921103

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 4
 Total Students: 752
 Grade Span: EE - 04
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,659,721	100.0%	\$5,236	\$3,772,587	100.0%	\$5,397	\$140,474,847	100.0%	\$5,924
Instruction (11,95)	\$2,967,209	81.1%	\$4,245	\$3,003,974	79.6%	\$4,298	\$106,353,075	75.7%	\$4,485
Instructional-Related Services (12,13)	\$126,310	3.5%	\$181	\$133,551	3.5%	\$191	\$5,670,524	4.0%	\$239
Instructional Leadership (21)	\$37,993	1.0%	\$54	\$37,993	1.0%	\$54	\$1,684,140	1.2%	\$71
School Leadership (23)	\$258,908	7.1%	\$370	\$264,900	7.0%	\$379	\$9,503,580	6.8%	\$401
Support Services-Student (31,32,33)	\$261,092	7.1%	\$374	\$261,092	6.9%	\$374	\$7,212,277	5.1%	\$304
Other Campus Costs (35,36,51,52,53)	\$8,209	0.2%	\$12	\$71,077	1.9%	\$102	\$10,051,251	7.2%	\$424
By Program:									
Total Operating Expenditures	\$3,651,512	100.0%	\$5,224	\$3,688,569	100.0%	\$5,277	\$129,688,234	100.0%	\$5,469
Bilingual/ESL Education (25)	\$115	0.0%	\$0	\$115	0.0%	\$0	\$2,582,991	2.0%	\$109
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$808	0.0%	\$0
Accelerated Education (24,30)	\$70,923	1.9%	\$101	\$70,923	1.9%	\$101	\$4,068,171	3.1%	\$172
Gifted & Talented Education (21)	\$67,298	1.8%	\$96	\$67,298	1.8%	\$96	\$2,144,956	1.7%	\$90
Regular Education (11)	\$3,149,469	86.3%	\$4,506	\$3,175,774	86.1%	\$4,543	\$98,845,203	76.2%	\$4,168
Special Education (23)	\$363,707	10.0%	\$520	\$374,459	10.2%	\$536	\$22,046,105	17.0%	\$930
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	58	7.7%	4.9%	10.2%	16.2%
Career & Technical Education	0	0.0%	0.0%	27.9%	21.0%
Gifted & Talented Education	53	7.0%	6.6%	7.7%	7.7%
Special Education	50	6.6%	8.2%	6.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.9	1.9%	1.4%	3.4%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.9%	4.0%
Compensatory Education	0.6	1.3%	2.3%	1.8%	2.9%
Gifted & Talented Education	0.9	1.9%	1.1%	0.7%	1.9%
Regular Education	42.0	89.2%	87.8%	76.3%	73.4%
Special Education	2.7	5.7%	7.4%	6.1%	9.1%
Other	0.0	0.0%	0.0%	7.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' 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.

Target Campus Name: LAKEWOOD EL
 Target Campus #: 101921103
 District Name: TOMBALL ISD
 Campus Type: Elementary School

Texas Education Agency
 2010-11 Campus Comparison Group

Page 1

Campus Number	Campus Name	District Name	% White	% Hispanic	% Econ	% Mobility	% LEP	% Afr_Amer
021901109	CREEK VIEW EL	COLLEGE STATION ISD	66.4	15.4	23.0	9.5	6.0	7.4
043901104	GENE M REED EL	ALLEN ISD	65.6	17.5	26.7	10.4	5.0	9.0
043901109	GEORGE J ANDERSON EL	ALLEN ISD	64.8	11.1	11.3	4.7	6.4	8.2
043903042	CELINA INT	CELINA ISD	65.2	27.6	34.3	8.9	5.4	3.6
043905112	SPARKS EL	FRISCO ISD	66.2	12.5	3.4	6.1	2.4	6.8
043905113	GUNSTREAM ELEMENTARY	FRISCO ISD	65.2	11.3	10.6	6.4	5.9	9.6
043905129	ALLEN EL	FRISCO ISD	64.1	9.1	6.1	10.6	4.7	9.7
043910108	SHEPARD EL	PLANO ISD	65.8	13.8	19.7	6.3	8.3	8.8
043918103	NESMITH EL	COMMUNITY ISD	66.6	22.7	27.9	11.1	10.1	6.7
046902101	RAHE BULVERDE EL	COMAL ISD	63.9	30.7	29.2	8.6	5.2	2.5
061902108	TIMBER CREEK EL	LEWISVILLE ISD	65.2	19.6	18.6	14.8	5.5	6.7
061902119	ETHRIDGE EL	LEWISVILLE ISD	65.7	19.9	17.7	9.5	4.0	5.7
061902120	GARDEN RIDGE EL	LEWISVILLE ISD	64.4	15.0	4.4	4.8	8.0	3.6
061902133	BLUEBONNET ELEMENTARY	LEWISVILLE ISD	64.4	9.7	4.7	3.6	2.8	1.5
061902136	CASTLE HILLS ELEMENTARY	LEWISVILLE ISD	64.8	10.6	1.2	3.4	4.5	3.0
079901114	STEPHEN F AUSTIN EL	LAMAR CISD	64.0	22.1	21.9	7.5	3.3	8.1
079907125	PECAN GROVE EL	FORT BEND ISD	66.1	18.9	13.5	9.1	6.0	7.1
084910115	WALTER HALL EL	CLEAR CREEK ISD	66.4	18.0	20.3	8.6	3.1	7.8
101809101	BAY AREA CHARTER ELEMENT	BAY AREA CHARTER INC	63.9	21.3	32.9	17.9	9.6	5.2
101907133	AULT EL	CYPRESS-FAIRBANKS ISD	64.5	21.6	18.5	7.8	5.2	7.8
101907153	SWENKE EL	CYPRESS-FAIRBANKS ISD	65.8	16.9	9.3	7.0	8.2	7.4
101908108	FAIRMONT ELEMENTARY	DEER PARK ISD	64.3	28.4	18.9	5.4	3.2	1.6
101914109	NOTTINGHAM COUNTRY EL	KATY ISD	66.6	17.7	14.2	8.8	9.2	2.9
101921103	> LAKEWOOD EL	TOMBALL ISD	65.2	18.1	16.9	9.5	8.1	3.5
101921107	WILLOW CREEK EL	TOMBALL ISD	64.5	18.4	15.2	8.5	8.0	7.0
126902109	JUDY HAJEK EL	BURLESON ISD	64.9	22.1	29.3	6.5	4.7	8.7
152907108	OAK RIDGE EL	FRENSHIP ISD	64.8	26.6	15.6	13.4	3.3	2.7
191901112	CITY VIEW EL	CANYON ISD	64.1	27.3	22.7	11.3	1.7	2.7
220907113	LONE STAR EL	KELLER ISD	64.4	14.3	10.5	8.9	6.6	5.2
220907118	BETTE PEROT EL	KELLER ISD	64.7	15.5	9.9	6.8	4.7	6.7
220907119	WOODLAND SPRINGS EL	KELLER ISD	65.6	14.7	16.0	8.5	4.5	9.2
220907124	EAGLE RIDGE EL	KELLER ISD	66.5	10.3	7.6	12.0	6.0	8.1
227821101	AUSTIN DISCOVERY SCH	AUSTIN DISCOVERY SCHOOL	64.0	21.1	18.1	10.4	4.0	7.2
227901155	HILL EL	AUSTIN ISD	64.1	21.0	13.7	7.5	6.5	2.7
227901180	KIKER EL	AUSTIN ISD	66.4	16.5	4.7	5.3	6.9	1.4
227909102	CEDAR CREEK EL	EANES ISD	63.8	16.6	4.7	7.0	5.4	0.9
246909132	CACTUS RANCH EL	ROUND ROCK ISD	64.2	14.2	2.6	4.5	4.3	4.7
246909135	CHANDLER OAKS EL	ROUND ROCK ISD	64.1	20.9	9.8	14.9 **	3.4	3.6
246913102	ADA MAE FAUBION EL	LEANDER ISD	64.8	24.1	32.6	13.6	5.5	5.5
246913110	CHARLOTTE COX EL	LEANDER ISD	66.5	17.3	16.3	9.0	6.4	2.6
246913117	WILLIAM J WINKLEY EL	LEANDER ISD	64.4	24.2	33.0	13.4	4.9	5.1
Group Average			65.1	18.0	15.2	8.3	5.4	5.6

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
 Note that the group average (shown at the bottom of the column) does not include this substituted value.

Target Campus Name: LAKEWOOD EL
 Target Campus #: 101921103
 District Name: TOMBALL ISD
 Campus Type: Elementary School

T e x a s E d u c a t i o n A g e n c y
 2010-11 Comparable Improvement:
 Gold Performance Acknowledgment: Mathematics

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
CREEK VIEW EL	125	663	697	60	34	Q3	124	625	737	162	112	Q1
GENE M REED EL	238	705	751	84	46	Q2	237	689	751	131	62	Q3
GEORGE J ANDERSON EL	270	700	737	44	37	Q3	271	688	743	104	55	Q3
CELINA INT	272	660	706	95	46	Q2	273	651	711	83	60	Q3
SPARKS EL	201	701	732	73	32	Q4	199	669	738	84	69	Q2
GUNSTREAM ELEMENTARY	232	696	727	65	31	Q4	228	681	734	62	53	Q4
ALLEN EL	156	699	752	-	54	Q1	158	665	745	132	80	Q1
SHEPARD EL	138	686	745	246	58	Q1	140	664	710	39	46	Q4
NESMITH EL	94	648	685	91	37	Q3	94	625	669	69	44	Q4
RAHE BULVERDE EL	144	669	728	122	59	Q1	146	646	695	72	49	Q4
TIMBER CREEK EL	168	679	714	109	34	Q3	164	647	713	88	66	Q2
ETHRIDGE EL	128	672	723	102	52	Q1	125	633	691	123	59	Q3
GARDEN RIDGE EL	153	691	736	261	44	Q2	156	668	719	137	51	Q4
BLUEBONNET ELEMENTAR	185	702	750	117	48	Q1	187	671	751	104	80	Q1
CASTLE HILLS ELEMENT	209	707	759	-	53	Q1	212	672	737	132	66	Q2
STEPHEN F AUSTIN EL	183	703	740	350	37	Q3	181	686	743	205	57	Q3
PECAN GROVE EL	165	679	707	107	27	Q4	166	652	706	88	54	Q3
WALTER HALL EL	143	683	727	94	44	Q2	152	646	687	75	41	Q4
BAY AREA CHARTER ELE	54	646	684	171	38	Q3	53	603	675	101	72	Q1
AULT EL	319	683	731	53	49	Q1	322	682	749	70	67	Q2
SWENKE EL	229	707	741	100	34	Q3	229	689	756	205	67	Q2
FAIRMONT ELEMENTARY	243	683	731	152	48	Q1	247	680	730	-	50	Q4
NOTTINGHAM COUNTRY E	220	686	728	154	42	Q2	219	655	721	101	65	Q2
> LAKEWOOD EL	129	679	722	-	43	Q2	130	611	711	132	99	Q1
WILLOW CREEK EL	126	670	709	128	39	Q2	128	619	707	114	88	Q1
JUDY HAJEK EL	151	664	703	145	39	Q2	152	621	708	118	88	Q1
OAK RIDGE EL	149	668	720	158	52	Q1	151	651	740	172	89	Q1
CITY VIEW EL	84	643	647	93	3	Q4	84	601	668	80	66	Q2
LONE STAR EL	124	698	708	-	10	Q4	125	667	708	96	41	Q4
BETTE PEROT EL	128	694	727	117	33	Q3	127	649	709	-18	61	Q3
WOODLAND SPRINGS EL	136	669	678	110	9	Q4	134	599	638	60	40	Q4
EAGLE RIDGE EL	122	677	685	110	8	Q4	123	624	689	113	65	Q2
AUSTIN DISCOVERY SCH	105	702	735	143	33	Q3	103	618	673	67	55	Q3
HILL EL	194	729	767	204	38	Q3	195	698	763	82	66	Q2
KIKER EL	247	725	756	183	31	Q4	247	671	734	141	63	Q2
CEDAR CREEK EL	130	714	756	145	42	Q2	130	696	743	-	47	Q4
CACTUS RANCH EL	243	718	760	88	42	Q2	246	709	762	104	54	Q3
CHANDLER OAKS EL	142	698	740	132	42	Q2	142	659	740	144	81	Q1
ADA MAE FAUBION EL	175	659	717	131	57	Q1	177	615	698	86	82	Q1
CHARLOTTE COX EL	225	704	734	92	29	Q4	225	649	718	108	70	Q1
WILLIAM J WINKLEY EL	207	659	698	109	39	Q2	213	628	688	89	60	Q3
Group Average	170	689	728	111	39	--	170	660	723	98	63	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2010-11 Academic Excellence Indicator System

District Name: TOMBALL ISD

Campus Name: TOMBALL INT

Campus #: 101921105

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Attendance (2009-10)

Commended on Science

Comparable Improvement: Reading & Mathematics

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District Name: TOMBALL ISD
 Campus Name: TOMBALL INT
 Campus #: 101921105

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 1
 Total Students: 708
 Grade Span: 05 - 06
 School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	*	89%	67%	88%	93%	*	*	*	60%	70%	84%	84%
	2010	86%	92%	*	87%	71%	77%	93%	*	88%	*	82%	67%	78%	72%
Mathematics	2011	86%	93%	*	89%	87%	84%	91%	*	*	*	80%	77%	84%	80%
	2010	86%	91%	*	87%	41%	81%	92%	*	> 99%	*	91%	55%	79%	79%
Science	2011	86%	92%	*	90%	73%	83%	96%	*	*	*	80%	70%	84%	76%
	2010	87%	92%	*	88%	59%	82%	93%	*	88%	*	91%	76%	79%	65%
All Tests	2011	76%	86%	*	80%	60%	72%	86%	*	*	*	60%	57%	72%	64%
	2010	75%	84%	*	78%	29%	63%	88%	*	88%	*	64%	41%	62%	51%
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only															
Reading	2011	77%	82%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	74%	79%	*	75%	*	73%	*	*	*	*	*	*	75%	75%
Mathematics	2011	50%	46%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	45%	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	2011	58%	75%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	52%	67%	*	60%	*	*	*	*	*	*	*	*	*	*
All Tests	2011	63%	61%	*	75%	*	86%	*	*	*	*	*	*	75%	75%
	2010	55%	60%	*	54%	*	50%	*	*	*	*	*	*	58%	58%
TAKS Met 2011 Standard Grade 6															
Reading	2011	85%	94%	91%	91%	79%	84%	95%	*	*	*	> 99%	70%	84%	74%
	2010	86%	94%	90%	91%	81%	85%	93%	*	> 99%	*	> 99%	67%	82%	85%
Mathematics	2011	83%	92%	90%	86%	63%	83%	90%	*	*	*	70%	70%	79%	74%
	2010	83%	91%	89%	86%	38%	86%	90%	*	> 99%	*	60%	62%	75%	85%
All Tests	2011	76%	88%	83%	81%	58%	71%	87%	*	*	*	70%	56%	68%	55%
	2010	76%	87%	84%	80%	38%	75%	85%	*	> 99%	*	60%	43%	67%	74%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	95%	93%	93%	82%	89%	97%	*	> 99%	*	93%	79%	89%	86%
	2010	90%	95%	93%	92%	84%	87%	94%	*	n/a	n/a	n/a	72%	86%	87%
Mathematics	2011	84%	91%	90%	90%	74%	88%	93%	*	> 99%	*	73%	79%	85%	86%
	2010	84%	90%	90%	89%	58%	88%	92%	*	n/a	n/a	n/a	63%	82%	85%
Science	2011	83%	89%	87%	90%	73%	83%	96%	*	*	*	80%	70%	84%	77%
	2010	82%	89%	86%	88%	63%	81%	93%	*	n/a	n/a	n/a	73%	79%	66%
All Tests	2011	76%	85%	83%	84%	62%	76%	90%	*	> 99%	*	67%	61%	74%	67%
	2010	76%	85%	83%	82%	47%	77%	87%	*	n/a	n/a	n/a	47%	70%	66%

District Name: TOMBALL ISD
 Campus Name: TOMBALL INT
 Campus #: 101921105

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 2
 Total Students: 708
 Grade Span: 05 - 06
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	42%	44%	41%	18%	27%	50%	*	67%	*	40%	19%	24%	11%
	2010	32%	41%	42%	34%	9%	23%	38%	80%	38%	*	63%	19%	17%	10%
Mathematics	2011	29%	38%	29%	34%	12%	28%	39%	*	17%	*	13%	11%	20%	11%
	2010	28%	38%	30%	38%	9%	32%	41%	80%	77%	*	38%	12%	22%	24%
Science	2011	30%	38%	38%	47%	7%	40%	54%	*	*	*	20%	30%	35%	17%
	2010	28%	35%	37%	45%	6%	30%	55%	*	50%	*	55%	18%	31%	17%
All Tests	2011	16%	22%	19%	21%	3%	13%	27%	*	17%	*	7%	2%	8%	1%
	2010	15%	22%	19%	22%	3%	12%	25%	80%	38%	*	31%	12%	9%	4%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	92%	94%	92%	*	86%	92%	*	*	*	*	92%	92%	*
	2010	85%	88%	88%	91%	*	*	86%	*	*	*	*	91%	88%	*
Mathematics	2011	77%	82%	86%	85%	> 99%	88%	75%	*	*	*	*	85%	92%	*
	2010	75%	77%	80%	90%	*	*	88%	*	*	*	*	90%	> 99%	*
Science	2011	60%	52%	72%	54%	*	*	57%	*	*	*	*	54%	60%	*
	2010	58%	44%	68%	60%	*	*	60%	*	*	*	*	60%	*	*
All Tests	2011	66%	67%	76%	68%	> 99%	50%	64%	*	*	*	*	68%	77%	*
	2010	64%	68%	71%	77%	*	*	67%	*	*	*	*	77%	75%	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	91%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	*	*
All Tests	2010	93%	96%	> 99%	> 99%	*	*	> 99%	*	> 99%	*	*	> 99%	*	*

District Name: TOMBALL ISD
 Campus Name: TOMBALL INT
 Campus #: 101921105

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 3
 Total Students: 708
 Grade Span: 05 - 06
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.9%	99.4%	99.4%	100.0%	99.1%	99.5%	*	100.0%	*	100.0%	100.0%	99.7%	97.8%
By Test Version														
TAKS (1 or more)	91.0%	93.7%	92.4%	91.8%	86.1%	90.4%	92.8%	*	100.0%	*	93.3%	12.9%	91.0%	86.7%
Not on TAKS	7.6%	5.2%	6.7%	7.6%	13.9%	8.7%	6.7%	*	0.0%	*	6.7%	87.1%	8.7%	11.1%
TAKS(Acc) Only	2.4%	2.1%	2.2%	2.2%	0.0%	3.5%	1.8%	*	0.0%	*	0.0%	24.2%	3.5%	6.7%
TAKS-M Only	3.1%	1.2%	2.3%	3.6%	8.3%	3.1%	3.5%	*	0.0%	*	6.7%	41.9%	4.2%	3.3%
TAKS-Alt Only	0.9%	0.7%	0.6%	0.8%	0.0%	1.3%	0.7%	*	0.0%	*	0.0%	9.7%	0.3%	1.1%
Combination	1.3%	1.2%	1.2%	1.0%	5.6%	0.9%	0.7%	*	0.0%	*	0.0%	11.3%	0.7%	0.0%
By Acct Status														
Acct System	94.0%	95.0%	94.8%	94.7%	94.4%	93.9%	94.9%	*	100.0%	*	100.0%	91.9%	94.1%	93.3%
Non-Acct System	4.6%	3.9%	4.5%	4.7%	5.6%	5.2%	4.6%	*	0.0%	*	0.0%	8.1%	5.5%	4.4%
Mobile	4.6%	3.9%	4.5%	4.7%	5.6%	5.2%	4.6%	*	0.0%	*	0.0%	8.1%	5.5%	4.4%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	1.1%	0.6%	0.6%	0.0%	0.9%	0.5%	*	0.0%	*	0.0%	0.0%	0.3%	2.2%
Absent	0.1%	0.2%	0.0%	0.3%	0.0%	0.0%	0.5%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.5%	0.3%	0.0%	0.9%	0.0%	*	0.0%	*	0.0%	0.0%	0.3%	2.2%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Total Count	3,231,780	7,183	732	723	36	229	433	3	6	1	15	62	289	90
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	99.4%	98.7%	100.0%	97.6%	98.9%	100.0%	100.0%	*	100.0%	100.0%	97.7%	90.8%
By Test Version														
TAKS (1 or more)	90.8%	93.9%	92.2%	92.5%	88.9%	91.5%	93.3%	100.0%	76.9%	*	100.0%	12.5%	88.8%	84.2%
Not on TAKS	7.8%	5.0%	7.0%	6.1%	11.1%	6.1%	5.6%	0.0%	23.1%	*	0.0%	87.5%	8.8%	6.6%
TAKS(Acc) Only	2.3%	2.3%	2.5%	2.5%	8.3%	3.0%	2.0%	0.0%	0.0%	*	0.0%	35.4%	4.2%	2.6%
TAKS-M Only	3.3%	1.2%	2.4%	1.6%	0.0%	1.2%	2.0%	0.0%	0.0%	*	0.0%	22.9%	3.5%	2.6%
TAKS-Alt Only	0.8%	0.7%	0.6%	1.2%	2.8%	0.6%	0.7%	0.0%	23.1%	*	0.0%	16.7%	0.8%	0.0%
Combination	1.3%	0.8%	1.2%	0.9%	0.0%	1.2%	0.9%	0.0%	0.0%	*	0.0%	12.5%	0.4%	1.3%
By Acct Status														
Acct System	90.0%	93.3%	92.2%	89.9%	88.9%	92.1%	89.3%	83.3%	76.9%	*	100.0%	56.3%	84.6%	86.8%
Non-Acct System	8.6%	5.6%	7.1%	8.8%	11.1%	5.5%	9.6%	16.7%	23.1%	*	0.0%	43.8%	13.1%	3.9%
Mobile	4.4%	3.7%	4.0%	6.0%	8.3%	3.7%	6.9%	16.7%	0.0%	*	0.0%	4.2%	8.8%	1.3%
Non-Acct Test	4.2%	1.8%	3.1%	2.8%	2.8%	1.8%	2.7%	0.0%	23.1%	*	0.0%	39.6%	4.2%	2.6%
Not Tested	1.4%	1.2%	0.6%	1.3%	0.0%	2.4%	1.1%	0.0%	0.0%	*	0.0%	0.0%	2.3%	9.2%
Absent	0.1%	0.1%	0.0%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.4%	1.0%	0.0%	2.4%	0.7%	0.0%	0.0%	*	0.0%	0.0%	2.3%	9.2%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Total Count	3,175,337	6,917	527	683	36	164	447	6	13	1	16	48	260	76

District Name: TOMBALL ISD
 Campus Name: TOMBALL INT
 Campus #: 101921105

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 4
 Total Students: 708
 Grade Span: 05 - 06
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	58%	57%	54%	20%	57%	60%	*	*	*	*	38%	52%	67%
	2010	50%	61%	56%	47%	33%	43%	50%	*	*	*	*	57%	43%	54%
Mathematics	2011	42%	53%	47%	50%	71%	35%	50%	*	*	*	*	62%	42%	38%
	2010	45%	55%	45%	48%	27%	17%	65%	*	*	*	*	44%	42%	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	97	72	108	93	105	111	*	*	*	*	70	103	115
	2010	86	95	85	97	94	113	85	*	*	*	*	84	99	106
Mathematics	2011	64	80	63	70	49	53	87	*	*	*	*	89	63	60
	2010	70	84	63	85	69	62	103	*	*	*	*	87	83	68
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	*	11%	33%	12%	8%	*	*	*	40%	30%	15%	13%
	2010	15%	9%	*	14%	29%	24%	9%	*	13%	*	18%	36%	22%	27%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	*	96%	87%	93%	98%	*	*	*	80%	87%	94%	92%
	2010	92%	95%	*	93%	88%	89%	94%	*	88%	*	> 99%	77%	88%	88%
TAKS Failers Promoted by Grade Placement Committee @															
	2010	86.8%	85.0%	*	84.6%	-	87.5%	80.0%	-	-	-	-	100.0%	85.7%	*
	2009	84.7%	81.0%	*	100.0%	*	100.0%	*	-	n/a	n/a	n/a	*	100.0%	100.0%
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 6															
	2011	31%	50%	31%	42%	*	43%	*	*	*	*	*	43%	44%	*
	2010	37%	27%	29%	22%	*	40%	*	*	*	*	*	20%	25%	*
Retained in Grade 5															
	2011	74%	*	*	*	*	*	*	*	*	*	*	*	*	*
	2010	73%	*	*	*	*	*	*	*	*	*	*	*	*	*

District Name: TOMBALL ISD
 Campus Name: TOMBALL INT
 Campus #: 101921105

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 5
 Total Students: 708
 Grade Span: 05 - 06
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Student Success Initiative (continued)														
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
2011	14%	8%	*	12%	13%	17%	9%	*	*	*	20%	23%	17%	23%
2010	14%	10%	*	15%	59%	21%	9%	*	< 1%	*	9%	45%	23%	27%
TAKS Cumulative Met Standard (First and Second Administrations)														
2011	93%	96%	*	94%	87%	93%	96%	*	*	*	80%	87%	92%	92%
2010	92%	95%	*	92%	65%	88%	96%	*	> 99%	*	> 99%	64%	87%	85%
TAKS Failers Promoted by Grade Placement Committee @														
2010	86.1%	82.8%	*	85.7%	100.0%	81.8%	80.0%	-	-	-	-	88.9%	83.3%	83.3%
2009	84.7%	82.6%	*	100.0%	*	*	*	-	n/a	n/a	n/a	*	*	*
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 6														
2011	28%	48%	*	47%	80%	33%	*	*	*	*	*	67%	45%	40%
2010	29%	33%	25%	22%	*	*	*	*	*	*	*	*	14%	*
Retained in Grade 5														
2011	76%	80%	*	*	*	*	*	*	*	*	*	*	*	*
2010	75%	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Indicator														
2010-11	80%	85%	89%	94%	*	93%	*	*	*	*	*	80%	93%	93%
2009-10	79%	83%	88%	87%	*	88%	67%	*	*	*	*	> 99%	86%	85%
Attendance Rate @														
2009-10	95.5%	96.0%	96.0%	96.4%	96.8%	96.8%	96.2%	97.8%	96.2%	*	96.2%	95.7%	96.1%	96.9%
2008-09	95.6%	95.7%	96.3%	96.2%	96.7%	96.7%	95.9%	*	n/a	n/a	n/a	94.3%	95.8%	96.8%

District Name: TOMBALL ISD
 Campus Name: TOMBALL INT
 Campus #: 101921105

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 1
 Total Students: 708
 Grade Span: 05 - 06
 School Type: Middle

STUDENT INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	708	100.0%	26,344	10,609	4,912,385
Students By Grade: Early Childhood Education	0	0.0%	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	2.3%	4.5%
Kindergarten	0	0.0%	0.0%	7.4%	7.6%
Grade 1	0	0.0%	0.0%	8.1%	7.9%
Grade 2	0	0.0%	0.0%	8.2%	7.7%
Grade 3	0	0.0%	0.0%	7.6%	7.6%
Grade 4	0	0.0%	0.3%	7.6%	7.6%
Grade 5	347	49.0%	8.1%	7.9%	7.6%
Grade 6	361	51.0%	29.4%	7.3%	7.4%
Grade 7	0	0.0%	31.1%	7.5%	7.3%
Grade 8	0	0.0%	31.2%	7.3%	7.2%
Grade 9	0	0.0%	0.0%	8.5%	7.9%
Grade 10	0	0.0%	0.0%	7.1%	7.0%
Grade 11	0	0.0%	0.0%	6.3%	6.4%
Grade 12	0	0.0%	0.0%	6.6%	5.9%
Ethnic Distribution: African American	35	4.9%	5.5%	5.3%	12.9%
Hispanic	219	30.9%	28.2%	25.4%	50.3%
White	430	60.7%	60.7%	61.6%	31.2%
American Indian	3	0.4%	0.7%	0.7%	0.5%
Asian	6	0.8%	2.4%	4.8%	3.4%
Pacific Islander	1	0.1%	0.2%	0.1%	0.1%
Two or More Races	14	2.0%	2.3%	2.2%	1.6%
Economically Disadvantaged	279	39.4%	36.1%	25.7%	59.2%
Limited English Proficient (LEP)	87	12.3%	4.9%	10.8%	16.9%
Students w/Disciplinary Placements (2009-10)	5	0.7%	2.1%	1.7%	1.9%
At-Risk	280	39.5%	29.8%	32.8%	46.3%
Mobility (2009-10)	105	14.3%	11.5%	11.6%	18.2%
Number of Students per Teacher	15.5	n/a	15.0	16.1	14.7

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	1.7%	2.3%	-	-	10.0%	10.7%
Grade 1	-	-	1.7%	4.7%	-	-	7.3%	8.9%
Grade 2	-	-	2.4%	2.8%	-	-	0.0%	4.1%
Grade 3	-	-	3.3%	2.0%	-	-	1.4%	1.8%
Grade 4	-	-	0.7%	1.1%	-	-	1.4%	0.9%
Grade 5	1.9%	0.6%	1.0%	1.3%	3.4%	0.6%	3.8%	1.3%
Grade 6	0.7%	0.6%	0.4%	0.7%	0.0%	0.9%	0.0%	1.2%
Grade 7	-	0.5%	0.6%	1.0%	-	1.6%	6.5%	1.4%
Grade 8	-	0.8%	0.9%	1.2%	-	0.8%	0.0%	2.1%

District Name: TOMBALL ISD
 Campus Name: TOMBALL INT
 Campus #: 101921105

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 2
 Total Students: 708
 Grade Span: 05 - 06
 School Type: Middle

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	17.6	19.0
Grade 1	-	-	19.1	18.9
Grade 2	-	-	18.3	18.8
Grade 3	-	-	18.2	18.8
Grade 4	-	13.0	18.4	19.0
Grade 5	20.3	23.4	22.0	21.4
Grade 6	22.3	21.5	22.2	20.7
Mixed Grades	-	-	17.9	23.9
Secondary: English/Language Arts	-	19.0	20.1	17.3
Foreign Languages	-	20.8	21.6	19.0
Mathematics	-	18.9	23.1	17.9
Science	-	20.2	23.6	19.0
Social Studies	-	21.1	25.6	19.6

District Name: TOMBALL ISD
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TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 3
 Total Students: 708
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STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	64.9	100.0%	100.0%	100.0%	100.0%
Professional Staff:	53.2	81.9%	87.3%	59.1%	63.4%
Teachers	45.6	70.3%	74.8%	46.8%	50.5%
Professional Support	4.5	7.0%	8.6%	8.4%	9.0%
Campus Admin. (School Leader.)	3.0	4.6%	4.0%	2.6%	2.8%
Educational Aides:	11.7	18.1%	12.7%	9.7%	9.5%
Total Minority Staff:	9.2	14.2%	12.3%	20.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	3.0%	1.6%	9.3%
Hispanic	4.3	9.4%	5.5%	9.8%	23.7%
White	39.4	86.2%	87.9%	87.1%	63.9%
American Indian	0.0	0.0%	0.3%	0.0%	0.4%
Asian	0.0	0.0%	1.8%	0.8%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	2.0	4.4%	1.5%	0.7%	1.3%
Males	5.1	11.1%	26.2%	16.2%	23.2%
Females	40.6	88.9%	73.8%	83.8%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	4.8%	3.3%	6.0%
1-5 Years Experience	8.3	18.1%	28.0%	25.8%	30.0%
6-10 Years Experience	7.3	16.0%	23.0%	23.0%	21.1%
11-20 Years Experience	19.5	42.7%	26.9%	29.0%	25.0%
Over 20 Years Experience	10.6	23.2%	17.3%	18.8%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		14.6 yrs.	11.5 yrs.	12.3 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:		8.1 yrs.	6.9 yrs.	7.1 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$40,709	\$46,489	\$41,272
1-5 Years Experience		\$47,822	\$43,301	\$47,723	\$44,013
6-10 Years Experience		\$49,816	\$46,034	\$49,940	\$46,604
11-20 Years Experience		\$52,727	\$49,764	\$52,742	\$50,476
Over 20 Years Experience		\$59,059	\$56,726	\$60,227	\$58,691
Average Actual Salaries (regular duties only):					
Teachers		\$52,843	\$47,864	\$51,999	\$48,638
Professional Support		\$53,677	\$54,740	\$61,031	\$57,045
Campus Administration (School Leadership)		\$73,615	\$70,624	\$77,600	\$70,819
Contracted Instructional Staff (not incl. above):		0.6	1.8	6.1	2,180.4

District Name: TOMBALL ISD
 Campus Name: TOMBALL INT
 Campus #: 101921105

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 4
 Total Students: 708
 Grade Span: 05 - 06
 School Type: Middle

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,465,881	100.0%	\$5,188	\$3,877,847	100.0%	\$5,805	\$162,534,804	100.0%	\$6,197
Instruction (11,95)	\$2,742,897	79.1%	\$4,106	\$3,030,316	78.1%	\$4,536	\$116,829,129	71.9%	\$4,455
Instructional-Related Services (12,13)	\$127,357	3.7%	\$191	\$146,535	3.8%	\$219	\$6,165,114	3.8%	\$235
Instructional Leadership (21)	\$52,676	1.5%	\$79	\$52,676	1.4%	\$79	\$2,131,289	1.3%	\$81
School Leadership (23)	\$342,159	9.9%	\$512	\$347,222	9.0%	\$520	\$11,903,567	7.3%	\$454
Support Services-Student (31,32,33)	\$171,291	4.9%	\$256	\$171,291	4.4%	\$256	\$9,249,793	5.7%	\$353
Other Campus Costs (35,36,51,52,53)	\$29,501	0.9%	\$44	\$129,807	3.3%	\$194	\$16,255,912	10.0%	\$620
By Program:									
Total Operating Expenditures	\$3,436,380	100.0%	\$5,144	\$3,726,572	100.0%	\$5,579	\$145,609,877	100.0%	\$5,552
Bilingual/ESL Education (25)	\$69,073	2.0%	\$103	\$69,073	1.9%	\$103	\$2,371,627	1.6%	\$90
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,419,483	1.0%	\$54
Accelerated Education (24,30)	\$111,642	3.2%	\$167	\$203,954	5.5%	\$305	\$8,265,971	5.7%	\$315
Gifted & Talented Education (21)	\$75,456	2.2%	\$113	\$75,456	2.0%	\$113	\$2,352,186	1.6%	\$90
Regular Education (11)	\$2,501,822	72.8%	\$3,745	\$2,535,723	68.0%	\$3,796	\$107,176,721	73.6%	\$4,087
Special Education (23)	\$678,387	19.7%	\$1,016	\$842,366	22.6%	\$1,261	\$22,731,869	15.6%	\$867
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$930,070	0.6%	\$35
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$361,950	0.2%	\$14

PROGRAM INFORMATION		-----Campus-----		Campus Group	District	State
	Count	Percent				
Student Enrollment by Program:						
Bilingual/ESL Education	87	12.3%	4.6%	10.2%	16.2%	
Career & Technical Education	0	0.0%	9.8%	27.9%	21.0%	
Gifted & Talented Education	69	9.7%	11.5%	8.4%	7.7%	
Special Education	58	8.2%	8.8%	6.7%	8.8%	
Teachers by Program (population served):						
Bilingual/ESL Education	2.2	4.9%	1.7%	3.4%	5.5%	
Career & Technical Education	0.0	0.0%	1.8%	3.9%	4.0%	
Compensatory Education	0.8	1.7%	1.5%	1.8%	2.9%	
Gifted & Talented Education	0.0	0.0%	3.1%	0.7%	1.9%	
Regular Education	37.3	81.7%	79.9%	76.3%	73.4%	
Special Education	4.2	9.2%	8.9%	6.1%	9.1%	
Other	1.2	2.5%	3.1%	7.6%	3.2%	

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' 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.

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Target Campus Name: TOMBALL INT
 Target Campus #: 101921105
 District Name: TOMBALL ISD
 Campus Type: Middle School

Texas Education Agency
 2010-11 Campus Comparison Group

Page 1

Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% LEP	% Afr_Amer
008901041	BELLVILLE J H	BELLVILLE ISD	63.8	42.4	24.6	8.7	3.9	8.5
014903043	LAKE BELTON MIDDLE	BELTON ISD	61.2	33.1	25.1	11.5	2.8	8.8
016902041	BLANCO MIDDLE	BLANCO ISD	61.0	48.7	35.1	13.9	3.1	0.9
018901041	CLIFTON MIDDLE	CLIFTON ISD	63.4	52.1	30.9	14.8	5.3	3.8
036903041	EAST CHAMBERS J H	EAST CHAMBERS ISD	60.1	45.7	29.3	10.7	4.3	8.0
043902041	ANNA MIDDLE	ANNA ISD	63.6	42.3	26.4	15.3	2.7	7.7
043907041	FAUBION MIDDLE	MCKINNEY ISD	62.4	26.1	23.5	11.0	7.4	8.6
043911041	CLARK JR HIGH	PRINCETON ISD	59.6	53.9	32.1	14.2	4.8	6.6
043914041	GRADY BURNETT JUNIOR HIG	WYLIE ISD	60.6	31.6	22.7	9.2	2.0	11.0
046902041	SMITHSON VALLEY MIDDLE	COMAL ISD	58.7	20.6	32.5	7.9	3.4	3.5
046902045	CHURCH HILL MIDDLE	COMAL ISD	58.4	31.1	35.3	12.6	2.9	2.2
047902041	PERKINS MIDDLE	DE LEON ISD	63.2	64.2	35.8	16.7	4.7	0.0
061912041	LAKE DALLAS MIDDLE	LAKE DALLAS ISD	64.2	33.1	22.8	10.2	2.7	5.4
070910041	PALMER MIDDLE	PALMER ISD	59.3	50.8	36.4	14.8	3.4	1.4
079906041	NEEDVILLE MIDDLE	NEEDVILLE ISD	58.3	34.8	36.7	8.2	6.2	2.6
094904041	MARION MIDDLE	MARION ISD	62.6	44.0	32.1	12.4	2.8	2.2
101915042	HILDEBRANDT INT	KLEIN ISD	57.4	27.9	29.2	12.3	5.1	7.5
101921043	WILLOW WOOD JUNIOR HIGH	TOMBALL ISD	60.2	16.4	23.0	9.6	4.2	6.9
101921105	> TOMBALL INT	TOMBALL ISD	60.7	39.4	30.9	14.3	12.3	4.9
101921109	NORTHPOINTE INT	TOMBALL ISD	60.5	18.9	22.5	8.5	4.7	5.8
126903041	LOWELL SMITH JR MIDDLE	CLEBURNE ISD	59.9	54.0	33.7	13.3	9.9	3.6
133904041	INGRAM MIDDLE	INGRAM ISD	57.6	60.0	38.8	16.1	6.1	0.0
146902041	WILSON J H	DAYTON ISD	61.1	56.4	27.4	17.5	5.2	8.7
146902042	NOTTINGHAM MIDDLE	DAYTON ISD	60.7	60.7	29.1	12.2	10.0	7.0
152901064	EVANS MIDDLE	LUBBOCK ISD	59.8	35.1	30.4	12.4	2.1	4.0
152906041	LUBBOCK-COOPER MIDDLE SC	LUBBOCK-COOPER ISD	61.3	41.5	35.4	12.8	1.6	0.8
170902045	WILKERSON INT	CONROE ISD	63.4	30.9	23.7	17.1	5.9	5.9
170902069	VOGEL INT	CONROE ISD	60.2	34.1	27.3	9.8	5.8	7.2
170908042	KEEFER CROSSING MIDDLE S	NEW CANEY ISD	60.3	65.0	36.1	18.1	8.6	2.5
182903041	MINERAL WELLS J H	MINERAL WELLS ISD	60.0	58.1	33.1	12.5	3.7	3.7
199901043	MAURINE CAIN MIDDLE	ROCKWALL ISD	62.4	28.5	25.1	8.8	6.4	5.6
215901041	BRECKENRIDGE J H	BRECKENRIDGE ISD	58.7	58.7	35.9	9.7	4.0	3.6
220906041	GRAPEVINE MIDDLE	GRAPEVINE-COLLEYVILLE IS	59.6	29.8	26.8	11.5	6.5	4.5
220906044	CROSS TIMBERS MIDDLE	GRAPEVINE-COLLEYVILLE IS	60.2	28.9	25.9	8.3	10.9	4.7
220907123	TRINITY MEADOWS INT	KELLER ISD	58.0	25.0	23.6	9.2	9.7	8.9
220918041	WAYSIDE MIDDLE	EAGLE MT-SAGINAW ISD	62.8	27.8	25.4	11.5	1.8	5.8
246904042	CHARLES A FORBES MIDDLE	GEORGETOWN ISD	58.9	44.1	35.1	10.9	4.0	3.1
246913043	RUNNING BRUSHY MIDDLE	LEANDER ISD	59.4	36.7	29.3	9.8	2.7	5.7
246913044	ARTIE L HENRY MIDDLE	LEANDER ISD	62.2	20.5	22.4	10.1	2.6	4.7
250903041	MINEOLA MIDDLE	MINEOLA ISD	63.9	60.6	25.0	11.7	6.3	7.3
252903041	OLNEY J H	OLNEY ISD	63.8	59.9	33.9	14.7	4.5	1.1
Group Average			60.7	36.1	28.2	11.5	4.9	5.5

*** Order of columns will vary on lists for other campuses ***

Target Campus Name: TOMBALL INT
 Target Campus #: 101921105
 District Name: TOMBALL ISD
 Campus Type: Middle School

Texas Education Agency
 2010-11 Comparable Improvement:

Page 2

Gold Performance Acknowledgment: Reading and Mathematics

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
BELLVILLE J H	423	751	791	58	41	Q3	424	734	758	79	24	Q3
LAKE BELTON MIDDLE	968	756	796	85	40	Q3	967	740	764	81	23	Q3
BLANCO MIDDLE	208	730	773	69	43	Q3	208	722	749	40	26	Q2
CLIFTON MIDDLE	221	732	778	72	46	Q2	215	691	743	65	52	Q1
EAST CHAMBERS J H	164	736	792	84	56	Q1	165	730	739	49	9	Q4
ANNA MIDDLE	407	740	789	74	49	Q1	406	748	771	67	24	Q3
FAUBION MIDDLE	885	780	817	49	36	Q4	883	777	797	63	21	Q3
CLARK JR HIGH	387	747	797	72	50	Q1	382	732	749	42	17	Q4
GRADY BURNETT JUNIOR	565	766	808	72	42	Q3	562	760	763	27	3	Q4
SMITHSON VALLEY MIDD	770	778	824	100	45	Q2	776	758	783	91	26	Q2
CHURCH HILL MIDDLE	641	760	808	93	49	Q1	638	747	772	76	25	Q2
PERKINS MIDDLE	85	755	785	53	30	Q4	83	744	742	19	-2	Q4
LAKE DALLAS MIDDLE	896	753	794	72	41	Q3	890	739	772	62	33	Q1
PALMER MIDDLE	355	701	760	124	59	Q1	356	678	724	89	46	Q1
NEEDVILLE MIDDLE	379	695	742	96	47	Q2	381	707	747	66	40	Q1
MARION MIDDLE	304	725	780	75	55	Q1	307	706	720	49	13	Q4
HILDEBRANDT INT	801	763	803	73	40	Q3	795	745	765	55	20	Q3
WILLOW WOOD JUNIOR H	806	783	827	72	44	Q2	805	778	803	72	25	Q2
> TOMBALL INT	575	679	741	108	62	Q1	579	683	719	70	35	Q1
NORTHPOINTE INT	754	717	773	110	56	Q1	761	722	762	78	40	Q1
LOWELL SMITH JR MIDD	684	734	772	60	38	Q4	693	712	727	45	15	Q4
INGRAM MIDDLE	143	728	776	92	48	Q1	141	728	738	69	10	Q4
WILSON J H	629	734	767	70	33	Q4	630	717	739	60	22	Q3
NOTTINGHAM MIDDLE	362	682	717	71	35	Q4	362	686	711	66	25	Q2
EVANS MIDDLE	703	760	798	75	38	Q4	707	746	766	51	20	Q3
LUBBOCK-COOPER MIDDLE	763	745	780	52	35	Q4	762	734	753	59	19	Q3
WILKERSON INT	570	702	741	87	39	Q4	571	703	726	56	24	Q3
VOGEL INT	882	714	758	80	44	Q2	886	714	752	85	37	Q1
KEEFER CROSSING MIDD	601	743	787	76	44	Q2	596	747	760	62	13	Q4
MINERAL WELLS J H	462	729	773	64	44	Q2	466	719	739	48	19	Q3
MAURINE CAIN MIDDLE	777	786	824	68	37	Q4	776	776	802	67	26	Q2
BRECKENRIDGE J H	188	746	787	61	42	Q3	189	739	754	39	15	Q4
GRAPEVINE MIDDLE	696	757	808	93	52	Q1	715	745	771	57	26	Q2
CROSS TIMBERS MIDDLE	747	773	820	65	47	Q2	765	767	786	52	19	Q3
TRINITY MEADOWS INT	803	711	763	119	52	Q1	820	703	731	84	28	Q2
WAYSIDE MIDDLE	674	757	799	57	42	Q3	671	740	766	40	25	Q2
CHARLES A FORBES MID	593	757	800	68	42	Q3	594	767	796	58	29	Q1
RUNNING BRUSHY MIDDLE	1011	751	798	87	46	Q2	1019	742	771	65	29	Q1
ARTIE L HENRY MIDDLE	1206	774	820	62	46	Q2	1205	775	805	63	30	Q1
MINEOLA MIDDLE	300	722	765	84	43	Q3	301	710	746	69	36	Q1
OLNEY J H	142	756	777	64	20	Q4	143	745	770	88	25	Q2
Group Average	560	748	791	75	44	--	561	739	764	61	25	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2010-11 Academic Excellence Indicator System

District Name: TOMBALL ISD

Campus Name: WILLOW CREEK EL

Campus #: 101921107

2011 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Mathematics

Comparable Improvement: Mathematics

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District Name: TOMBALL ISD
Campus Name: WILLOW CREEK EL
Campus #: 101921107

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 1
Total Students: 801
Grade Span: KG - 04
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	93%	96%	99%	> 99%	97%	99%	*	> 99%	*	*	> 99%	95%	> 99%
	2010	92%	95%	97%	95%	> 99%	96%	96%	*	75%	*	*	75%	90%	77%
Mathematics	2011	88%	90%	95%	98%	89%	> 99%	99%	*	> 99%	*	*	> 99%	95%	> 99%
	2010	87%	90%	94%	92%	86%	88%	95%	*	88%	*	*	67%	87%	85%
All Tests	2011	83%	87%	93%	97%	89%	97%	98%	*	> 99%	*	*	> 99%	91%	> 99%
	2010	84%	88%	91%	90%	86%	88%	93%	*	75%	*	*	58%	84%	77%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	96%	98%	> 99%	> 99%	97%	*	> 99%	*	*	> 99%	97%	> 99%
	2010	86%	91%	95%	95%	91%	97%	93%	*	> 99%	*	> 99%	89%	89%	> 99%
Mathematics	2011	89%	93%	96%	97%	> 99%	96%	97%	*	> 99%	*	*	87%	91%	> 99%
	2010	89%	92%	95%	97%	> 99%	94%	96%	*	> 99%	*	> 99%	67%	93%	90%
Writing	2011	91%	90%	96%	98%	> 99%	96%	98%	*	> 99%	*	*	93%	94%	> 99%
	2010	92%	93%	96%	95%	91%	91%	95%	*	> 99%	*	> 99%	67%	86%	90%
All Tests	2011	78%	85%	90%	94%	> 99%	96%	92%	*	> 99%	*	*	87%	88%	> 99%
	2010	78%	83%	89%	89%	82%	85%	88%	*	> 99%	*	> 99%	44%	75%	80%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	95%	97%	98%	> 99%	98%	98%	*	> 99%	*	> 99%	> 99%	96%	> 99%
	2010	90%	95%	97%	95%	96%	94%	95%	*	n/a	n/a	n/a	81%	90%	87%
Mathematics	2011	84%	91%	96%	98%	95%	98%	98%	*	> 99%	*	80%	90%	93%	> 99%
	2010	84%	90%	95%	95%	93%	90%	96%	*	n/a	n/a	n/a	67%	90%	87%
Writing	2011	92%	93%	96%	98%	> 99%	96%	98%	*	> 99%	*	*	93%	94%	> 99%
	2010	93%	95%	96%	95%	93%	92%	95%	*	n/a	n/a	n/a	67%	86%	90%
All Tests	2011	76%	85%	92%	96%	95%	96%	95%	*	> 99%	*	80%	90%	89%	> 99%
	2010	76%	85%	91%	89%	86%	84%	91%	*	n/a	n/a	n/a	52%	80%	78%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	42%	57%	57%	62%	55%	56%	*	63%	*	60%	30%	35%	31%
	2010	32%	41%	48%	51%	36%	50%	55%	33%	42%	*	83%	33%	32%	30%
Mathematics	2011	29%	38%	54%	49%	52%	51%	46%	*	71%	*	20%	33%	45%	36%
	2010	28%	38%	45%	52%	24%	55%	55%	33%	63%	*	67%	38%	41%	30%
Writing	2011	31%	34%	42%	31%	42%	19%	32%	*	42%	*	*	7%	18%	< 1%
	2010	32%	35%	34%	34%	< 1%	44%	34%	*	45%	*	20%	11%	14%	30%
All Tests	2011	16%	22%	35%	28%	38%	25%	27%	*	42%	*	20%	19%	16%	14%
	2010	15%	22%	27%	30%	20%	38%	30%	17%	32%	*	17%	19%	19%	22%

District Name: TOMBALL ISD
 Campus Name: WILLOW CREEK EL
 Campus #: 101921107

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 2
 Total Students: 801
 Grade Span: KG - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS-M Met 2011 Standard (Sum of All Grades Tested)														
Reading/ELA	2011	86%	92%	> 99%	> 99%	*	*	*	*	*	*	> 99%	*	*
	2010	85%	88%	92%	83%	*	*	*	*	*	*	83%	*	*
Mathematics	2011	77%	82%	> 99%	*	*	*	*	*	*	*	*	*	*
	2010	75%	77%	92%	*	*	*	*	*	*	*	*	*	*
Writing	2011	80%	74%	> 99%	*	*	*	*	*	*	*	*	*	*
	2010	80%	75%	> 99%	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	67%	86%	80%	*	*	*	*	*	*	80%	*	*
	2010	64%	68%	78%	67%	*	*	*	*	*	*	67%	*	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)														
All Tests	2011	97%	91%	> 99%	> 99%	*	*	> 99%	*	*	*	> 99%	*	*
All Tests	2010	93%	96%	> 99%	*	*	*	*	*	*	*	*	*	*

District Name: TOMBALL ISD
 Campus Name: WILLOW CREEK EL
 Campus #: 101921107

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 3
 Total Students: 801
 Grade Span: KG - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.9%	99.8%	100.0%	100.0%	100.0%	100.0%	*	100.0%	-	100.0%	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	93.7%	95.3%	95.4%	95.8%	94.9%	95.7%	*	91.7%	-	100.0%	39.1%	95.1%	92.9%
Not on TAKS	7.6%	5.2%	4.7%	4.6%	4.2%	5.1%	4.3%	*	8.3%	-	0.0%	60.9%	4.9%	7.1%
TAKS(Acc) Only	2.4%	2.1%	1.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
TAKS-M Only	3.1%	1.2%	1.8%	1.3%	0.0%	1.7%	1.1%	*	4.2%	-	0.0%	17.4%	1.6%	7.1%
TAKS-Alt Only	0.9%	0.7%	0.0%	3.0%	4.2%	1.7%	3.2%	*	4.2%	-	0.0%	39.1%	1.6%	0.0%
Combination	1.3%	1.2%	1.0%	0.3%	0.0%	1.7%	0.0%	*	0.0%	-	0.0%	4.3%	1.6%	0.0%
By Acct Status														
Acct System	94.0%	95.0%	96.3%	96.4%	87.5%	96.6%	96.8%	*	100.0%	-	100.0%	91.3%	90.2%	100.0%
Non-Acct System	4.6%	3.9%	3.5%	3.6%	12.5%	3.4%	3.2%	*	0.0%	-	0.0%	8.7%	9.8%	0.0%
Mobile	4.6%	3.9%	3.5%	3.6%	12.5%	3.4%	3.2%	*	0.0%	-	0.0%	8.7%	9.8%	0.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	1.1%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Absent	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Total Count	3,231,780	7,183	294	302	24	59	187	3	24	0	5	23	61	14
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	100.0%	99.3%	100.0%	100.0%	99.4%	100.0%	95.2%	-	100.0%	100.0%	100.0%	95.8%
By Test Version														
TAKS (1 or more)	90.8%	93.9%	94.5%	94.8%	92.3%	95.3%	95.2%	100.0%	90.5%	-	100.0%	40.9%	90.5%	83.3%
Not on TAKS	7.8%	5.0%	5.4%	4.5%	7.7%	4.7%	4.2%	0.0%	4.8%	-	0.0%	59.1%	9.5%	12.5%
TAKS(Acc) Only	2.3%	2.3%	1.4%	1.7%	0.0%	3.1%	1.8%	0.0%	0.0%	-	0.0%	22.7%	4.8%	0.0%
TAKS-M Only	3.3%	1.2%	2.1%	0.7%	3.8%	0.0%	0.6%	0.0%	0.0%	-	0.0%	9.1%	3.2%	4.2%
TAKS-Alt Only	0.8%	0.7%	0.0%	0.7%	0.0%	0.0%	1.2%	0.0%	0.0%	-	0.0%	9.1%	0.0%	0.0%
Combination	1.3%	0.8%	1.1%	1.4%	3.8%	1.6%	0.6%	0.0%	4.8%	-	0.0%	18.2%	1.6%	8.3%
By Acct Status														
Acct System	90.0%	93.3%	92.3%	92.8%	92.3%	90.6%	93.4%	100.0%	90.5%	-	100.0%	77.3%	90.5%	91.7%
Non-Acct System	8.6%	5.6%	7.4%	6.6%	7.7%	9.4%	6.0%	0.0%	4.8%	-	0.0%	22.7%	9.5%	4.2%
Mobile	4.4%	3.7%	4.5%	5.2%	3.8%	9.4%	4.2%	0.0%	4.8%	-	0.0%	4.5%	6.3%	0.0%
Non-Acct Test	4.2%	1.8%	2.6%	1.4%	3.8%	0.0%	1.8%	0.0%	0.0%	-	0.0%	18.2%	3.2%	4.2%
Not Tested	1.4%	1.2%	0.0%	0.7%	0.0%	0.0%	0.6%	0.0%	4.8%	-	0.0%	0.0%	0.0%	4.2%
Absent	0.1%	0.1%	0.0%	0.3%	0.0%	0.0%	0.6%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	4.8%	-	0.0%	0.0%	0.0%	4.2%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Total Count	3,175,337	6,917	283	290	26	64	167	6	21	0	6	22	63	24

District Name: TOMBALL ISD
 Campus Name: WILLOW CREEK EL
 Campus #: 101921107

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 4
 Total Students: 801
 Grade Span: KG - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2011	47%	58%	65%	*	*	*	*	*	*	*	*	*	*
	2010	50%	61%	69%	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	53%	67%	75%	*	*	*	*	*	*	60%	*	*
	2010	45%	55%	60%	67%	*	*	*	*	*	*	*	*	*
Average Vertical Scale Growth (Sum of Grades 4-8)														
Reading	2011	75	97	109	*	*	*	*	*	*	*	*	*	*
	2010	86	95	117	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	80	99	114	*	*	*	*	*	*	*	*	*
	2010	70	84	91	116	*	*	*	*	*	*	*	*	*
English Language Learners Progress Indicator														
2010-11	80%	85%	96%	> 99%	*	> 99%	*	*	> 99%	*	*	*	> 99%	> 99%
2009-10	79%	83%	93%	92%	*	> 99%	*	*	85%	*	*	83%	91%	88%
Attendance Rate @														
2009-10	95.5%	96.0%	96.9%	97.2%	98.2%	96.9%	97.2%	97.2%	97.7%	-	96.5%	96.5%	97.0%	97.3%
2008-09	95.6%	95.7%	96.9%	96.9%	97.2%	97.0%	96.8%	*	n/a	n/a	n/a	95.4%	96.9%	97.3%

District Name: TOMBALL ISD
 Campus Name: WILLOW CREEK EL
 Campus #: 101921107

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 1
 Total Students: 801
 Grade Span: KG - 04
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	801	100.0%	24,686	10,609	4,912,385
Students By Grade: Early Childhood Education	0	0.0%	0.6%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	2.3%	4.5%
Kindergarten	155	19.4%	16.2%	7.4%	7.6%
Grade 1	176	22.0%	16.3%	8.1%	7.9%
Grade 2	168	21.0%	17.1%	8.2%	7.7%
Grade 3	153	19.1%	16.8%	7.6%	7.6%
Grade 4	149	18.6%	17.3%	7.6%	7.6%
Grade 5	0	0.0%	12.6%	7.9%	7.6%
Grade 6	0	0.0%	1.6%	7.3%	7.4%
Grade 7	0	0.0%	0.0%	7.5%	7.3%
Grade 8	0	0.0%	0.0%	7.3%	7.2%
Grade 9	0	0.0%	0.0%	8.5%	7.9%
Grade 10	0	0.0%	0.0%	7.1%	7.0%
Grade 11	0	0.0%	0.0%	6.3%	6.4%
Grade 12	0	0.0%	0.0%	6.6%	5.9%
Ethnic Distribution: African American	56	7.0%	6.6%	5.3%	12.9%
Hispanic	147	18.4%	18.4%	25.4%	50.3%
White	517	64.5%	64.4%	61.6%	31.2%
American Indian	6	0.7%	0.6%	0.7%	0.5%
Asian	58	7.2%	7.1%	4.8%	3.4%
Pacific Islander	0	0.0%	0.1%	0.1%	0.1%
Two or More Races	17	2.1%	2.8%	2.2%	1.6%
Economically Disadvantaged	122	15.2%	17.0%	25.7%	59.2%
Limited English Proficient (LEP)	64	8.0%	5.9%	10.8%	16.9%
Students w/Disciplinary Placements (2009-10)	0	0.0%	0.1%	1.7%	1.9%
At-Risk	186	23.2%	20.4%	32.8%	46.3%
Mobility (2009-10)	53	8.5%	8.9%	11.6%	18.2%
Number of Students per Teacher	16.3	n/a	15.4	16.1	14.7

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	0.0%	2.2%	1.7%	2.3%	0.0%	13.3%	10.0%	10.7%
Grade 1	2.7%	1.1%	1.7%	4.7%	11.1%	1.8%	7.3%	8.9%
Grade 2	0.7%	0.7%	2.4%	2.8%	0.0%	2.0%	0.0%	4.1%
Grade 3	2.6%	0.5%	3.3%	2.0%	0.0%	1.0%	1.4%	1.8%
Grade 4	0.0%	0.2%	0.7%	1.1%	0.0%	0.5%	1.4%	0.9%
Grade 5	-	0.3%	1.0%	1.3%	-	1.3%	3.8%	1.3%
Grade 6	-	0.0%	0.4%	0.7%	-	0.0%	0.0%	1.2%
Grade 7	-	-	0.6%	1.0%	-	-	6.5%	1.4%
Grade 8	-	-	0.9%	1.2%	-	-	0.0%	2.1%

District Name: TOMBALL ISD
 Campus Name: WILLOW CREEK EL
 Campus #: 101921107

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 2
 Total Students: 801
 Grade Span: KG - 04
 School Type: Elementary

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	19.3	19.8	17.6	19.0
Grade 1	21.4	18.8	19.1	18.9
Grade 2	19.9	19.3	18.3	18.8
Grade 3	20.2	19.0	18.2	18.8
Grade 4	20.1	19.9	18.4	19.0
Grade 5	-	22.7	22.0	21.4
Grade 6	-	21.5	22.2	20.7
Mixed Grades	-	29.9	17.9	23.9
Secondary: English/Language Arts	-	-	20.1	17.3
Foreign Languages	-	-	21.6	19.0
Mathematics	-	-	23.1	17.9
Science	-	-	23.6	19.0
Social Studies	-	-	25.6	19.6

District Name: TOMBALL ISD
 Campus Name: WILLOW CREEK EL
 Campus #: 101921107

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 3
 Total Students: 801
 Grade Span: KG - 04
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	66.5	100.0%	100.0%	100.0%	100.0%
Professional Staff:	56.1	84.3%	87.4%	59.1%	63.4%
Teachers	49.1	73.8%	75.3%	46.8%	50.5%
Professional Support	5.0	7.5%	8.3%	8.4%	9.0%
Campus Admin. (School Leader.)	2.0	3.0%	3.8%	2.6%	2.8%
Educational Aides:	10.5	15.7%	12.6%	9.7%	9.5%
Total Minority Staff:	5.8	8.8%	10.9%	20.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.7%	1.6%	9.3%
Hispanic	3.0	6.1%	5.5%	9.8%	23.7%
White	45.1	91.8%	88.7%	87.1%	63.9%
American Indian	0.0	0.0%	0.5%	0.0%	0.4%
Asian	0.0	0.0%	0.9%	0.8%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	1.0	2.0%	1.6%	0.7%	1.3%
Males	1.1	2.2%	4.0%	16.2%	23.2%
Females	48.0	97.8%	96.0%	83.8%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	3.1%	3.3%	6.0%
1-5 Years Experience	13.0	26.5%	29.0%	25.8%	30.0%
6-10 Years Experience	16.9	34.4%	24.5%	23.0%	21.1%
11-20 Years Experience	13.1	26.7%	29.4%	29.0%	25.0%
Over 20 Years Experience	6.1	12.4%	14.0%	18.8%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		10.9 yrs.	11.0 yrs.	12.3 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:		5.9 yrs.	6.9 yrs.	7.1 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$43,101	\$46,489	\$41,272
1-5 Years Experience		\$48,210	\$45,223	\$47,723	\$44,013
6-10 Years Experience		\$49,867	\$47,378	\$49,940	\$46,604
11-20 Years Experience		\$52,159	\$50,927	\$52,742	\$50,476
Over 20 Years Experience		\$58,248	\$60,024	\$60,227	\$58,691
Average Actual Salaries (regular duties only):					
Teachers		\$51,077	\$49,429	\$51,999	\$48,638
Professional Support		\$59,477	\$53,766	\$61,031	\$57,045
Campus Administration (School Leadership)		\$77,646	\$70,671	\$77,600	\$70,819
Contracted Instructional Staff (not incl. above):		0.7	5.8	6.1	2,180.4

District Name: TOMBALL ISD
 Campus Name: WILLOW CREEK EL
 Campus #: 101921107

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 4
 Total Students: 801
 Grade Span: KG - 04
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,942,766	100.0%	\$4,844	\$4,180,955	100.0%	\$5,136	\$139,361,310	100.0%	\$5,915
Instruction (11,95)	\$3,223,404	81.8%	\$3,960	\$3,329,856	79.6%	\$4,091	\$105,716,394	75.9%	\$4,487
Instructional-Related Services (12,13)	\$136,880	3.5%	\$168	\$161,079	3.9%	\$198	\$5,394,583	3.9%	\$229
Instructional Leadership (21)	\$61,728	1.6%	\$76	\$61,728	1.5%	\$76	\$1,564,332	1.1%	\$66
School Leadership (23)	\$260,749	6.6%	\$320	\$280,783	6.7%	\$345	\$9,305,897	6.7%	\$395
Support Services-Student (31,32,33)	\$257,956	6.5%	\$317	\$257,956	6.2%	\$317	\$7,005,604	5.0%	\$297
Other Campus Costs (35,36,51,52,53)	\$2,049	0.1%	\$3	\$89,553	2.1%	\$110	\$10,374,500	7.4%	\$440
By Program:									
Total Operating Expenditures	\$3,940,717	100.0%	\$4,841	\$4,047,169	100.0%	\$4,972	\$128,321,853	100.0%	\$5,447
Bilingual/ESL Education (25)	\$1,173	0.0%	\$1	\$1,173	0.0%	\$1	\$1,881,818	1.5%	\$80
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$808	0.0%	\$0
Accelerated Education (24,30)	\$65,153	1.7%	\$80	\$65,153	1.6%	\$80	\$5,128,430	4.0%	\$218
Gifted & Talented Education (21)	\$198	0.0%	\$0	\$198	0.0%	\$0	\$2,550,448	2.0%	\$108
Regular Education (11)	\$3,207,186	81.4%	\$3,940	\$3,251,275	80.3%	\$3,994	\$98,456,218	76.7%	\$4,179
Special Education (23)	\$667,007	16.9%	\$819	\$729,370	18.0%	\$896	\$20,303,751	15.8%	\$862
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$380	0.0%	\$0

PROGRAM INFORMATION			-----Campus-----		Campus Group	District	State
	Count	Percent					
Student Enrollment by Program:							
Bilingual/ESL Education	58	7.2%	5.5%	10.2%	16.2%		
Career & Technical Education	0	0.0%	0.0%	27.9%	21.0%		
Gifted & Talented Education	37	4.6%	6.9%	7.7%	7.7%		
Special Education	54	6.7%	8.0%	6.7%	8.8%		
Teachers by Program (population served):							
Bilingual/ESL Education	1.0	2.0%	2.1%	3.4%	5.5%		
Career & Technical Education	0.0	0.0%	0.0%	3.9%	4.0%		
Compensatory Education	0.0	0.0%	2.4%	1.8%	2.9%		
Gifted & Talented Education	1.0	2.0%	1.1%	0.7%	1.9%		
Regular Education	43.2	88.1%	86.7%	76.3%	73.4%		
Special Education	3.8	7.8%	7.7%	6.1%	9.1%		
Other	0.0	0.0%	0.0%	7.6%	3.2%		

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' 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.

Target Campus Name: WILLOW CREEK EL
 Target Campus #: 101921107
 District Name: TOMBALL ISD
 Campus Type: Elementary School

Texas Education Agency
 2010-11 Campus Comparison Group

Page 1

Campus Number	Campus Name	District Name	% White	% Hispanic	% Econ	% Mobility	% LEP	% Afr_Amer
043901104	GENE M REED EL	ALLEN ISD	65.6	17.5	26.7	10.4	5.0	9.0
043901109	GEORGE J ANDERSON EL	ALLEN ISD	64.8	11.1	11.3	4.7	6.4	8.2
043903042	CELINA INT	CELINA ISD	65.2	27.6	34.3	8.9	5.4	3.6
043905113	GUNSTREAM ELEMENTARY	FRISCO ISD	65.2	11.3	10.6	6.4	5.9	9.6
043905118	BLEDISOE ELEMENTARY	FRISCO ISD	63.4	11.5	3.3	9.2	4.9	6.0
043905129	ALLEN EL	FRISCO ISD	64.1	9.1	6.1	10.6	4.7	9.7
043910108	SHEPARD EL	PLANO ISD	65.8	13.8	19.7	6.3	8.3	8.8
043912101	R STEVE FOLSOM EL	PROSPER ISD	63.3	24.9	17.1	11.4	14.5	7.5
043914103	P M AKIN EL	WYLIE ISD	63.4	21.1	28.9	7.4	6.3	9.9
046902101	RAHE BULVERDE EL	COMAL ISD	63.9	30.7	29.2	8.6	5.2	2.5
061902108	TIMBER CREEK EL	LEWISVILLE ISD	65.2	19.6	18.6	14.8	5.5	6.7
061902119	ETHRIDGE EL	LEWISVILLE ISD	65.7	19.9	17.7	9.5	4.0	5.7
061902120	GARDEN RIDGE EL	LEWISVILLE ISD	64.4	15.0	4.4	4.8	8.0	3.6
061902134	TOM HICKS ELEMENTARY	LEWISVILLE ISD	63.3	12.4	8.9	12.5	5.5	8.4
061902136	CASTLE HILLS ELEMENTARY	LEWISVILLE ISD	64.8	10.6	1.2	3.4	4.5	3.0
061912103	CORINTH EL	LAKE DALLAS ISD	64.5	15.7	33.3	12.8	4.2	11.0
079901114	STEPHEN F AUSTIN EL	LAMAR CISD	64.0	22.1	21.9	7.5	3.3	8.1
079901120	FROST EL	LAMAR CISD	63.5	21.6	9.3	6.6	4.4	7.6
101809101	BAY AREA CHARTER ELEMENT	BAY AREA CHARTER INC	63.9	21.3	32.9	17.9	9.6	5.2
101907133	AULT EL	CYPRESS-FAIRBANKS ISD	64.5	21.6	18.5	7.8	5.2	7.8
101907153	SWENKE EL	CYPRESS-FAIRBANKS ISD	65.8	16.9	9.3	7.0	8.2	7.4
101920107	HUNTERS CREEK EL	SPRING BRANCH ISD	63.5	16.6	11.5	9.3	10.2	2.4
101921103	LAKESWOOD EL	TOMBALL ISD	65.2	18.1	16.9	9.5	8.1	3.5
101921107	> WILLOW CREEK EL	TOMBALL ISD	64.5	18.4	15.2	8.5	8.0	7.0
126902109	JUDY HAJEK EL	BURLESON ISD	64.9	22.1	29.3	6.5	4.7	8.7
152907108	OAK RIDGE EL	FRENSHIP ISD	64.8	26.6	15.6	13.4	3.3	2.7
161903104	SPRING VALLEY EL	MIDWAY ISD	64.0	17.7	31.9	10.2	4.8	11.5
191901112	CITY VIEW EL	CANYON ISD	64.1	27.3	22.7	11.3	1.7	2.7
220814101	NORTH TEXAS ELEMENTARY S	TEXAS ELEMENTARY SCHOOL	65.1	17.8	2.0	5.4	2.0	10.5
220901133	WOOD EL	ARLINGTON ISD	63.6	18.7	25.9	9.9	8.4	10.2
220907113	LONE STAR EL	KELLER ISD	64.4	14.3	10.5	8.9	6.6	5.2
220907118	BETTE PEROT EL	KELLER ISD	64.7	15.5	9.9	6.8	4.7	6.7
220907119	WOODLAND SPRINGS EL	KELLER ISD	65.6	14.7	16.0	8.5	4.5	9.2
220908110	WILLIE BROWN EL	MANSFIELD ISD	63.4	13.2	11.4	2.8	9.2	11.4
227821101	AUSTIN DISCOVERY SCH	AUSTIN DISCOVERY SCHOOL	64.0	21.1	18.1	10.4	4.0	7.2
227901155	HILL EL	AUSTIN ISD	64.1	21.0	13.7	7.5	6.5	2.7
246909132	CACTUS RANCH EL	ROUND ROCK ISD	64.2	14.2	2.6	4.5	4.3	4.7
246909135	CHANDLER OAKS EL	ROUND ROCK ISD	64.1	20.9	9.8	14.9 **	3.4	3.6
246913102	ADA MAE FAUBION EL	LEANDER ISD	64.8	24.1	32.6	13.6	5.5	5.5
246913114	PLEASANT HILL EL	LEANDER ISD	63.5	28.2	31.2	11.2	4.1	3.8
246913117	WILLIAM J WINKLEY EL	LEANDER ISD	64.4	24.2	33.0	13.4	4.9	5.1
Group Average			64.4	18.4	17.0	8.9	5.9	6.6

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
 Note that the group average (shown at the bottom of the column) does not include this substituted value.

Target Campus Name: WILLOW CREEK EL
 Target Campus #: 101921107
 District Name: TOMBALL ISD
 Campus Type: Elementary School

T e x a s E d u c a t i o n A g e n c y
 2010-11 Comparable Improvement:
 Gold Performance Acknowledgment: Mathematics

Page 2

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
GENE M REED EL	238	705	751	84	46	Q1	237	689	751	131	62	Q3
GEORGE J ANDERSON EL	270	700	737	44	37	Q3	271	688	743	104	55	Q3
CELINA INT	272	660	706	95	46	Q1	273	651	711	83	60	Q3
GUNSTREAM ELEMENTARY	232	696	727	65	31	Q4	228	681	734	62	53	Q4
BLEDSOE ELEMENTARY	184	723	758	37	35	Q3	191	704	747	104	43	Q4
ALLEN EL	156	699	752	-	54	Q1	158	665	745	132	80	Q1
SHEPARD EL	138	686	745	246	58	Q1	140	664	710	39	46	Q4
R STEVE FOLSOM EL	91	681	714	-	33	Q4	90	634	706	105	72	Q1
P M AKIN EL	105	630	659	39	29	Q4	106	610	674	108	64	Q2
RAHE BULVERDE EL	144	669	728	122	59	Q1	146	646	695	72	49	Q4
TIMBER CREEK EL	168	679	714	109	34	Q3	164	647	713	88	66	Q2
ETHRIDGE EL	128	672	723	102	52	Q1	125	633	691	123	59	Q3
GARDEN RIDGE EL	153	691	736	261	44	Q2	156	668	719	137	51	Q4
TOM HICKS ELEMENTARY	184	677	720	78	43	Q2	185	648	723	89	75	Q1
CASTLE HILLS ELEMENT	209	707	759	-	53	Q1	212	672	737	132	66	Q2
CORINTH EL	218	655	700	110	45	Q2	217	620	688	80	67	Q2
STEPHEN F AUSTIN EL	183	703	740	350	37	Q3	181	686	743	205	57	Q3
FROST EL	228	697	743	130	46	Q1	227	681	744	130	63	Q2
BAY AREA CHARTER ELE	54	646	684	171	38	Q3	53	603	675	101	72	Q1
AULT EL	319	683	731	53	49	Q1	322	682	749	70	67	Q2
SWENKE EL	229	707	741	100	34	Q3	229	689	756	205	67	Q2
HUNTERS CREEK EL	208	702	738	186	35	Q3	207	672	734	77	62	Q3
LAKEWOOD EL	129	679	722	-	43	Q2	130	611	711	132	99	Q1
> WILLOW CREEK EL	126	670	709	128	39	Q2	128	619	707	114	88	Q1
JUDY HAJEK EL	151	664	703	145	39	Q2	152	621	708	118	88	Q1
OAK RIDGE EL	149	668	720	158	52	Q1	151	651	740	172	89	Q1
SPRING VALLEY EL	84	673	690	77	16	Q4	84	631	679	91	48	Q4
CITY VIEW EL	84	643	647	93	3	Q4	84	601	668	80	66	Q2
NORTH TEXAS ELEMENTA	44	674	749	102	76	Q1	44	666	738	99	72	Q1
WOOD EL	391	698	735	78	37	Q3	391	675	722	71	47	Q4
LONE STAR EL	124	698	708	-	10	Q4	125	667	708	96	41	Q4
BETTE PEROT EL	128	694	727	117	33	Q4	127	649	709	-18	61	Q3
WOODLAND SPRINGS EL	136	669	678	110	9	Q4	134	599	638	60	40	Q4
WILLIE BROWN EL	113	685	715	-	31	Q4	112	649	685	-	37	Q4
AUSTIN DISCOVERY SCH	105	702	735	143	33	Q4	103	618	673	67	55	Q3
HILL EL	194	729	767	204	38	Q3	195	698	763	82	66	Q2
CACTUS RANCH EL	243	718	760	88	42	Q2	246	709	762	104	54	Q3
CHANDLER OAKS EL	142	698	740	132	42	Q2	142	659	740	144	81	Q1
ADA MAE FAUBION EL	175	659	717	131	57	Q1	177	615	698	86	82	Q1
PLEASANT HILL EL	206	651	695	90	44	Q2	205	598	662	104	64	Q2
WILLIAM J WINKLEY EL	207	659	698	109	39	Q2	213	628	688	89	60	Q3
Group Average	169	686	726	100	40	--	169	658	720	94	62	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2010-11 Academic Excellence Indicator System

District Name: TOMBALL ISD

Campus Name: TOMBALL ELEMENTARY

Campus #: 101921108

2011 Accountability Rating: Academically Acceptable

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District Name: TOMBALL ISD
 Campus Name: TOMBALL ELEMENTARY
 Campus #: 101921108

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 1
 Total Students: 746
 Grade Span: PK - 04
 School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	93%	95%	78%	73%	68%	82%	*	*	*	*	57%	70%	80%
	2010	92%	95%	96%	88%	67%	94%	90%	*	*	*	*	73%	79%	> 99%
Mathematics	2011	88%	90%	92%	78%	82%	76%	80%	*	*	*	*	38%	75%	83%
	2010	87%	90%	91%	78%	56%	63%	86%	*	*	*	*	64%	69%	71%
All Tests	2011	83%	87%	89%	70%	73%	67%	72%	*	*	*	*	25%	61%	75%
	2010	84%	88%	89%	76%	44%	63%	86%	*	*	*	*	64%	62%	71%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	96%	*	94%	*	94%	*	*	*	*	*	*	93%	94%
	2010	85%	92%	*	93%	*	93%	*	*	*	*	*	*	92%	93%
Mathematics	2011	77%	79%	*	79%	*	79%	*	*	*	*	*	*	77%	79%
	2010	74%	66%	*	79%	*	79%	*	*	*	*	*	*	80%	79%
All Tests	2011	78%	89%	*	75%	*	75%	*	*	*	*	*	*	73%	75%
	2010	75%	64%	*	76%	*	76%	*	*	*	*	*	*	76%	76%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	92%	68%	42%	64%	76%	*	*	*	*	47%	59%	> 99%
	2010	86%	91%	92%	77%	77%	76%	75%	*	*	*	*	77%	69%	75%
Mathematics	2011	89%	93%	94%	79%	67%	80%	82%	*	*	*	*	53%	73%	> 99%
	2010	89%	92%	94%	80%	69%	95%	72%	*	*	*	*	62%	76%	94%
Writing	2011	91%	90%	94%	74%	50%	75%	80%	*	*	*	*	47%	64%	> 99%
	2010	92%	93%	94%	83%	77%	92%	77%	*	*	*	*	77%	79%	88%
All Tests	2011	78%	85%	85%	61%	33%	73%	64%	*	*	*	*	33%	60%	> 99%
	2010	78%	83%	84%	64%	46%	76%	57%	*	*	*	*	54%	56%	76%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	89%	*	93%	*	93%	*	*	*	*	*	*	93%	93%
	2010	83%	87%	*	79%	*	78%	*	*	*	*	*	*	79%	79%
Mathematics	2011	74%	88%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	73%	75%	*	72%	*	71%	*	*	*	*	*	*	72%	72%
Writing	2011	93%	98%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	94%	95%	*	95%	*	94%	*	*	*	*	*	*	95%	95%
All Tests	2011	75%	87%	*	93%	*	93%	*	*	*	*	*	*	93%	93%
	2010	73%	67%	*	63%	*	61%	*	*	*	*	*	*	63%	63%

District Name: TOMBALL ISD
 Campus Name: TOMBALL ELEMENTARY
 Campus #: 101921108

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 2
 Total Students: 746
 Grade Span: PK - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	95%	95%	77%	57%	79%	80%	*	*	*	*	50%	73%	91%
	2010	90%	95%	95%	83%	71%	84%	84%	*	n/a	n/a	n/a	69%	77%	86%
Mathematics	2011	84%	91%	94%	79%	74%	81%	81%	*	*	*	*	46%	76%	89%
	2010	84%	90%	92%	79%	67%	81%	79%	*	n/a	n/a	n/a	62%	75%	80%
Writing	2011	92%	93%	94%	78%	50%	87%	80%	*	*	*	*	47%	74%	> 99%
	2010	93%	95%	95%	84%	79%	92%	78%	*	n/a	n/a	n/a	79%	83%	91%
All Tests	2011	76%	85%	89%	67%	52%	72%	69%	*	*	*	*	25%	63%	83%
	2010	76%	85%	87%	69%	46%	71%	72%	*	n/a	n/a	n/a	54%	62%	72%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	42%	47%	29%	22%	35%	29%	*	*	*	*	< 1%	26%	32%
	2010	32%	41%	38%	24%	9%	26%	24%	*	*	*	*	8%	21%	31%
Mathematics	2011	29%	38%	41%	25%	17%	29%	25%	*	*	*	*	8%	21%	32%
	2010	28%	38%	39%	24%	14%	29%	22%	*	*	*	*	15%	24%	32%
Writing	2011	31%	34%	28%	18%	< 1%	33%	13%	*	*	*	*	7%	22%	36%
	2010	32%	35%	29%	14%	< 1%	18%	14%	*	*	*	*	7%	12%	20%
All Tests	2011	16%	22%	25%	15%	9%	15%	16%	*	*	*	*	< 1%	9%	13%
	2010	15%	22%	20%	10%	5%	10%	11%	*	*	*	*	8%	8%	10%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	92%	> 99%	80%	*	*	*	*	*	*	*	80%	*	*
	2010	85%	88%	> 99%	80%	*	*	*	*	*	*	*	80%	*	*
Mathematics	2011	77%	82%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	75%	77%	86%	*	*	*	*	*	*	*	*	*	*	*
Writing	2011	80%	74%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	75%	> 99%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	67%	88%	50%	*	*	*	*	*	*	*	50%	*	*
	2010	64%	68%	80%	60%	*	*	*	*	*	*	*	60%	*	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	91%	> 99%	73%	*	> 99%	*	*	*	*	*	73%	*	> 99%
All Tests	2010	93%	96%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%

District Name: TOMBALL ISD
 Campus Name: TOMBALL ELEMENTARY
 Campus #: 101921108

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 3
 Total Students: 746
 Grade Span: PK - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.9%	99.6%	100.0%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	93.7%	92.8%	91.9%	84.0%	90.1%	94.8%	*	*	-	*	27.6%	89.5%	87.8%
Not on TAKS	7.6%	5.2%	6.0%	8.1%	16.0%	9.9%	5.2%	*	*	-	*	72.4%	10.5%	12.2%
TAKS(Acc) Only	2.4%	2.1%	1.2%	3.1%	4.0%	4.2%	1.9%	*	*	-	*	27.6%	4.5%	2.0%
TAKS-M Only	3.1%	1.2%	2.4%	1.5%	8.0%	0.0%	1.3%	*	*	-	*	13.8%	2.3%	0.0%
TAKS-Alt Only	0.9%	0.7%	0.4%	1.5%	0.0%	4.2%	0.6%	*	*	-	*	13.8%	0.8%	6.1%
Combination	1.3%	1.2%	0.9%	1.9%	4.0%	1.4%	1.3%	*	*	-	*	17.2%	3.0%	4.1%
By Acct Status														
Acct System	94.0%	95.0%	93.8%	90.7%	92.0%	91.5%	90.3%	*	*	-	*	82.8%	89.5%	98.0%
Non-Acct System	4.6%	3.9%	5.5%	9.3%	8.0%	8.5%	9.7%	*	*	-	*	17.2%	10.5%	2.0%
Mobile	4.6%	3.9%	5.5%	9.3%	8.0%	8.5%	9.7%	*	*	-	*	17.2%	10.5%	2.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	1.1%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Absent	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Total Count	3,231,780	7,183	283	259	25	71	155	3	2	0	3	29	133	49
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	99.5%	100.0%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	93.9%	91.6%	94.7%	89.3%	95.2%	95.8%	*	*	-	*	48.3%	93.8%	94.6%
Not on TAKS	7.8%	5.0%	7.7%	5.3%	10.7%	4.8%	4.2%	*	*	-	*	51.7%	6.2%	5.4%
TAKS(Acc) Only	2.3%	2.3%	1.4%	1.1%	3.6%	1.0%	0.7%	*	*	-	*	10.3%	1.4%	1.4%
TAKS-M Only	3.3%	1.2%	3.1%	1.1%	0.0%	1.0%	1.4%	*	*	-	*	10.3%	2.1%	0.0%
TAKS-Alt Only	0.8%	0.7%	0.6%	2.5%	0.0%	2.9%	2.1%	*	*	-	*	24.1%	2.1%	4.1%
Combination	1.3%	0.8%	1.4%	0.7%	7.1%	0.0%	0.0%	*	*	-	*	6.9%	0.7%	0.0%
By Acct Status														
Acct System	90.0%	93.3%	89.4%	88.0%	78.6%	92.3%	87.3%	*	*	-	*	58.6%	86.3%	91.9%
Non-Acct System	8.6%	5.6%	10.3%	12.0%	21.4%	7.7%	12.7%	*	*	-	*	41.4%	13.7%	8.1%
Mobile	4.4%	3.7%	6.1%	8.5%	21.4%	3.8%	9.2%	*	*	-	*	6.9%	9.6%	4.1%
Non-Acct Test	4.2%	1.8%	3.8%	3.5%	0.0%	3.8%	3.5%	*	*	-	*	34.5%	4.1%	4.1%
Not Tested	1.4%	1.2%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Total Count	3,175,337	6,917	242	284	28	104	142	3	2	0	4	29	146	74

District Name: TOMBALL ISD
 Campus Name: TOMBALL ELEMENTARY
 Campus #: 101921108

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 4
 Total Students: 746
 Grade Span: PK - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	58%	64%	27%	*	*	43%	*	*	*	*	13%	27%	*
	2010	50%	61%	55%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	53%	58%	60%	*	*	50%	*	*	*	*	33%	63%	*
	2010	45%	55%	62%	39%	50%	50%	29%	*	*	*	*	29%	39%	17%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	97	91	58	*	*	108	*	*	*	*	33	41	*
	2010	86	95	120	86	*	104	76	*	*	*	*	67	96	
Mathematics	2011	64	80	90	87	*	*	81	*	*	*	*	71	100	*
	2010	70	84	101	89	79	122	75	*	*	*	*	69	84	95
English Language Learners Progress Indicator															
2010-11	80%	85%	91%	63%	*	61%	*	*	*	*	*	*	58%	62%	
2009-10	79%	83%	90%	74%	*	72%	*	*	*	*	*	*	71%	74%	
Attendance Rate @															
2009-10	95.5%	96.0%	96.4%	96.2%	96.5%	96.7%	95.7%	*	96.9%	-	97.2%	94.9%	95.9%	97.2%	
2008-09	95.6%	95.7%	96.6%	96.1%	97.2%	96.2%	95.8%	*	n/a	n/a	n/a	94.8%	95.9%	96.5%	

District Name: TOMBALL ISD
 Campus Name: TOMBALL ELEMENTARY
 Campus #: 101921108

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 1
 Total Students: 746
 Grade Span: PK - 04
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	746	100.0%	24,010	10,609	4,912,385
Students By Grade: Early Childhood Education	0	0.0%	0.3%	0.2%	0.3%
Pre-Kindergarten	82	11.0%	4.0%	2.3%	4.5%
Kindergarten	128	17.2%	16.0%	7.4%	7.6%
Grade 1	126	16.9%	16.6%	8.1%	7.9%
Grade 2	151	20.2%	15.6%	8.2%	7.7%
Grade 3	145	19.4%	16.6%	7.6%	7.6%
Grade 4	114	15.3%	17.7%	7.6%	7.6%
Grade 5	0	0.0%	12.9%	7.9%	7.6%
Grade 6	0	0.0%	0.3%	7.3%	7.4%
Grade 7	0	0.0%	0.0%	7.5%	7.3%
Grade 8	0	0.0%	0.0%	7.3%	7.2%
Grade 9	0	0.0%	0.0%	8.5%	7.9%
Grade 10	0	0.0%	0.0%	7.1%	7.0%
Grade 11	0	0.0%	0.0%	6.3%	6.4%
Grade 12	0	0.0%	0.0%	6.6%	5.9%
Ethnic Distribution: African American	73	9.8%	6.8%	5.3%	12.9%
Hispanic	239	32.0%	32.4%	25.4%	50.3%
White	399	53.5%	53.3%	61.6%	31.2%
American Indian	5	0.7%	0.5%	0.7%	0.5%
Asian	7	0.9%	3.8%	4.8%	3.4%
Pacific Islander	0	0.0%	0.2%	0.1%	0.1%
Two or More Races	23	3.1%	3.0%	2.2%	1.6%
Economically Disadvantaged	397	53.2%	41.3%	25.7%	59.2%
Limited English Proficient (LEP)	175	23.5%	10.2%	10.8%	16.9%
Students w/Disciplinary Placements (2009-10)	0	0.0%	0.3%	1.7%	1.9%
At-Risk	334	44.8%	30.4%	32.8%	46.3%
Mobility (2009-10)	151	22.2%	15.4%	11.6%	18.2%
Number of Students per Teacher	13.6	n/a	15.2	16.1	14.7

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	4.4%	2.4%	1.7%	2.3%	14.3%	11.9%	10.0%	10.7%
Grade 1	3.4%	3.0%	1.7%	4.7%	6.7%	7.4%	7.3%	8.9%
Grade 2	2.3%	2.0%	2.4%	2.8%	0.0%	3.4%	0.0%	4.1%
Grade 3	6.1%	1.4%	3.3%	2.0%	0.0%	0.8%	1.4%	1.8%
Grade 4	1.5%	0.8%	0.7%	1.1%	0.0%	0.2%	1.4%	0.9%
Grade 5	-	0.4%	1.0%	1.3%	-	0.6%	3.8%	1.3%
Grade 6	-	3.4%	0.4%	0.7%	-	0.0%	0.0%	1.2%
Grade 7	-	-	0.6%	1.0%	-	-	6.5%	1.4%
Grade 8	-	-	0.9%	1.2%	-	-	0.0%	2.1%

District Name: TOMBALL ISD
 Campus Name: TOMBALL ELEMENTARY
 Campus #: 101921108

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 2
 Total Students: 746
 Grade Span: PK - 04
 School Type: Elementary

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	15.1	19.8	17.6	19.0
Grade 1	17.4	19.4	19.1	18.9
Grade 2	16.1	18.8	18.3	18.8
Grade 3	18.5	18.8	18.2	18.8
Grade 4	16.9	19.6	18.4	19.0
Grade 5	-	22.3	22.0	21.4
Grade 6	-	23.3	22.2	20.7
Mixed Grades	-	15.2	17.9	23.9
Secondary: English/Language Arts	-	-	20.1	17.3
Foreign Languages	-	18.0	21.6	19.0
Mathematics	-	18.5	23.1	17.9
Science	-	-	23.6	19.0
Social Studies	-	-	25.6	19.6

District Name: TOMBALL ISD
 Campus Name: TOMBALL ELEMENTARY
 Campus #: 101921108

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 3
 Total Students: 746
 Grade Span: PK - 04
 School Type: Elementary

STAFF INFORMATION	Count	Percent	Campus Group	District	State
Total Staff:	74.5	100.0%	100.0%	100.0%	100.0%
Professional Staff:	63.3	84.9%	85.9%	59.1%	63.4%
Teachers	54.7	73.4%	73.4%	46.8%	50.5%
Professional Support	5.6	7.5%	8.9%	8.4%	9.0%
Campus Admin. (School Leader.)	3.0	4.0%	3.6%	2.6%	2.8%
Educational Aides:	11.3	15.1%	14.1%	9.7%	9.5%
Total Minority Staff:	17.0	22.8%	14.9%	20.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	1.0	1.8%	1.8%	1.6%	9.3%
Hispanic	12.0	22.0%	9.8%	9.8%	23.7%
White	41.7	76.2%	86.6%	87.1%	63.9%
American Indian	0.0	0.0%	0.5%	0.0%	0.4%
Asian	0.0	0.0%	0.4%	0.8%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	0.7%	1.3%
Males	3.2	5.8%	5.5%	16.2%	23.2%
Females	51.5	94.2%	94.5%	83.8%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	3.5	6.4%	4.3%	3.3%	6.0%
1-5 Years Experience	18.0	32.9%	27.1%	25.8%	30.0%
6-10 Years Experience	6.9	12.6%	21.2%	23.0%	21.1%
11-20 Years Experience	18.1	33.2%	29.9%	29.0%	25.0%
Over 20 Years Experience	8.2	15.0%	17.5%	18.8%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		10.6 yrs.	11.8 yrs.	12.3 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:		6.1 yrs.	8.2 yrs.	7.1 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$45,797	\$42,772	\$46,489	\$41,272
1-5 Years Experience		\$47,647	\$44,543	\$47,723	\$44,013
6-10 Years Experience		\$49,319	\$46,384	\$49,940	\$46,604
11-20 Years Experience		\$52,004	\$50,786	\$52,742	\$50,476
Over 20 Years Experience		\$59,388	\$58,583	\$60,227	\$58,691
Average Actual Salaries (regular duties only):					
Teachers		\$50,942	\$49,180	\$51,999	\$48,638
Professional Support		\$62,558	\$52,760	\$61,031	\$57,045
Campus Administration (School Leadership)		\$71,096	\$71,322	\$77,600	\$70,819
Contracted Instructional Staff (not incl. above):		0.9	5.7	6.1	2,180.4

District Name: TOMBALL ISD
 Campus Name: TOMBALL ELEMENTARY
 Campus #: 101921108

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 4
 Total Students: 746
 Grade Span: PK - 04
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$4,232,146	100.0%	\$5,186	\$4,757,301	100.0%	\$5,830	\$142,319,652	100.0%	\$6,160
Instruction (11,95)	\$3,448,503	81.5%	\$4,226	\$3,895,987	81.9%	\$4,774	\$105,374,890	74.0%	\$4,561
Instructional-Related Services (12,13)	\$146,617	3.5%	\$180	\$152,428	3.2%	\$187	\$5,994,088	4.2%	\$259
Instructional Leadership (21)	\$59,332	1.4%	\$73	\$59,332	1.2%	\$73	\$1,728,702	1.2%	\$75
School Leadership (23)	\$335,086	7.9%	\$411	\$337,488	7.1%	\$414	\$9,419,195	6.6%	\$408
Support Services-Student (31,32,33)	\$240,562	5.7%	\$295	\$240,562	5.1%	\$295	\$7,516,049	5.3%	\$325
Other Campus Costs (35,36,51,52,53)	\$2,046	0.0%	\$3	\$71,504	1.5%	\$88	\$12,286,728	8.6%	\$532
By Program:									
Total Operating Expenditures	\$4,230,100	100.0%	\$5,184	\$4,677,584	100.0%	\$5,732	\$129,227,861	100.0%	\$5,593
Bilingual/ESL Education (25)	\$293,945	6.9%	\$360	\$293,945	6.3%	\$360	\$5,079,669	3.9%	\$220
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Accelerated Education (24,30)	\$74,384	1.8%	\$91	\$399,646	8.5%	\$490	\$10,285,530	8.0%	\$445
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,735,750	1.3%	\$75
Regular Education (11)	\$3,296,730	77.9%	\$4,040	\$3,307,007	70.7%	\$4,053	\$93,728,026	72.5%	\$4,057
Special Education (23)	\$565,041	13.4%	\$692	\$676,986	14.5%	\$830	\$18,376,029	14.2%	\$795
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$22,857	0.0%	\$1

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	172	23.1%	11.2%	10.2%	16.2%
Career & Technical Education	0	0.0%	0.0%	27.9%	21.0%
Gifted & Talented Education	34	4.6%	7.2%	7.7%	8.4%
Special Education	52	7.0%	7.5%	6.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	2.0	3.7%	2.7%	3.4%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.9%	4.0%
Compensatory Education	3.6	6.5%	5.7%	1.8%	2.9%
Gifted & Talented Education	0.6	1.1%	1.1%	0.7%	1.9%
Regular Education	45.4	82.9%	83.0%	76.3%	73.4%
Special Education	3.2	5.8%	7.5%	6.1%	9.1%
Other	0.0	0.0%	0.1%	7.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' 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.

Target Campus Name: TOMBALL ELEMENTARY
 Target Campus #: 101921108
 District Name: TOMBALL ISD
 Campus Type: Elementary School

Texas Education Agency
 2010-11 Campus Comparison Group

Page 1

Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% LEP	% Mobility	% Afr_Amer
004901101	FULTON 4-5 LEARNING CENT	ARANSAS COUNTY ISD	53.1	67.7	41.2	5.1	19.5	1.5
015910135	HUEBNER EL	NORTH EAST ISD	53.2	18.2	39.7	3.9	9.4	2.4
015915152	LEON SPRINGS EL	NORTHSIDE ISD	53.0	9.9	38.2	2.6	9.3	2.4
015915178	AUE EL	NORTHSIDE ISD	53.7	13.4	40.0	3.5	10.6	2.2
021902108	JOHNSON ELEMENTARY	BRYAN ISD	52.7	41.4	37.6	14.9	12.1	7.7
046901104	SEELE EL	NEW BRAUNFELS ISD	54.2	46.8	42.1	3.9	16.8	2.2
057905162	STONEWALL JACKSON ELEMEN	DALLAS ISD	53.5	28.3	29.2	7.6	14.5	8.3
061902102	COLLEGE ST EL	LEWISVILLE ISD	52.2	61.0	31.1	19.5	20.8	11.2
061911116	O A PETERSON	NORTHWEST ISD	52.1	28.5	24.5	12.1	10.5	11.9
061914107	LAKEVIEW EL	LITTLE ELM ISD	52.2	28.4	28.0	11.2	13.2	13.4
070911105	SHIELDS EL	RED OAK ISD	54.1	34.1	23.1	6.7	13.9	18.8
084906104	NORTHSIDE EL	TEXAS CITY ISD	53.2	54.5	28.6	1.6	12.7	16.3
084910101	CLEAR LAKE CITY EL	CLEAR CREEK ISD	52.4	40.6	24.2	8.3	15.3	9.0
084910111	ARMAND BAYOU EL	CLEAR CREEK ISD	53.5	32.3	22.6	11.8	12.2	8.9
094902110	WATTS EL	SCHERTZ-CIBOLO-U CITY IS	53.5	24.8	30.1	1.5	17.6	8.8
101908107	JP DABBS ELEMENTARY	DEER PARK ISD	53.0	49.0	37.5	4.1	15.2	3.8
101912251	TWAIN EL	HOUSTON ISD	53.8	16.0	21.8	14.5	9.5	6.3
101921108	> TOMBALL ELEMENTARY	TOMBALL ISD	53.5	53.2	32.0	23.5	22.2	9.8
102903103	WASKOM EL	WASKOM ISD	52.2	67.0	26.9	20.1	14.8	16.7
117901105	CROCKETT EL	BORGER ISD	54.9	58.3	39.1	13.6	13.4	3.4
133903109	FRED H TALLY ELEMENTARY	KERRVILLE ISD	52.8	51.1	41.6	3.2	15.0	2.2
152906103	LUBBOCK-COOPER NORTH EL	LUBBOCK-COOPER ISD	52.8	50.8	40.0	4.0	16.2	2.2
170902129	BIRNHAM WOODS EL	CONROE ISD	54.0	27.6	29.9	11.9	14.6	9.4
170904106	EDWARD B CANNAN EL	WILLIS ISD	52.2	65.6	42.1	33.6	16.7	3.0
170904107	W LLOYD MEADOR EL	WILLIS ISD	54.0	59.0	37.6	25.3	23.4	3.7
170908101	PORTER EL	NEW CANEY ISD	53.6	76.8	40.4	23.3	22.9	2.0
188901101	AVONDALE EL	AMARILLO ISD	52.9	67.3	32.3	2.0	20.3	7.9
188901103	BIVINS EL	AMARILLO ISD	52.4	73.6	36.0	4.3	22.9	7.2
188901104	CORONADO EL	AMARILLO ISD	53.8	64.0	27.9	5.9	20.2	10.3
220902112	HOLIDAY HEIGHTS EL	BIRDVILLE ISD	52.0	62.5	27.9	13.3	23.1	13.9
220906110	SILVER LAKE EL	GRAPEVINE-COLLEYVILLE IS	54.5	38.9	33.3	22.2	11.4	3.5
220916117	SHADY BROOK EL	HURST-EULESS-BEDFORD ISD	54.1	50.6	21.3	10.6	24.9	15.5
220918106	HIGH COUNTRY ELEMENTARY	EAGLE MT-SAGINAW ISD	54.8	29.1	27.9	5.4	10.4	10.0
220918109	GREENFIELD EL	EAGLE MT-SAGINAW ISD	53.5	42.1	32.3	6.8	16.0	6.5
220920102	NORTH EL	WHITE SETTLEMENT ISD	52.6	62.2	37.3	19.4	25.0	5.7
227901143	PATTON EL	AUSTIN ISD	54.4	27.0	25.4	13.2	10.4	3.8
235902114	VICKERS EL	VICTORIA ISD	54.7	40.4	39.6	2.5	11.9	2.7
235904101	NURSERY EL	NURSERY ISD	55.0	46.8	36.9	4.5	22.2	0.9
246909114	BRUSHY CREEK EL	ROUND ROCK ISD	52.9	19.5	23.5	7.3	12.8	5.3
246913106	LOIS F GIDDENS EL	LEANDER ISD	52.1	34.0	36.6	4.5	10.4	5.7
246913115	RUTLEDGE EL	LEANDER ISD	53.0	18.1	24.0	10.5	10.0	5.9
Group Average			53.3	41.3	32.4	10.2	15.4	6.8

*** Order of columns will vary on lists for other campuses ***

Target Campus Name: TOMBALL ELEMENTARY
 Target Campus #: 101921108
 District Name: TOMBALL ISD
 Campus Type: Elementary School

Texas Education Agency
 2010-11 Comparable Improvement:

Page 2

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
FULTON 4-5 LEARNING	384	624	672	97	48	Q1	387	622	693	93	71	Q1
HUEBNER EL	274	686	730	108	44	Q1	273	649	732	108	83	Q1
LEON SPRINGS EL	158	720	755	136	35	Q3	159	683	725	71	43	Q4
AUE EL	208	707	741	164	34	Q3	210	681	743	151	61	Q2
JOHNSON ELEMENTARY	120	678	726	-	47	Q1	115	644	703	90	60	Q2
SEELE EL	136	681	722	137	40	Q2	136	650	705	43	55	Q3
STONEWALL JACKSON EL	132	706	742	81	36	Q3	139	653	712	82	59	Q2
COLLEGE ST EL	69	620	675	78	55	Q1	69	613	658	64	45	Q4
O A PETERSON	106	670	705	81	35	Q3	105	651	703	136	52	Q3
LAKEVIEW EL	107	654	681	59	26	Q4	107	617	675	96	57	Q3
SHIELDS EL	110	647	664	81	17	Q4	109	608	686	76	79	Q1
NORTHSIDE EL	109	617	641	44	23	Q4	113	576	643	82	67	Q2
CLEAR LAKE CITY EL	156	665	713	132	48	Q1	154	651	707	82	55	Q3
ARMAND BAYOU EL	146	659	714	109	55	Q1	146	631	703	93	72	Q1
WATTS EL	93	660	679	176	19	Q4	94	615	669	86	55	Q3
JP DABBS ELEMENTARY	232	622	678	120	57	Q1	233	622	683	101	61	Q2
TWAIN EL	193	691	747	229	55	Q1	194	676	747	159	71	Q1
> TOMBALL ELEMENTARY	92	592	616	58	24	Q4	85	560	621	87	61	Q2
WASKOM EL	53	622	642	-	20	Q4	53	578	617	78	39	Q4
CROCKETT EL	164	603	645	42	42	Q2	163	577	645	95	68	Q2
FRED H TALLY ELEMENT	158	675	709	68	34	Q3	157	659	732	126	73	Q1
LUBBOCK-COOPER NORTH	183	667	700	77	34	Q3	184	632	695	115	64	Q2
BIRNHAM WOODS EL	145	657	684	87	27	Q4	143	610	681	79	71	Q1
EDWARD B CANNAN EL	162	647	688	93	41	Q2	150	600	677	99	77	Q1
W LLOYD MEADOR EL	177	658	700	83	42	Q2	178	633	693	63	60	Q2
PORTER EL	177	631	681	140	50	Q1	176	622	665	86	42	Q4
AVONDALE EL	91	646	683	87	37	Q3	90	608	652	95	44	Q4
BIVINS EL	124	671	709	95	37	Q3	120	645	687	73	43	Q4
CORONADO EL	114	682	722	156	40	Q2	115	655	714	120	59	Q2
HOLIDAY HEIGHTS EL	170	659	700	126	41	Q2	174	632	677	82	45	Q4
SILVER LAKE EL	125	675	711	84	36	Q3	127	657	698	52	41	Q4
SHADY BROOK EL	177	678	733	89	55	Q1	180	668	721	74	53	Q3
HIGH COUNTRY ELEMENT	237	659	702	109	43	Q2	238	630	683	74	53	Q3
GREENFIELD EL	219	674	717	93	43	Q2	221	669	712	107	43	Q4
NORTH EL	135	613	639	71	26	Q4	136	579	653	100	74	Q1
PATTON EL	214	690	721	79	31	Q4	212	659	732	120	73	Q1
VICKERS EL	128	677	718	59	40	Q2	129	663	724	112	62	Q2
NURSERY EL	37	617	661	87	44	Q1	37	593	614	42	21	Q4
BRUSHY CREEK EL	220	685	726	135	41	Q2	222	675	737	106	62	Q2
LOIS F GIDDENS EL	171	657	698	127	41	Q2	169	634	691	90	57	Q3
RUTLEDGE EL	202	701	734	18	33	Q4	202	672	727	64	55	Q3
Group Average	154	663	703	99	40	--	154	639	699	91	60	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2010-11 Academic Excellence Indicator System

District Name: TOMBALL ISD

Campus Name: NORTHPOINTE INT

Campus #: 101921109

2011 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2009-10)

Commended on Reading/ELA

Commended on Mathematics

Commended on Science

Comparable Improvement: Reading & Mathematics

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District Name: TOMBALL ISD
 Campus Name: NORTHPOINTE INT
 Campus #: 101921109

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 1
 Total Students: 822
 Grade Span: 05 - 06
 School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	*	96%	92%	96%	97%	*	> 99%	*	92%	85%	93%	84%
	2010	86%	92%	*	95%	76%	97%	95%	*	> 99%	*	> 99%	82%	93%	87%
Mathematics	2011	86%	93%	*	96%	> 99%	93%	96%	*	> 99%	*	> 99%	93%	95%	89%
	2010	86%	91%	*	94%	76%	95%	96%	*	> 99%	*	71%	68%	95%	> 99%
Science	2011	86%	92%	*	93%	79%	92%	95%	*	97%	*	> 99%	52%	88%	72%
	2010	87%	92%	*	96%	86%	95%	96%	*	96%	*	> 99%	77%	92%	81%
All Tests	2011	76%	86%	*	89%	75%	86%	91%	*	97%	*	92%	43%	82%	63%
	2010	75%	84%	*	89%	67%	90%	91%	*	96%	*	71%	50%	85%	82%
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only															
Reading	2011	77%	82%	*	70%	*	70%	*	*	*	*	*	*	67%	70%
	2010	74%	79%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	50%	46%	*	50%	*	50%	*	*	*	*	*	*	56%	50%
	2010	45%	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	2011	58%	75%	*	70%	*	70%	*	*	*	*	*	*	78%	70%
	2010	52%	67%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	63%	61%	*	50%	*	50%	*	*	*	*	*	*	56%	50%
	2010	55%	60%	*	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard Grade 6															
Reading	2011	85%	94%	94%	97%	> 99%	96%	96%	*	97%	*	> 99%	76%	95%	78%
	2010	86%	94%	94%	96%	92%	90%	98%	*	97%	*	> 99%	75%	87%	76%
Mathematics	2011	83%	92%	94%	97%	86%	96%	98%	*	> 99%	*	> 99%	80%	94%	89%
	2010	83%	91%	90%	94%	76%	94%	94%	*	> 99%	*	> 99%	79%	84%	88%
All Tests	2011	76%	88%	89%	95%	86%	94%	96%	*	97%	*	> 99%	60%	90%	78%
	2010	76%	87%	87%	92%	76%	89%	94%	*	97%	*	> 99%	71%	77%	72%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	95%	96%	97%	> 99%	97%	97%	*	99%	*	> 99%	82%	96%	89%
	2010	90%	95%	96%	96%	90%	93%	98%	*	n/a	n/a	n/a	83%	92%	83%
Mathematics	2011	84%	91%	95%	98%	93%	96%	98%	*	> 99%	*	> 99%	85%	95%	95%
	2010	84%	90%	92%	95%	82%	96%	96%	*	n/a	n/a	n/a	78%	89%	93%
Science	2011	83%	89%	92%	93%	79%	90%	95%	*	97%	*	> 99%	52%	87%	71%
	2010	82%	89%	91%	96%	88%	95%	97%	*	n/a	n/a	n/a	77%	92%	82%
All Tests	2011	76%	85%	89%	93%	83%	89%	94%	*	97%	*	> 99%	53%	86%	71%
	2010	76%	85%	87%	92%	78%	90%	94%	*	n/a	n/a	n/a	63%	82%	76%

District Name: TOMBALL ISD
 Campus Name: NORTHPOINTE INT
 Campus #: 101921109

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 2
 Total Students: 822
 Grade Span: 05 - 06
 School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	42%	54%	57%	43%	46%	60%	*	68%	*	82%	15%	38%	11%
	2010	32%	41%	48%	49%	39%	32%	54%	*	63%	*	50%	17%	27%	14%
Mathematics	2011	29%	38%	41%	55%	35%	49%	57%	*	78%	*	55%	16%	42%	26%
	2010	28%	38%	36%	55%	39%	44%	59%	*	74%	*	36%	20%	43%	24%
Science	2011	30%	38%	49%	59%	38%	53%	64%	*	64%	*	67%	24%	35%	29%
	2010	28%	35%	43%	60%	29%	49%	65%	*	74%	*	29%	27%	37%	29%
All Tests	2011	16%	22%	30%	40%	22%	32%	42%	*	58%	*	55%	9%	19%	5%
	2010	15%	22%	23%	36%	22%	23%	40%	*	54%	*	29%	9%	18%	12%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	92%	95%	91%	*	86%	90%	*	*	*	*	90%	> 99%	> 99%
	2010	85%	88%	94%	93%	*	83%	> 99%	*	*	*	*	93%	88%	*
Mathematics	2011	77%	82%	85%	89%	*	83%	90%	*	*	*	*	89%	> 99%	*
	2010	75%	77%	85%	79%	*	88%	67%	*	*	*	*	79%	71%	> 99%
Science	2011	60%	52%	75%	13%	*	*	*	*	*	*	*	13%	20%	*
	2010	58%	44%	73%	57%	*	*	*	*	*	*	*	57%	*	*
All Tests	2011	66%	67%	80%	62%	*	29%	79%	*	*	*	*	60%	56%	40%
	2010	64%	68%	72%	73%	*	75%	60%	*	*	*	*	73%	67%	80%
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	91%	> 99%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2010	93%	96%	> 99%	*	*	*	*	*	*	*	*	*	*	*

District Name: TOMBALL ISD
 Campus Name: NORTHPOINTE INT
 Campus #: 101921109

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 3
 Total Students: 822
 Grade Span: 05 - 06
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.9%	99.5%	99.8%	100.0%	99.5%	99.8%	*	100.0%	-	100.0%	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	93.7%	93.9%	94.5%	87.2%	93.2%	94.9%	*	98.6%	-	100.0%	28.3%	90.6%	77.5%
Not on TAKS	7.6%	5.2%	5.6%	5.3%	12.8%	6.3%	4.8%	*	1.4%	-	0.0%	71.7%	9.4%	22.5%
TAKS(Acc) Only	2.4%	2.1%	1.6%	1.7%	4.3%	2.6%	1.4%	*	0.0%	-	0.0%	23.3%	3.8%	10.0%
TAKS-M Only	3.1%	1.2%	1.8%	1.7%	2.1%	3.1%	1.2%	*	0.0%	-	0.0%	23.3%	5.0%	10.0%
TAKS-Alt Only	0.9%	0.7%	0.6%	0.4%	0.0%	0.0%	0.6%	*	0.0%	-	0.0%	5.0%	0.0%	0.0%
Combination	1.3%	1.2%	0.9%	1.6%	6.4%	0.5%	1.6%	*	1.4%	-	0.0%	20.0%	0.6%	2.5%
By Acct Status														
Acct System	94.0%	95.0%	96.0%	96.6%	97.9%	96.9%	96.2%	*	98.6%	-	100.0%	91.7%	96.9%	95.0%
Non-Acct System	4.6%	3.9%	3.3%	3.1%	2.1%	2.6%	3.6%	*	1.4%	-	0.0%	8.3%	3.1%	5.0%
Mobile	4.6%	3.9%	3.3%	3.1%	2.1%	2.6%	3.6%	*	1.4%	-	0.0%	8.3%	3.1%	5.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	1.1%	0.6%	0.2%	0.0%	0.5%	0.2%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Absent	0.1%	0.2%	0.0%	0.2%	0.0%	0.5%	0.2%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Total Count	3,231,780	7,183	906	830	47	191	495	4	70	0	22	60	159	40
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	99.4%	99.9%	100.0%	99.4%	100.0%	-	100.0%	*	100.0%	100.0%	99.3%	97.9%
By Test Version														
TAKS (1 or more)	90.8%	93.9%	93.8%	95.6%	83.3%	93.3%	97.1%	-	98.5%	*	100.0%	29.2%	89.9%	85.1%
Not on TAKS	7.8%	5.0%	5.8%	4.3%	16.7%	6.2%	2.9%	-	1.5%	*	0.0%	70.8%	9.4%	12.8%
TAKS(Acc) Only	2.3%	2.3%	1.5%	1.5%	8.3%	1.7%	0.8%	-	1.5%	*	0.0%	25.0%	2.9%	2.1%
TAKS-M Only	3.3%	1.2%	2.1%	1.5%	2.1%	3.4%	1.0%	-	0.0%	*	0.0%	25.0%	4.3%	6.4%
TAKS-Alt Only	0.8%	0.7%	0.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	0.8%	1.2%	1.3%	6.3%	1.1%	1.0%	-	0.0%	*	0.0%	20.8%	2.2%	4.3%
By Acct Status														
Acct System	90.0%	93.3%	92.7%	95.4%	93.8%	93.8%	96.0%	-	95.6%	*	100.0%	70.8%	90.6%	83.0%
Non-Acct System	8.6%	5.6%	6.7%	4.4%	6.3%	5.6%	4.0%	-	4.4%	*	0.0%	29.2%	8.7%	14.9%
Mobile	4.4%	3.7%	3.8%	2.9%	4.2%	2.2%	2.9%	-	4.4%	*	0.0%	4.2%	4.3%	8.5%
Non-Acct Test	4.2%	1.8%	2.8%	1.5%	2.1%	3.4%	1.0%	-	0.0%	*	0.0%	25.0%	4.3%	6.4%
Not Tested	1.4%	1.2%	0.6%	0.1%	0.0%	0.6%	0.0%	-	0.0%	*	0.0%	0.0%	0.7%	2.1%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.4%	0.1%	0.0%	0.6%	0.0%	-	0.0%	*	0.0%	0.0%	0.7%	2.1%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Total Count	3,175,337	6,917	857	787	48	178	478	0	68	1	14	48	138	47

District Name: TOMBALL ISD
 Campus Name: NORTHPOINTE INT
 Campus #: 101921109

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 4
 Total Students: 822
 Grade Span: 05 - 06
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	58%	64%	66%	*	50%	69%	*	*	*	*	80%	55%	57%
	2010	50%	61%	66%	61%	33%	78%	61%	*	*	*	*	56%	78%	*
Mathematics	2011	42%	53%	51%	62%	*	*	68%	*	*	*	*	80%	83%	*
	2010	45%	55%	54%	52%	25%	60%	65%	*	*	*	*	46%	33%	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	97	84	110	*	101	106	*	*	*	*	88	110	115
	2010	86	95	96	102	85	120	96	*	*	*	*	83	104	111
Mathematics	2011	64	80	65	78	*	51	91	*	*	*	*	*	67	*
	2010	70	84	71	80	67	104	79	*	*	*	*	64	62	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	*	4%	8%	6%	4%	*	< 1%	*	8%	17%	10%	21%
	2010	15%	9%	*	6%	24%	4%	5%	*	< 1%	*	< 1%	18%	8%	12%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	*	98%	> 99%	97%	98%	*	> 99%	*	> 99%	87%	97%	93%
	2010	92%	95%	*	97%	86%	99%	97%	*	> 99%	*	> 99%	91%	97%	94%
TAKS Failers Promoted by Grade Placement Committee @															
	2010	86.8%	85.0%	*	85.7%	*	*	*	-	-	-	*	*	*	*
	2009	84.7%	81.0%	*	85.7%	*	*	*	-	n/a	n/a	n/a	*	*	*
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 6															
	2011	31%	50%	25%	*	*	*	*	*	*	*	*	*	*	*
	2010	37%	27%	50%	33%	*	*	*	*	*	*	*	*	*	*
Retained in Grade 5															
	2011	74%	*	*	*	*	*	*	*	*	*	*	*	*	*
	2010	73%	*	*	*	*	*	*	*	*	*	*	*	*	*

District Name: TOMBALL ISD
 Campus Name: NORTHPOINTE INT
 Campus #: 101921109

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 5
 Total Students: 822
 Grade Span: 05 - 06
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Student Success Initiative (continued)														
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
2011	14%	8%	*	5%	< 1%	11%	4%	*	< 1%	*	< 1%	13%	9%	24%
2010	14%	10%	*	6%	24%	6%	4%	*	< 1%	*	29%	32%	6%	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)														
2011	93%	96%	*	98%	> 99%	96%	98%	*	> 99%	*	> 99%	90%	97%	97%
2010	92%	95%	*	97%	86%	99%	97%	*	> 99%	*	> 99%	77%	95%	> 99%
TAKS Failers Promoted by Grade Placement Committee @														
2010	86.1%	82.8%	*	75.0%	*	*	80.0%	-	-	-	-	*	*	-
2009	84.7%	82.6%	*	90.9%	*	87.5%	*	-	n/a	n/a	n/a	*	83.3%	85.7%
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 6														
2011	28%	48%	33%	*	*	*	*	*	*	*	*	*	*	*
2010	29%	33%	42%	44%	*	67%	*	*	*	*	*	*	50%	67%
Retained in Grade 5														
2011	76%	80%	*	*	*	*	*	*	*	*	*	*	*	*
2010	75%	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Indicator														
2010-11	80%	85%	91%	95%	*	94%	80%	*	> 99%	*	*	82%	91%	89%
2009-10	79%	83%	91%	96%	*	95%	> 99%	*	> 99%	*	*	86%	95%	93%
Attendance Rate @														
2009-10	95.5%	96.0%	96.3%	96.9%	97.9%	97.1%	96.5%	-	98.2%	*	97.1%	96.3%	97.0%	97.3%
2008-09	95.6%	95.7%	96.4%	96.7%	97.7%	96.8%	96.4%	*	n/a	n/a	n/a	95.5%	96.4%	97.0%

District Name: TOMBALL ISD
 Campus Name: NORTHPOINTE INT
 Campus #: 101921109

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 1
 Total Students: 822
 Grade Span: 05 - 06
 School Type: Middle

STUDENT INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	822	100.0%	39,463	10,609	4,912,385
Students By Grade: Early Childhood Education	0	0.0%	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	2.3%	4.5%
Kindergarten	0	0.0%	0.0%	7.4%	7.6%
Grade 1	0	0.0%	0.0%	8.1%	7.9%
Grade 2	0	0.0%	0.0%	8.2%	7.7%
Grade 3	0	0.0%	0.0%	7.6%	7.6%
Grade 4	0	0.0%	0.0%	7.6%	7.6%
Grade 5	443	53.9%	5.5%	7.9%	7.6%
Grade 6	379	46.1%	26.5%	7.3%	7.4%
Grade 7	0	0.0%	32.3%	7.5%	7.3%
Grade 8	0	0.0%	32.0%	7.3%	7.2%
Grade 9	0	0.0%	3.6%	8.5%	7.9%
Grade 10	0	0.0%	0.0%	7.1%	7.0%
Grade 11	0	0.0%	0.0%	6.3%	6.4%
Grade 12	0	0.0%	0.0%	6.6%	5.9%
Ethnic Distribution: African American	48	5.8%	7.5%	5.3%	12.9%
Hispanic	185	22.5%	21.7%	25.4%	50.3%
White	497	60.5%	60.4%	61.6%	31.2%
American Indian	3	0.4%	0.6%	0.7%	0.5%
Asian	69	8.4%	6.9%	4.8%	3.4%
Pacific Islander	0	0.0%	0.1%	0.1%	0.1%
Two or More Races	20	2.4%	2.8%	2.2%	1.6%
Economically Disadvantaged	155	18.9%	20.5%	25.7%	59.2%
Limited English Proficient (LEP)	39	4.7%	3.0%	10.8%	16.9%
Students w/Disciplinary Placements (2009-10)	2	0.2%	1.2%	1.7%	1.9%
At-Risk	177	21.5%	19.8%	32.8%	46.3%
Mobility (2009-10)	70	8.5%	8.7%	11.6%	18.2%
Number of Students per Teacher	16.0	n/a	16.1	16.1	14.7

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	1.7%	2.3%	-	-	10.0%	10.7%
Grade 1	-	-	1.7%	4.7%	-	-	7.3%	8.9%
Grade 2	-	-	2.4%	2.8%	-	-	0.0%	4.1%
Grade 3	-	-	3.3%	2.0%	-	-	1.4%	1.8%
Grade 4	-	-	0.7%	1.1%	-	-	1.4%	0.9%
Grade 5	0.3%	0.7%	1.0%	1.3%	4.3%	0.7%	3.8%	1.3%
Grade 6	0.3%	0.2%	0.4%	0.7%	0.0%	1.6%	0.0%	1.2%
Grade 7	-	0.3%	0.6%	1.0%	-	0.8%	6.5%	1.4%
Grade 8	-	0.3%	0.9%	1.2%	-	1.1%	0.0%	2.1%

District Name: TOMBALL ISD
 Campus Name: NORTHPOINTE INT
 Campus #: 101921109

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 2
 Total Students: 822
 Grade Span: 05 - 06
 School Type: Middle

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	17.6	19.0
Grade 1	-	-	19.1	18.9
Grade 2	-	-	18.3	18.8
Grade 3	-	-	18.2	18.8
Grade 4	-	-	18.4	19.0
Grade 5	23.7	25.6	22.0	21.4
Grade 6	22.9	23.3	22.2	20.7
Mixed Grades	-	29.6	17.9	23.9
Secondary: English/Language Arts	-	20.1	20.1	17.3
Foreign Languages	-	23.0	21.6	19.0
Mathematics	-	20.1	23.1	17.9
Science	-	22.3	23.6	19.0
Social Studies	-	22.7	25.6	19.6

District Name: TOMBALL ISD
 Campus Name: NORTHPOINTE INT
 Campus #: 101921109

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 3
 Total Students: 822
 Grade Span: 05 - 06
 School Type: Middle

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	68.8	100.0%	100.0%	100.0%	100.0%
Professional Staff:	59.0	85.8%	90.3%	59.1%	63.4%
Teachers	51.5	74.8%	78.3%	46.8%	50.5%
Professional Support	4.6	6.6%	8.2%	8.4%	9.0%
Campus Admin. (School Leader.)	3.0	4.4%	3.8%	2.6%	2.8%
Educational Aides:	9.8	14.2%	9.7%	9.7%	9.5%
Total Minority Staff:	6.2	9.0%	13.4%	20.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	1.0	1.9%	4.2%	1.6%	9.3%
Hispanic	1.1	2.2%	6.3%	9.8%	23.7%
White	48.4	94.0%	86.5%	87.1%	63.9%
American Indian	0.0	0.0%	0.4%	0.0%	0.4%
Asian	0.0	0.0%	1.1%	0.8%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	1.0	1.9%	1.4%	0.7%	1.3%
Males	9.9	19.1%	25.7%	16.2%	23.2%
Females	41.6	80.9%	74.3%	83.8%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	1.9%	4.7%	3.3%	6.0%
1-5 Years Experience	12.5	24.2%	30.0%	25.8%	30.0%
6-10 Years Experience	12.0	23.3%	24.9%	23.0%	21.1%
11-20 Years Experience	16.9	32.9%	27.0%	29.0%	25.0%
Over 20 Years Experience	9.1	17.6%	13.4%	18.8%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		12.6 yrs.	10.7 yrs.	12.3 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:		6.9 yrs.	6.4 yrs.	7.1 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$46,700	\$42,662	\$46,489	\$41,272
1-5 Years Experience		\$48,124	\$45,911	\$47,723	\$44,013
6-10 Years Experience		\$49,742	\$47,908	\$49,940	\$46,604
11-20 Years Experience		\$52,607	\$51,596	\$52,742	\$50,476
Over 20 Years Experience		\$60,146	\$60,051	\$60,227	\$58,691
Average Actual Salaries (regular duties only):					
Teachers		\$52,068	\$49,684	\$51,999	\$48,638
Professional Support		\$59,973	\$55,759	\$61,031	\$57,045
Campus Administration (School Leadership)		\$69,596	\$74,748	\$77,600	\$70,819
Contracted Instructional Staff (not incl. above):		0.5	2.4	6.1	2,180.4

District Name: TOMBALL ISD
 Campus Name: NORTHPOINTE INT
 Campus #: 101921109

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 4
 Total Students: 822
 Grade Span: 05 - 06
 School Type: Middle

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,923,404	100.0%	\$4,979	\$4,168,373	100.0%	\$5,290	\$226,224,275	100.0%	\$6,031
Instruction (11,95)	\$3,091,456	78.8%	\$3,923	\$3,212,042	77.1%	\$4,076	\$161,210,534	71.3%	\$4,298
Instructional-Related Services (12,13)	\$133,810	3.4%	\$170	\$141,785	3.4%	\$180	\$8,025,970	3.5%	\$214
Instructional Leadership (21)	\$46,828	1.2%	\$59	\$46,828	1.1%	\$59	\$2,717,869	1.2%	\$72
School Leadership (23)	\$350,251	8.9%	\$444	\$352,881	8.5%	\$448	\$15,516,576	6.9%	\$414
Support Services-Student (31,32,33)	\$265,761	6.8%	\$337	\$265,761	6.4%	\$337	\$13,003,536	5.7%	\$347
Other Campus Costs (35,36,51,52,53)	\$35,298	0.9%	\$45	\$149,076	3.6%	\$189	\$25,749,790	11.4%	\$686
By Program:									
Total Operating Expenditures	\$3,888,106	100.0%	\$4,934	\$4,008,692	100.0%	\$5,087	\$199,250,722	100.0%	\$5,312
Bilingual/ESL Education (25)	\$42,988	1.1%	\$55	\$42,988	1.1%	\$55	\$2,237,791	1.1%	\$60
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$2,879,115	1.4%	\$77
Accelerated Education (24,30)	\$140,725	3.6%	\$179	\$140,725	3.5%	\$179	\$5,612,572	2.8%	\$150
Gifted & Talented Education (21)	\$195,405	5.0%	\$248	\$195,405	4.9%	\$248	\$3,307,506	1.7%	\$88
Regular Education (11)	\$3,020,961	77.7%	\$3,834	\$3,046,054	76.0%	\$3,866	\$152,506,989	76.5%	\$4,066
Special Education (23)	\$488,027	12.6%	\$619	\$583,520	14.6%	\$741	\$30,733,766	15.4%	\$819
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$432	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,776,803	0.9%	\$47
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$195,748	0.1%	\$5

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	37	4.5%	2.8%	10.2%	16.2%
Career & Technical Education	0	0.0%	17.0%	27.9%	21.0%
Gifted & Talented Education	96	11.7%	13.6%	8.4%	7.7%
Special Education	52	6.3%	7.9%	6.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	1.2	2.3%	1.1%	3.4%	5.5%
Career & Technical Education	0.0	0.0%	2.3%	3.9%	4.0%
Compensatory Education	0.4	0.7%	1.4%	1.8%	2.9%
Gifted & Talented Education	0.0	0.0%	3.7%	0.7%	1.9%
Regular Education	39.4	76.5%	75.8%	76.3%	73.4%
Special Education	4.4	8.5%	9.1%	6.1%	9.1%
Other	6.1	11.9%	6.7%	7.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' 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.

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Target Campus Name: NORTHPOINTE INT
 Target Campus #: 101921109
 District Name: TOMBALL ISD
 Campus Type: Middle School

Texas Education Agency
 2010-11 Campus Comparison Group

Page 1

Campus Number	Campus Name	District Name	% White	% Hispanic	% Econ	% Mobility	% Afr_Amer	% LEP
014903043	LAKE BELTON MIDDLE	BELTON ISD	61.2	25.1	33.1	11.5	8.8	2.8
015901041	ALAMO HEIGHTS J H	ALAMO HEIGHTS ISD	58.3	36.2	21.9	6.6	1.5	2.2
021901041	COLLEGE STATION MIDDLE	COLLEGE STATION ISD	57.7	17.7	31.6	12.0	13.5	2.2
021901202	CYPRESS GROVE INT	COLLEGE STATION ISD	63.4	14.9	28.0	10.2	12.2	1.6
043901002	LOWERY FRESHMAN CENTER	ALLEN ISD	59.1	14.9	16.5	6.7	10.2	2.6
043901042	W E PETE FORD MIDDLE	ALLEN ISD	57.9	14.8	22.1	6.6	11.6	5.2
043901043	WALTER & LOIS CURTIS MID	ALLEN ISD	57.9	16.5	15.2	7.6	9.4	2.9
043901044	ERECKSON MIDDLE	ALLEN ISD	63.1	11.5	13.7	8.0	8.2	4.5
043905043	CLARK MIDDLE SCHOOL	FRISCO ISD	59.5	14.8	13.6	8.2	9.8	1.5
043905045	WESTER MIDDLE SCHOOL	FRISCO ISD	63.7	15.7	10.5	5.3	7.7	1.7
043905050	SCOGGINS MIDDLE	FRISCO ISD	61.7	11.7	15.2	9.3	13.0	1.7
043907041	FAUBION MIDDLE	MCKINNEY ISD	62.4	23.5	26.1	11.0	8.6	7.4
043907045	LEONARD EVANS JR MIDDLE	MCKINNEY ISD	58.0	21.6	20.4	8.9	11.9	4.2
043910044	HAGGARD MIDDLE	PLANO ISD	63.4	14.6	17.1	6.8	7.1	1.8
043914041	GRADY BURNETT JUNIOR HIG	WYLIE ISD	60.6	22.7	31.6	9.2	11.0	2.0
046902041	SMITHSON VALLEY MIDDLE	COMAL ISD	58.7	32.5	20.6	7.9	3.5	3.4
046902044	SPRING BRANCH MIDDLE	COMAL ISD	61.2	33.8	18.3	6.9	1.6	2.7
046902045	CHURCH HILL MIDDLE	COMAL ISD	58.4	35.3	31.1	12.6	2.2	2.9
057922044	COPELL MIDDLE NORTH	COPELL ISD	61.3	12.3	8.7	5.2	4.0	2.1
101907052	GOODSON MIDDLE SCHOOL	CYPRESS-FAIRBANKS ISD	62.3	21.5	15.0	6.1	7.7	1.3
101907054	SPILLANE MIDDLE SCHOOL	CYPRESS-FAIRBANKS ISD	60.6	23.6	14.3	7.3	7.9	1.5
101914046	RODGER & ELLEN BECK J H	KATY ISD	59.8	15.1	6.9	4.9	5.9	3.0
101915042	HILDEBRANDT INT	KLEIN ISD	57.4	29.2	27.9	12.3	7.5	5.1
101915046	DOERRE INT	KLEIN ISD	59.9	17.0	14.3	8.4	7.7	1.8
101921043	WILLOW WOOD JUNIOR HIGH	TOMBALL ISD	60.2	23.0	16.4	9.6	6.9	4.2
101921109	> NORTHPOINTE INT	TOMBALL ISD	60.5	22.5	18.9	8.5	5.8	4.7
105906043	ERIC DAHLSTROM MIDDLE	HAYS CISD	58.9	36.3	21.4	6.3	1.6	2.5
152901064	EVANS MIDDLE	LUBBOCK ISD	59.8	30.4	35.1	12.4	4.0	2.1
161903041	MIDWAY MIDDLE	MIDWAY ISD	59.5	20.6	31.8	10.1	12.4	1.4
170902069	VOGEL INT	CONROE ISD	60.2	27.3	34.1	9.8	7.2	5.8
170902077	COX INTERMEDIATE	CONROE ISD	56.9	24.7	23.6	12.6	10.7	2.6
199901043	MAURINE CAIN MIDDLE	ROCKWALL ISD	62.4	25.1	28.5	8.8	5.6	6.4
199901044	HERMAN E UTLEY MIDDLE	ROCKWALL ISD	62.6	20.4	28.9	7.5	10.3	1.8
220906041	GRAPEVINE MIDDLE	GRAPEVINE-COLLEYVILLE IS	59.6	26.8	29.8	11.5	4.5	6.5
220907045	TRINITY SPRINGS MIDDLE	KELLER ISD	62.5	20.1	22.0	9.2	9.4	3.3
220907046	TIMBERVIEW MIDDLE	KELLER ISD	62.7	19.0	12.0	10.4 **	6.9	3.5
220907114	PARKWOOD HILL INT	KELLER ISD	60.1	18.6	20.3	8.1	7.8	3.0
220918041	WAYSIDE MIDDLE	EAGLE MT-SAGINAW ISD	62.8	25.4	27.8	11.5	5.8	1.8
246909047	CEDAR VALLEY MIDDLE	ROUND ROCK ISD	58.3	17.8	9.8	7.2	4.1	2.4
246909052	JAMES GARLAND WALSH MIDD	ROUND ROCK ISD	60.6	23.7	13.7	6.7	4.9	1.7
246913044	ARTIE L HENRY MIDDLE	LEANDER ISD	62.2	22.4	20.5	10.1	4.7	2.6
Group Average			60.4	21.7	20.5	8.7	7.5	3.0

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
 Note that the group average (shown at the bottom of the column) does not include this substituted value.

Target Campus Name: NORTHPOINTE INT
 Target Campus #: 101921109
 District Name: TOMBALL ISD
 Campus Type: Middle School

Texas Education Agency
 2010-11 Comparable Improvement:

Page 2

Gold Performance Acknowledgment: Reading and Mathematics

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
LAKE BELTON MIDDLE	968	756	796	85	40	Q3	967	740	764	81	23	Q3
ALAMO HEIGHTS J H	973	778	819	89	41	Q2	975	763	781	58	17	Q3
COLLEGE STATION MIDD	730	786	822	64	35	Q4	728	783	808	42	25	Q2
CYPRESS GROVE INT	793	715	767	87	52	Q1	789	734	773	76	39	Q1
LOWERY FRESHMAN CENT	0	-	-	-	-	--	0	-	-	-	-	--
W E PETE FORD MIDDLE	792	795	839	79	43	Q2	786	787	812	75	25	Q2
WALTER & LOIS CURTIS	756	800	848	89	48	Q1	750	787	807	78	20	Q3
ERECKSON MIDDLE	965	811	853	84	42	Q2	946	806	825	89	19	Q3
CLARK MIDDLE SCHOOL	729	790	835	92	45	Q1	732	788	801	57	14	Q4
WESTER MIDDLE SCHOOL	725	787	821	107	34	Q4	716	790	815	77	25	Q2
SCOGGINS MIDDLE	732	788	836	104	48	Q1	727	778	813	63	35	Q1
FAUBION MIDDLE	885	780	817	49	36	Q4	883	777	797	63	21	Q3
LEONARD EVANS JR MID	1257	778	819	62	40	Q3	1256	774	798	67	23	Q3
HAGGARD MIDDLE	790	796	834	91	38	Q3	784	774	785	60	11	Q4
GRADY BURNETT JUNIOR	565	766	808	72	42	Q2	562	760	763	27	3	Q4
SMITHSON VALLEY MIDD	770	778	824	100	45	Q1	776	758	783	91	26	Q2
SPRING BRANCH MIDDLE	714	777	817	75	40	Q3	718	747	758	43	11	Q4
CHURCH HILL MIDDLE	641	760	808	93	49	Q1	638	747	772	76	25	Q2
COPPELL MIDDLE NORTH	805	804	844	102	40	Q3	805	794	809	65	15	Q4
GOODSON MIDDLE SCHOO	1628	781	825	84	44	Q2	1633	775	793	68	18	Q3
SPILLANE MIDDLE SCHO	1612	775	814	84	39	Q3	1615	766	776	46	10	Q4
RODGER & ELLEN BECK	1031	787	828	75	41	Q2	1041	787	817	69	29	Q1
HILDEBRANDT INT	801	763	803	73	40	Q3	795	745	765	55	20	Q3
DOERRE INT	1082	791	829	112	38	Q3	1081	773	798	67	25	Q2
WILLOW WOOD JUNIOR H	806	783	827	72	44	Q2	805	778	803	72	25	Q2
> NORTHPOINTE INT	754	717	773	110	56	Q1	761	722	762	78	40	Q1
ERIC DAHLSTROM MIDDLE	650	766	805	76	39	Q3	649	749	780	72	31	Q1
EVANS MIDDLE	703	760	798	75	38	Q3	707	746	766	51	20	Q3
MIDWAY MIDDLE	895	779	815	88	36	Q4	894	740	771	60	31	Q1
VOGEL INT	882	714	758	80	44	Q2	886	714	752	85	37	Q1
COX INTERMEDIATE	618	714	764	96	49	Q1	622	710	750	78	40	Q1
MAURINE CAIN MIDDLE	777	786	824	68	37	Q4	776	776	802	67	26	Q2
HERMAN E UTLEY MIDDLE	542	785	821	79	36	Q4	538	759	772	29	13	Q4
GRAPEVINE MIDDLE	696	757	808	93	52	Q1	715	745	771	57	26	Q2
TRINITY SPRINGS MIDDLE	808	796	832	96	36	Q4	804	770	786	59	15	Q4
TIMBERVIEW MIDDLE	829	755	788	76	33	Q4	829	738	733	33	-5	Q4
PARKWOOD HILL INT	1043	712	765	105	53	Q1	1048	712	755	87	44	Q1
WAYSIDE MIDDLE	674	757	799	57	42	Q2	671	740	766	40	25	Q2
CEDAR VALLEY MIDDLE	1045	799	845	101	46	Q1	1049	800	828	93	28	Q1
JAMES GARLAND WALSH	968	795	839	94	44	Q2	970	792	815	51	23	Q3
ARTIE L HENRY MIDDLE	1206	774	820	62	46	Q1	1205	775	805	63	30	Q1
Group Average	826	774	816	81	42	--	826	764	787	62	23	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2010-11 Academic Excellence Indicator System

District Name: TOMBALL ISD

Campus Name: ROSEHILL EL

Campus #: 101921110

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Mathematics

Comparable Improvement: Mathematics

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District Name: TOMBALL ISD
 Campus Name: ROSEHILL EL
 Campus #: 101921110

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 1
 Total Students: 497
 Grade Span: EE - 04
 School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	93%	95%	99%	*	> 99%	98%	*	*	*	*	*	93%	> 99%
	2010	92%	95%	97%	97%	*	> 99%	98%	*	*	*	*	83%	92%	> 99%
Mathematics	2011	88%	90%	92%	97%	*	96%	98%	*	*	*	*	60%	96%	94%
	2010	87%	90%	91%	79%	*	63%	85%	*	*	*	*	33%	60%	20%
All Tests	2011	83%	87%	88%	96%	*	96%	96%	*	*	*	*	60%	92%	94%
	2010	84%	88%	90%	79%	*	63%	85%	*	*	*	*	33%	60%	20%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	96%	*	91%	*	91%	*	*	*	*	*	*	89%	91%
	2010	85%	92%	*	88%	*	88%	*	*	*	*	*	*	85%	88%
Mathematics	2011	77%	79%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	74%	66%	*	56%	*	56%	*	*	*	*	*	*	54%	56%
All Tests	2011	78%	89%	*	91%	*	91%	*	*	*	*	*	*	89%	91%
	2010	75%	64%	*	56%	*	56%	*	*	*	*	*	*	54%	56%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	92%	94%	*	95%	93%	*	*	*	> 99%	83%	91%	> 99%
	2010	86%	91%	92%	94%	*	> 99%	93%	*	*	*	*	67%	94%	> 99%
Mathematics	2011	89%	93%	91%	93%	*	85%	94%	*	*	*	> 99%	80%	94%	89%
	2010	89%	92%	93%	95%	*	90%	98%	*	*	*	*	> 99%	83%	83%
Writing	2011	91%	90%	93%	90%	*	95%	87%	*	*	*	> 99%	71%	88%	> 99%
	2010	92%	93%	94%	96%	*	95%	96%	*	*	*	*	80%	89%	> 99%
All Tests	2011	78%	85%	83%	83%	*	85%	80%	*	*	*	> 99%	43%	79%	89%
	2010	78%	83%	81%	86%	*	85%	89%	*	*	*	*	50%	72%	83%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	89%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	83%	87%	*	95%	*	95%	*	*	*	*	*	*	95%	95%
Mathematics	2011	74%	88%	*	86%	*	85%	*	*	*	*	*	*	83%	86%
	2010	73%	75%	*	68%	*	68%	*	*	*	*	*	*	70%	68%
Writing	2011	93%	98%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	94%	95%	*	91%	*	91%	*	*	*	*	*	*	90%	91%
All Tests	2011	75%	87%	*	86%	*	85%	*	*	*	*	*	*	83%	86%
	2010	73%	67%	*	59%	*	59%	*	*	*	*	*	*	60%	59%

District Name: TOMBALL ISD
 Campus Name: ROSEHILL EL
 Campus #: 101921110

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 2
 Total Students: 497
 Grade Span: EE - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011 2010	90% 90%	95% 95%	94% 95%	96% 95%	* 67%	96% 95%	95% 96%	* *	* n/a	* n/a	> 99% n/a	83% 77%	93% 92%	98% 94%
Mathematics	2011 2010	84% 84%	91% 90%	93% 92%	94% 83%	* 67%	89% 67%	96% 94%	* *	* n/a	* n/a	> 99% n/a	64% 62%	93% 67%	90% 61%
Writing	2011 2010	92% 93%	93% 95%	93% 94%	92% 95%	* *	97% 95%	87% 95%	* *	* n/a	* n/a	> 99% n/a	75% 83%	91% 89%	> 99% 93%
All Tests	2011 2010	76% 76%	85% 85%	84% 87%	89% 78%	* 50%	89% 64%	88% 88%	* *	* n/a	* n/a	> 99% n/a	46% 38%	84% 62%	90% 57%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011 2010	33% 32%	42% 41%	40% 40%	47% 43%	* 20%	34% 34%	57% 52%	* *	* *	* *	17% *	< 1% 15%	32% 32%	28% 27%
Mathematics	2011 2010	29% 28%	38% 38%	39% 38%	51% 40%	* 40%	36% 26%	58% 51%	* *	* *	* *	67% *	< 1% 8%	43% 20%	33% 16%
Writing	2011 2010	31% 32%	34% 35%	26% 29%	25% 32%	* *	25% 29%	28% 38%	* *	* *	* *	< 1% *	< 1% 33%	18% 18%	22% 21%
All Tests	2011 2010	16% 15%	22% 22%	21% 19%	26% 24%	* 20%	18% 14%	32% 33%	* *	* *	* *	< 1% *	< 1% 8%	13% 13%	13% 6%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011 2010	86% 85%	92% 88%	> 99% 94%	> 99% 83%	* *	* *	* *	* *	* *	* *	* *	> 99% 83%	* *	* *
Mathematics	2011 2010	77% 75%	82% 77%	> 99% 91%	80% 67%	* *	* *	* *	* *	* *	* *	* *	80% 67%	* *	* *
Writing	2011 2010	80% 80%	74% 75%	97% > 99%	60% *	* *	* *	* *	* *	* *	* *	* *	60% *	* *	* *
All Tests	2011 2010	66% 64%	67% 68%	87% 80%	57% 57%	* *	* *	* *	* *	* *	* *	* *	57% 57%	* *	* *

District Name: TOMBALL ISD
Campus Name: ROSEHILL EL
Campus #: 101921110

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 3
Total Students: 497
Grade Span: EE - 04
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.9%	99.6%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	93.7%	92.2%	95.2%	80.0%	95.1%	95.5%	*	*	-	100.0%	35.7%	93.2%	95.1%
Not on TAKS	7.6%	5.2%	7.2%	4.8%	20.0%	4.9%	4.5%	*	*	-	0.0%	64.3%	6.8%	4.9%
TAKS(Acc) Only	2.4%	2.1%	2.0%	1.1%	0.0%	1.6%	0.9%	*	*	-	0.0%	14.3%	1.4%	2.4%
TAKS-M Only	3.1%	1.2%	3.0%	2.7%	20.0%	1.6%	2.7%	*	*	-	0.0%	35.7%	4.1%	2.4%
TAKS-Alt Only	0.9%	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	1.2%	1.3%	1.1%	0.0%	1.6%	0.9%	*	*	-	0.0%	14.3%	1.4%	0.0%
By Acct Status														
Acct System	94.0%	95.0%	94.3%	93.6%	80.0%	91.8%	95.5%	*	*	-	100.0%	92.9%	93.2%	97.6%
Non-Acct System	4.6%	3.9%	5.4%	6.4%	20.0%	8.2%	4.5%	*	*	-	0.0%	7.1%	6.8%	2.4%
Mobile	4.6%	3.9%	5.4%	6.4%	20.0%	8.2%	4.5%	*	*	-	0.0%	7.1%	6.8%	2.4%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	1.1%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Absent	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Total Count	3,231,780	7,183	265	188	5	61	112	1	3	0	6	14	74	41
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	99.7%	99.5%	100.0%	98.7%	100.0%	*	*	-	*	100.0%	98.8%	98.2%
By Test Version														
TAKS (1 or more)	90.8%	93.9%	92.2%	95.6%	60.0%	96.2%	96.6%	*	*	-	*	38.5%	94.0%	98.2%
Not on TAKS	7.8%	5.0%	7.7%	3.9%	40.0%	2.5%	3.4%	*	*	-	*	61.5%	4.8%	0.0%
TAKS(Acc) Only	2.3%	2.3%	1.6%	0.5%	20.0%	0.0%	0.0%	*	*	-	*	7.7%	1.2%	0.0%
TAKS-M Only	3.3%	1.2%	3.1%	2.4%	0.0%	1.3%	3.4%	*	*	-	*	38.5%	2.4%	0.0%
TAKS-Alt Only	0.8%	0.7%	0.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Combination	1.3%	0.8%	1.4%	1.0%	20.0%	1.3%	0.0%	*	*	-	*	15.4%	1.2%	0.0%
By Acct Status														
Acct System	90.0%	93.3%	90.8%	90.8%	100.0%	92.4%	89.7%	*	*	-	*	61.5%	88.1%	87.5%
Non-Acct System	8.6%	5.6%	8.9%	8.7%	0.0%	6.3%	10.3%	*	*	-	*	38.5%	10.7%	10.7%
Mobile	4.4%	3.7%	4.5%	6.3%	0.0%	5.1%	6.8%	*	*	-	*	0.0%	8.3%	10.7%
Non-Acct Test	4.2%	1.8%	3.9%	2.4%	0.0%	1.3%	3.4%	*	*	-	*	38.5%	2.4%	0.0%
Not Tested	1.4%	1.2%	0.3%	0.5%	0.0%	1.3%	0.0%	*	*	-	*	0.0%	1.2%	1.8%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.0%	0.5%	0.0%	1.3%	0.0%	*	*	-	*	0.0%	1.2%	1.8%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Total Count	3,175,337	6,917	273	206	5	79	117	1	1	0	3	13	84	56

District Name: TOMBALL ISD
 Campus Name: ROSEHILL EL
 Campus #: 101921110

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 4
 Total Students: 497
 Grade Span: EE - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2011	47%	58%	60%	*	*	*	*	*	*	*	*	*	*
	2010	50%	61%	52%	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	53%	59%	63%	*	58%	71%	*	*	*	*	73%	73%
	2010	45%	55%	63%	65%	*	54%	88%	*	*	*	*	60%	55%
Average Vertical Scale Growth (Sum of Grades 4-8)														
Reading	2011	75	97	97	*	*	*	*	*	*	*	*	*	*
	2010	86	95	123	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	80	93	114	*	126	85	*	*	*	*	127	138
	2010	70	84	102	115	*	119	110	*	*	*	*	121	124
English Language Learners Progress Indicator														
2010-11	80%	85%	90%	65%	*	65%	*	*	*	*	*	*	65%	64%
2009-10	79%	83%	90%	65%	*	65%	*	*	*	*	*	*	65%	64%
Attendance Rate @														
2009-10	95.5%	96.0%	96.2%	96.2%	94.4%	96.6%	96.1%	*	*	-	96.2%	95.3%	96.2%	96.5%
2008-09	95.6%	95.7%	96.6%	96.7%	95.7%	96.9%	96.6%	-	n/a	n/a	n/a	95.3%	96.5%	96.9%

District Name: TOMBALL ISD
 Campus Name: ROSEHILL EL
 Campus #: 101921110

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 1
 Total Students: 497
 Grade Span: EE - 04
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	497	100.0%	21,375	10,609	4,912,385
Students By Grade: Early Childhood Education	6	1.2%	0.4%	0.2%	0.3%
Pre-Kindergarten	38	7.6%	5.0%	2.3%	4.5%
Kindergarten	82	16.5%	14.5%	7.4%	7.6%
Grade 1	96	19.3%	15.9%	8.1%	7.9%
Grade 2	98	19.7%	15.5%	8.2%	7.7%
Grade 3	78	15.7%	16.0%	7.6%	7.6%
Grade 4	99	19.9%	17.5%	7.6%	7.6%
Grade 5	0	0.0%	14.4%	7.9%	7.6%
Grade 6	0	0.0%	1.0%	7.3%	7.4%
Grade 7	0	0.0%	0.0%	7.5%	7.3%
Grade 8	0	0.0%	0.0%	7.3%	7.2%
Grade 9	0	0.0%	0.0%	8.5%	7.9%
Grade 10	0	0.0%	0.0%	7.1%	7.0%
Grade 11	0	0.0%	0.0%	6.3%	6.4%
Grade 12	0	0.0%	0.0%	6.6%	5.9%
Ethnic Distribution: African American	8	1.6%	4.6%	5.3%	12.9%
Hispanic	206	41.4%	39.0%	25.4%	50.3%
White	258	51.9%	51.9%	61.6%	31.2%
American Indian	2	0.4%	0.5%	0.7%	0.5%
Asian	9	1.8%	1.9%	4.8%	3.4%
Pacific Islander	0	0.0%	0.1%	0.1%	0.1%
Two or More Races	14	2.8%	2.0%	2.2%	1.6%
Economically Disadvantaged	210	42.3%	50.3%	25.7%	59.2%
Limited English Proficient (LEP)	145	29.2%	12.6%	10.8%	16.9%
Students w/Disciplinary Placements (2009-10)	1	0.2%	0.2%	1.7%	1.9%
At-Risk	212	42.7%	36.1%	32.8%	46.3%
Mobility (2009-10)	77	18.0%	15.1%	11.6%	18.2%
Number of Students per Teacher	13.7	n/a	14.8	16.1	14.7

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	0.0%	3.1%	1.7%	2.3%	20.0%	12.0%	10.0%	10.7%
Grade 1	0.0%	3.4%	1.7%	4.7%	0.0%	5.9%	7.3%	8.9%
Grade 2	2.7%	1.7%	2.4%	2.8%	0.0%	2.0%	0.0%	4.1%
Grade 3	2.3%	1.1%	3.3%	2.0%	0.0%	2.6%	1.4%	1.8%
Grade 4	1.0%	0.5%	0.7%	1.1%	10.0%	0.8%	1.4%	0.9%
Grade 5	-	0.5%	1.0%	1.3%	-	2.0%	3.8%	1.3%
Grade 6	-	0.0%	0.4%	0.7%	-	0.0%	0.0%	1.2%
Grade 7	-	-	0.6%	1.0%	-	-	6.5%	1.4%
Grade 8	-	-	0.9%	1.2%	-	-	0.0%	2.1%

District Name: TOMBALL ISD
 Campus Name: ROSEHILL EL
 Campus #: 101921110

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 2
 Total Students: 497
 Grade Span: EE - 04
 School Type: Elementary

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	16.2	18.9	17.6	19.0
Grade 1	18.3	18.8	19.1	18.9
Grade 2	18.0	18.7	18.3	18.8
Grade 3	15.1	18.7	18.2	18.8
Grade 4	18.7	19.6	18.4	19.0
Grade 5	-	20.4	22.0	21.4
Grade 6	-	20.8	22.2	20.7
Mixed Grades	-	23.1	17.9	23.9
Secondary: English/Language Arts	-	-	20.1	17.3
Foreign Languages	-	-	21.6	19.0
Mathematics	-	-	23.1	17.9
Science	-	-	23.6	19.0
Social Studies	-	-	25.6	19.6

District Name: TOMBALL ISD
 Campus Name: ROSEHILL EL
 Campus #: 101921110

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 3
 Total Students: 497
 Grade Span: EE - 04
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Staff:	51.9	100.0%	100.0%	100.0%	100.0%
Professional Staff:	43.1	83.0%	83.4%	59.1%	63.4%
Teachers	36.4	70.1%	72.1%	46.8%	50.5%
Professional Support	4.7	9.1%	7.7%	8.4%	9.0%
Campus Admin. (School Leader.)	2.0	3.9%	3.6%	2.6%	2.8%
Educational Aides:	8.8	17.0%	16.6%	9.7%	9.5%
Total Minority Staff:	8.6	16.6%	15.9%	20.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	1.4%	1.6%	9.3%
Hispanic	5.5	15.0%	11.2%	9.8%	23.7%
White	30.9	85.0%	85.1%	87.1%	63.9%
American Indian	0.0	0.0%	0.5%	0.0%	0.4%
Asian	0.0	0.0%	0.5%	0.8%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.3%	0.7%	1.3%
Males	3.0	8.2%	5.6%	16.2%	23.2%
Females	33.4	91.8%	94.4%	83.8%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	2.7%	4.9%	3.3%	6.0%
1-5 Years Experience	12.3	33.9%	23.4%	25.8%	30.0%
6-10 Years Experience	11.0	30.2%	22.7%	23.0%	21.1%
11-20 Years Experience	9.1	24.9%	29.2%	29.0%	25.0%
Over 20 Years Experience	3.0	8.2%	19.9%	18.8%	17.9%
		Campus	Campus	District	State
Average Years Experience of Teachers:		9.1 yrs.	12.4 yrs.	12.3 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:		4.2 yrs.	8.4 yrs.	7.1 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$46,700	\$41,026	\$46,489	\$41,272
1-5 Years Experience		\$44,983	\$42,525	\$47,723	\$44,013
6-10 Years Experience		\$49,552	\$44,280	\$49,940	\$46,604
11-20 Years Experience		\$52,779	\$48,737	\$52,742	\$50,476
Over 20 Years Experience		\$59,284	\$55,832	\$60,227	\$58,691
Average Actual Salaries (regular duties only):					
Teachers		\$49,532	\$47,309	\$51,999	\$48,638
Professional Support		\$58,833	\$52,417	\$61,031	\$57,045
Campus Administration (School Leadership)		\$73,264	\$68,449	\$77,600	\$70,819
Contracted Instructional Staff (not incl. above):		0.6	6.1	6.1	2,180.4

District Name: TOMBALL ISD
 Campus Name: ROSEHILL EL
 Campus #: 101921110

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 4
 Total Students: 497
 Grade Span: EE - 04
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,718,293	100.0%	\$4,988	\$3,017,772	100.0%	\$5,537	\$131,194,976	100.0%	\$6,183
Instruction (11,95)	\$2,085,984	76.7%	\$3,827	\$2,270,862	75.2%	\$4,167	\$98,595,682	75.2%	\$4,647
Instructional-Related Services (12,13)	\$121,693	4.5%	\$223	\$138,192	4.6%	\$254	\$5,292,105	4.0%	\$249
Instructional Leadership (21)	\$32,993	1.2%	\$61	\$32,993	1.1%	\$61	\$1,785,183	1.4%	\$84
School Leadership (23)	\$254,979	9.4%	\$468	\$256,738	8.5%	\$471	\$8,434,757	6.4%	\$398
Support Services-Student (31,32,33)	\$220,578	8.1%	\$405	\$220,990	7.3%	\$405	\$6,436,229	4.9%	\$303
Other Campus Costs (35,36,51,52,53)	\$2,066	0.1%	\$4	\$97,997	3.2%	\$180	\$10,651,020	8.1%	\$502
By Program:									
Total Operating Expenditures	\$2,716,227	100.0%	\$4,984	\$2,901,105	100.0%	\$5,323	\$119,689,739	100.0%	\$5,641
Bilingual/ESL Education (25)	\$277,652	10.2%	\$509	\$277,652	9.6%	\$509	\$6,689,944	5.6%	\$315
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$61,201	0.1%	\$3
Accelerated Education (24,30)	\$1,521	0.1%	\$3	\$160,466	5.5%	\$294	\$13,922,753	11.6%	\$656
Gifted & Talented Education (21)	\$196	0.0%	\$0	\$196	0.0%	\$0	\$1,125,305	0.9%	\$53
Regular Education (11)	\$2,117,987	78.0%	\$3,886	\$2,127,475	73.3%	\$3,904	\$80,073,429	66.9%	\$3,774
Special Education (23)	\$318,871	11.7%	\$585	\$335,316	11.6%	\$615	\$17,794,250	14.9%	\$839
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$22,857	0.0%	\$1

PROGRAM INFORMATION		-----Campus-----		Campus Group	District	State
	Count	Percent				
Student Enrollment by Program:						
Bilingual/ESL Education	134	27.0%	12.8%	10.2%	16.2%	
Career & Technical Education	0	0.0%	0.0%	27.9%	21.0%	
Gifted & Talented Education	36	7.2%	5.5%	7.7%	7.7%	
Special Education	30	6.0%	8.0%	6.7%	8.8%	
Teachers by Program (population served):						
Bilingual/ESL Education	1.4	3.9%	4.8%	3.4%	5.5%	
Career & Technical Education	0.0	0.0%	0.0%	3.9%	4.0%	
Compensatory Education	2.1	5.9%	4.9%	1.8%	2.9%	
Gifted & Talented Education	1.0	2.7%	0.7%	0.7%	1.9%	
Regular Education	30.6	84.0%	81.5%	76.3%	73.4%	
Special Education	1.3	3.5%	8.1%	6.1%	9.1%	
Other	0.0	0.0%	0.0%	7.6%	3.2%	

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' 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.

Target Campus Name: ROSEHILL EL
 Target Campus #: 101921110
 District Name: TOMBALL ISD
 Campus Type: Elementary School

Texas Education Agency
 2010-11 Campus Comparison Group

Page 1

Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% LEP	% Mobility	% Afr_Amer
004901101	FULTON 4-5 LEARNING CENT	ARANSAS COUNTY ISD	53.1	67.7	41.2	5.1	19.5	1.5
015910135	HUEBNER EL	NORTH EAST ISD	53.2	18.2	39.7	3.9	9.4	2.4
015915152	LEON SPRINGS EL	NORTHSIDE ISD	53.0	9.9	38.2	2.6	9.3	2.4
020905109	O M ROBERTS EL	BRAZOSPORT ISD	51.9	53.4	32.0	4.6	14.8	11.3
020907102	WEST COLUMBIA EL	COLUMBIA-BRAZORIA ISD	51.0	55.3	34.7	16.2	12.7	10.3
021902108	JOHNSON ELEMENTARY	BRYAN ISD	52.7	41.4	37.6	14.9	12.1	7.7
038901102	CHILDRRESS EL	CHILDRRESS ISD	52.0	60.6	39.8	4.9	11.3	4.1
040902101	WHITEFACE EL	WHITEFACE CISD	52.9	41.3	42.0	5.1	14.8	0.7
046901107	WALNUT SPRINGS EL	NEW BRAUNFELS ISD	51.5	41.7	42.4	2.3	17.0	3.2
046902107	BILL BROWN ELEMENTARY SC	COMAL ISD	51.5	38.7	45.4	26.4	9.1	0.3
046902111	MH SPECHT EL	COMAL ISD	50.9	26.7	38.5	7.4	14.3	5.8
046902123	OAK CREEK EL	COMAL ISD	50.9	41.1	45.0	6.1	16.7	1.9
056901105	DALHART INT SCHOOL	DALHART ISD	51.7	64.2	45.3	6.9	9.7	0.4
069902101	NUECES CANYON ELEMENTARY	NUECES CANYON CISD	51.4	74.3	46.5	2.1	14.4	0.0
070912106	DUNAWAY EL	WAXAHACHIE ISD	50.5	61.0	37.1	3.4	17.3	9.9
087901101	GLASSCOCK COUNTY EL	GLASSCOCK COUNTY ISD	50.6	56.3	49.4	11.9	11.9	0.0
091906111	HENRY W SORY EL	SHERMAN ISD	52.0	60.7	34.5	28.4	22.0	7.0
101908107	JP DABBS ELEMENTARY	DEER PARK ISD	53.0	49.0	37.5	4.1	15.2	3.8
101915123	METZLER EL	KLEIN ISD	51.2	35.3	36.5	17.4	12.3	7.2
101920115	VALLEY OAKS EL	SPRING BRANCH ISD	53.2	31.9	38.3	23.3	9.2	1.6
101921110	> ROSEHILL EL	TOMBALL ISD	51.9	42.3	41.4	29.2	18.0	1.6
109907101	ITASCA EL	ITASCA ISD	51.1	65.8	34.2	11.1	10.3	10.5
112901105	TRAVIS EL	SULPHUR SPRINGS ISD	51.3	66.0	35.7	26.9	14.0	7.1
120905102	INDUSTRIAL EL EAST	INDUSTRIAL ISD	53.2	55.6	44.7	8.9	11.7	1.7
127903102	HAMLIN EL	HAMLIN ISD	51.2	73.4	38.9	7.8	17.3	5.3
133903109	FRED H TALLY ELEMENTARY	KERRVILLE ISD	52.8	51.1	41.6	3.2	15.0	2.2
152906103	LUBBOCK-COOPER NORTH EL	LUBBOCK-COOPER ISD	52.8	50.8	40.0	4.0	16.2	2.2
163908103	CASTROVILLE ELEMENTARY	MEDINA VALLEY ISD	52.0	51.0	46.1	3.0	14.5	0.2
166904103	ROCKDALE INT	ROCKDALE ISD	50.7	65.8	37.8	6.2	12.1	9.0
170904106	EDWARD B CANNAN EL	WILLIS ISD	52.2	65.6	42.1	33.6	16.7	3.0
170908104	A M AIKIN EL	NEW CANEY ISD	52.0	68.3	43.7	29.8	19.6	2.4
188901101	AVONDALE EL	AMARILLO ISD	52.9	67.3	32.3	2.0	20.3	7.9
188901103	BIVINS EL	AMARILLO ISD	52.4	73.6	36.0	4.3	22.9	7.2
188901128	SOUTH LAWN EL	AMARILLO ISD	50.7	72.5	36.5	6.0	13.6	7.8
220907125	CAPROCK EL	KELLER ISD	51.3	41.5	33.5	23.8	22.8	6.7
220920102	NORTH EL	WHITE SETTLEMENT ISD	52.6	62.2	37.3	19.4	25.0	5.7
226907101	GRAPE CREEK EL	GRAPE CREEK ISD	52.4	65.7	44.4	7.6	19.8	1.1
227901148	OAK HILL EL	AUSTIN ISD	50.7	41.3	38.6	26.0	14.1	0.5
243905112	FRANKLIN EL	WICHITA FALLS ISD	51.9	55.6	34.9	10.3	20.9	8.3
246913101	WHITESTONE EL	LEANDER ISD	51.2	42.2	42.5	20.2	9.8	1.8
246913106	LOIS F GIDDENS EL	LEANDER ISD	52.1	34.0	36.6	4.5	10.4	5.7
Group Average			51.9	50.3	39.0	12.6	15.1	4.6

*** Order of columns will vary on lists for other campuses ***

Target Campus Name: ROSEHILL EL
 Target Campus #: 101921110
 District Name: TOMBALL ISD
 Campus Type: Elementary School

Texas Education Agency
 2010-11 Comparable Improvement:

Gold Performance Acknowledgment: Mathematics

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
FULTON 4-5 LEARNING	384	624	672	97	48	Q1	387	622	693	93	71	Q2
HUEBNER EL	274	686	730	108	44	Q2	273	649	732	108	83	Q1
LEON SPRINGS EL	158	720	755	136	35	Q3	159	683	725	71	43	Q4
O M ROBERTS EL	82	672	680	108	7	Q4	83	598	695	150	97	Q1
WEST COLUMBIA EL	274	670	709	85	39	Q3	274	666	721	79	55	Q3
JOHNSON ELEMENTARY	120	678	726	-	47	Q1	115	644	703	90	60	Q2
CHILDRESS EL	144	671	698	101	27	Q4	142	637	685	94	48	Q3
WHITEFACE EL	37	649	689	40	40	Q3	37	635	659	15	24	Q4
WALNUT SPRINGS EL	111	670	719	121	49	Q1	113	668	724	92	57	Q2
BILL BROWN ELEMENTAR	199	670	734	111	64	Q1	188	639	704	99	65	Q2
MH SPECHT EL	143	668	715	103	47	Q1	143	643	693	89	50	Q3
OAK CREEK EL	135	649	676	97	26	Q4	135	624	668	98	45	Q4
DALHART INT SCHOOL	191	608	635	70	27	Q4	192	602	647	73	46	Q3
NUECES CANYON ELEMEN	52	657	692	58	36	Q3	52	609	641	56	33	Q4
DUNAWAY EL	175	665	711	77	45	Q2	178	658	698	40	40	Q4
GLASSCOCK COUNTY EL	52	683	732	40	49	Q1	53	649	711	54	61	Q2
HENRY W SORY EL	96	636	663	88	26	Q4	89	594	627	92	32	Q4
JP DABBS ELEMENTARY	232	622	678	120	57	Q1	233	622	683	101	61	Q2
METZLER EL	230	658	715	116	56	Q1	232	656	731	187	75	Q1
VALLEY OAKS EL	157	640	702	125	62	Q1	158	612	687	72	75	Q1
> ROSEHILL EL	83	659	688	112	29	Q4	83	597	684	114	87	Q1
ITASCA EL	58	627	669	34	42	Q2	58	574	686	142	111	Q1
TRAVIS EL	95	633	647	69	14	Q4	97	596	641	68	46	Q3
INDUSTRIAL EL EAST	79	644	699	123	55	Q1	78	638	699	81	61	Q2
HAMLIN EL	61	643	679	107	36	Q3	61	638	703	181	66	Q2
FRED H TALLY ELEMENT	158	675	709	68	34	Q3	157	659	732	126	73	Q1
LUBBOCK-COOPER NORTH	183	667	700	77	34	Q3	184	632	695	115	64	Q2
CASTROVILLE ELEMENTA	161	663	697	105	34	Q3	158	649	700	118	51	Q3
ROCKDALE INT	202	638	675	105	36	Q3	204	617	670	84	54	Q3
EDWARD B CANNAN EL	162	647	688	93	41	Q2	150	600	677	99	77	Q1
A M AIKIN EL	165	638	681	106	43	Q2	166	625	680	78	55	Q3
AVONDALE EL	91	646	683	87	37	Q3	90	608	652	95	44	Q4
BIVINS EL	124	671	709	95	37	Q3	120	645	687	73	43	Q4
SOUTH LAWN EL	102	639	682	106	43	Q2	102	627	713	157	86	Q1
CAPROCK EL	100	633	646	86	13	Q4	96	595	637	92	42	Q4
NORTH EL	135	613	639	71	26	Q4	136	579	653	100	74	Q1
GRAPE CREEK EL	137	607	649	74	42	Q2	139	560	628	85	68	Q2
OAK HILL EL	177	672	729	129	57	Q1	178	638	712	99	74	Q1
FRANKLIN EL	166	661	694	62	33	Q4	168	655	706	127	50	Q3
WHITESTONE EL	200	651	694	81	43	Q2	191	628	681	95	54	Q3
LOIS F GIDDENS EL	171	657	698	127	41	Q2	169	634	691	90	57	Q2
Group Average	146	653	694	93	41	--	145	630	691	94	61	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2010-11 Academic Excellence Indicator System

District Name: TOMBALL ISD

Campus Name: CANYON POINTE EL

Campus #: 101921111

2011 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Comparable Improvement: Mathematics

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District Name: TOMBALL ISD
Campus Name: CANYON POINTE EL
Campus #: 101921111

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 1
Total Students: 647
Grade Span: PK - 04
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	93%	95%	96%	89%	> 99%	96%	*	> 99%	*	80%	78%	> 99%	> 99%
	2010	92%	95%	97%	99%	> 99%	> 99%	> 99%	*	92%	*	*	*	> 99%	93%
Mathematics	2011	88%	90%	94%	96%	89%	93%	98%	*	> 99%	*	> 99%	> 99%	86%	88%
	2010	87%	90%	92%	97%	> 99%	> 99%	95%	*	> 99%	*	*	*	> 99%	> 99%
All Tests	2011	83%	87%	92%	92%	78%	93%	94%	*	> 99%	*	80%	78%	86%	88%
	2010	84%	88%	91%	96%	> 99%	> 99%	95%	*	92%	*	*	*	> 99%	93%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	96%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	85%	92%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
Mathematics	2011	77%	79%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	74%	66%	*	53%	*	54%	*	*	*	*	*	*	54%	53%
All Tests	2011	78%	89%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	75%	64%	*	53%	*	54%	*	*	*	*	*	*	54%	53%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	94%	97%	> 99%	97%	98%	*	> 99%	*	*	> 99%	> 99%	> 99%
	2010	86%	91%	94%	95%	> 99%	93%	95%	*	> 99%	*	*	80%	> 99%	82%
Mathematics	2011	89%	93%	97%	99%	> 99%	> 99%	98%	*	> 99%	*	*	80%	> 99%	> 99%
	2010	89%	92%	96%	99%	86%	> 99%	> 99%	*	> 99%	*	*	> 99%	95%	> 99%
Writing	2011	91%	90%	94%	97%	> 99%	97%	96%	*	> 99%	*	*	60%	94%	86%
	2010	92%	93%	97%	98%	> 99%	97%	98%	*	> 99%	*	*	> 99%	95%	91%
All Tests	2011	78%	85%	88%	94%	> 99%	94%	94%	*	> 99%	*	*	40%	95%	91%
	2010	78%	83%	89%	93%	86%	90%	95%	*	> 99%	*	*	80%	76%	77%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	89%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	83%	87%	*	92%	*	92%	*	*	*	*	*	*	> 99%	92%
Mathematics	2011	74%	88%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	73%	75%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
Writing	2011	93%	98%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	94%	95%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
All Tests	2011	75%	87%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	73%	67%	*	92%	*	92%	*	*	*	*	*	*	> 99%	92%

District Name: TOMBALL ISD
 Campus Name: CANYON POINTE EL
 Campus #: 101921111

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 2
 Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)														
Reading/ELA	2011	90%	95%	95%	97%	94%	99%	97%	*	> 99%	*	75%	86%	> 99%
	2010	90%	95%	96%	97%	> 99%	96%	98%	*	n/a	n/a	n/a	80%	95%
Mathematics	2011	84%	91%	96%	98%	94%	97%	98%	*	> 99%	*	> 99%	93%	94%
	2010	84%	90%	94%	95%	93%	91%	98%	*	n/a	n/a	n/a	> 99%	89%
Writing	2011	92%	93%	94%	97%	> 99%	98%	96%	*	> 99%	*	*	60%	96%
	2010	93%	95%	97%	98%	> 99%	98%	98%	*	n/a	n/a	n/a	> 99%	97%
All Tests	2011	76%	85%	91%	94%	88%	94%	94%	*	> 99%	*	75%	64%	92%
	2010	76%	85%	90%	92%	93%	86%	95%	*	n/a	n/a	n/a	80%	82%
TAKS Commended Performance (Sum of All Grades Tested)														
Reading/ELA	2011	33%	42%	49%	62%	50%	55%	64%	*	85%	*	50%	14%	42%
	2010	32%	41%	45%	53%	43%	39%	59%	*	76%	*	*	33%	21%
Mathematics	2011	29%	38%	48%	61%	50%	54%	64%	*	85%	*	50%	14%	56%
	2010	28%	38%	45%	52%	29%	46%	53%	*	86%	*	*	27%	28%
Writing	2011	31%	34%	35%	57%	57%	50%	57%	*	82%	*	*	< 1%	46%
	2010	32%	35%	36%	39%	57%	39%	31%	*	75%	*	*	8%	35%
All Tests	2011	16%	22%	27%	40%	38%	28%	42%	*	70%	*	50%	< 1%	31%
	2010	15%	22%	25%	33%	21%	25%	34%	*	67%	*	*	< 1%	11%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)														
Reading/ELA	2011	86%	92%	> 99%	*	*	*	*	*	*	*	*	*	*
	2010	85%	88%	> 99%	80%	*	*	*	*	*	*	*	80%	*
Mathematics	2011	77%	82%	98%	*	*	*	*	*	*	*	*	*	*
	2010	75%	77%	> 99%	*	*	*	*	*	*	*	*	*	*
Writing	2011	80%	74%	> 99%	*	*	*	*	*	*	*	*	*	*
	2010	80%	75%	> 99%	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	67%	82%	*	*	*	*	*	*	*	*	*	*
	2010	64%	68%	86%	83%	*	*	*	*	*	*	*	83%	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)														
All Tests	2011	97%	91%	> 99%	83%	*	*	*	*	*	*	*	83%	*
All Tests	2010	93%	96%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*

District Name: TOMBALL ISD
 Campus Name: CANYON POINTE EL
 Campus #: 101921111

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 3
 Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.9%	99.6%	98.3%	100.0%	96.1%	99.1%	-	100.0%	*	100.0%	100.0%	94.4%	89.7%
By Test Version														
TAKS (1 or more)	91.0%	93.7%	92.3%	94.0%	81.3%	93.4%	94.6%	-	100.0%	*	100.0%	28.6%	88.9%	84.6%
Not on TAKS	7.6%	5.2%	7.0%	4.3%	18.8%	2.6%	4.5%	-	0.0%	*	0.0%	71.4%	5.6%	5.1%
TAKS(Acc) Only	2.4%	2.1%	1.7%	2.1%	12.5%	1.3%	1.8%	-	0.0%	*	0.0%	35.7%	3.7%	2.6%
TAKS-M Only	3.1%	1.2%	2.6%	0.4%	0.0%	0.0%	0.9%	-	0.0%	*	0.0%	7.1%	1.9%	0.0%
TAKS-Alt Only	0.9%	0.7%	0.9%	1.3%	6.3%	1.3%	0.9%	-	0.0%	*	0.0%	21.4%	0.0%	2.6%
Combination	1.3%	1.2%	1.2%	0.4%	0.0%	0.0%	0.9%	-	0.0%	*	0.0%	7.1%	0.0%	0.0%
By Acct Status														
Acct System	94.0%	95.0%	94.7%	94.4%	100.0%	90.8%	95.5%	-	95.2%	*	100.0%	100.0%	88.9%	87.2%
Non-Acct System	4.6%	3.9%	4.9%	3.9%	0.0%	5.3%	3.6%	-	4.8%	*	0.0%	0.0%	5.6%	2.6%
Mobile	4.6%	3.9%	4.9%	3.9%	0.0%	5.3%	3.6%	-	4.8%	*	0.0%	0.0%	5.6%	2.6%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	1.1%	0.4%	1.7%	0.0%	3.9%	0.9%	-	0.0%	*	0.0%	0.0%	5.6%	10.3%
Absent	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.4%	1.7%	0.0%	3.9%	0.9%	-	0.0%	*	0.0%	0.0%	5.6%	10.3%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Total Count	3,231,780	7,183	316	233	16	76	111	0	21	1	8	14	54	39
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	99.7%	98.8%	100.0%	97.7%	99.2%	*	100.0%	-	*	100.0%	97.0%	94.7%
By Test Version														
TAKS (1 or more)	90.8%	93.9%	93.5%	94.8%	92.9%	95.5%	93.4%	*	100.0%	-	*	41.2%	91.0%	91.2%
Not on TAKS	7.8%	5.0%	6.3%	4.0%	7.1%	2.3%	5.7%	*	0.0%	-	*	58.8%	6.0%	3.5%
TAKS(Acc) Only	2.3%	2.3%	1.5%	0.4%	0.0%	0.0%	0.8%	*	0.0%	-	*	5.9%	0.0%	0.0%
TAKS-M Only	3.3%	1.2%	2.0%	1.2%	7.1%	1.1%	0.8%	*	0.0%	-	*	17.6%	4.5%	1.8%
TAKS-Alt Only	0.8%	0.7%	0.7%	1.2%	0.0%	0.0%	2.5%	*	0.0%	-	*	17.6%	0.0%	0.0%
Combination	1.3%	0.8%	1.4%	1.2%	0.0%	1.1%	1.6%	*	0.0%	-	*	17.6%	1.5%	1.8%
By Acct Status														
Acct System	90.0%	93.3%	92.0%	92.5%	92.9%	94.3%	91.8%	*	87.5%	-	*	52.9%	86.6%	91.2%
Non-Acct System	8.6%	5.6%	7.5%	6.3%	7.1%	3.4%	7.4%	*	12.5%	-	*	47.1%	10.4%	3.5%
Mobile	4.4%	3.7%	3.9%	4.0%	0.0%	2.3%	4.1%	*	12.5%	-	*	11.8%	6.0%	1.8%
Non-Acct Test	4.2%	1.8%	3.5%	2.4%	7.1%	1.1%	3.3%	*	0.0%	-	*	35.3%	4.5%	1.8%
Not Tested	1.4%	1.2%	0.3%	1.2%	0.0%	2.3%	0.8%	*	0.0%	-	*	0.0%	3.0%	5.3%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.0%	1.2%	0.0%	2.3%	0.8%	*	0.0%	-	*	0.0%	3.0%	5.3%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Total Count	3,175,337	6,917	293	252	14	88	122	3	24	0	1	17	67	57

District Name: TOMBALL ISD
 Campus Name: CANYON POINTE EL
 Campus #: 101921111

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 4
 Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2011	47%	58%	71%	*	*	*	*	*	*	*	*	*	*
	2010	50%	61%	60%	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	53%	63%	83%	*	*	*	*	*	*	*	*	*
	2010	45%	55%	58%	94%	*	> 99%	> 99%	*	*	*	*	90%	> 99%
Average Vertical Scale Growth (Sum of Grades 4-8)														
Reading	2011	75	97	111	*	*	*	*	*	*	*	*	*	*
	2010	86	95	118	117	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	80	106	197	*	*	*	*	*	*	*	*	*
	2010	70	84	95	155	*	156	152	*	*	*	*	153	156
English Language Learners Progress Indicator														
2010-11	80%	85%	93%	83%	*	79%	*	*	> 99%	*	*	*	74%	79%
2009-10	79%	83%	94%	65%	*	61%	80%	*	80%	*	*	*	62%	64%
Attendance Rate @														
2009-10	95.5%	96.0%	96.6%	96.8%	96.9%	96.9%	96.5%	*	97.9%	*	95.7%	96.1%	96.3%	97.1%
2008-09	95.6%	95.7%	97.0%	96.7%	96.7%	96.7%	96.6%	*	n/a	n/a	n/a	95.4%	96.5%	96.8%

District Name: TOMBALL ISD
 Campus Name: CANYON POINTE EL
 Campus #: 101921111

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 1
 Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	647	100.0%	24,394	10,609	4,912,385
Students By Grade: Early Childhood Education	0	0.0%	0.7%	0.2%	0.3%
Pre-Kindergarten	35	5.4%	3.2%	2.3%	4.5%
Kindergarten	118	18.2%	14.8%	7.4%	7.6%
Grade 1	143	22.1%	15.2%	8.1%	7.9%
Grade 2	121	18.7%	15.1%	8.2%	7.7%
Grade 3	112	17.3%	15.6%	7.6%	7.6%
Grade 4	118	18.2%	17.9%	7.6%	7.6%
Grade 5	0	0.0%	16.5%	7.9%	7.6%
Grade 6	0	0.0%	1.0%	7.3%	7.4%
Grade 7	0	0.0%	0.1%	7.5%	7.3%
Grade 8	0	0.0%	0.1%	7.3%	7.2%
Grade 9	0	0.0%	0.0%	8.5%	7.9%
Grade 10	0	0.0%	0.0%	7.1%	7.0%
Grade 11	0	0.0%	0.0%	6.3%	6.4%
Grade 12	0	0.0%	0.0%	6.6%	5.9%
Ethnic Distribution: African American	45	7.0%	6.4%	5.3%	12.9%
Hispanic	212	32.8%	37.1%	25.4%	50.3%
White	301	46.5%	46.5%	61.6%	31.2%
American Indian	3	0.5%	0.4%	0.7%	0.5%
Asian	70	10.8%	7.1%	4.8%	3.4%
Pacific Islander	1	0.2%	0.1%	0.1%	0.1%
Two or More Races	15	2.3%	2.5%	2.2%	1.6%
Economically Disadvantaged	166	25.7%	38.1%	25.7%	59.2%
Limited English Proficient (LEP)	180	27.8%	14.8%	10.8%	16.9%
Students w/Disciplinary Placements (2009-10)	1	0.1%	0.1%	1.7%	1.9%
At-Risk	252	38.9%	32.6%	32.8%	46.3%
Mobility (2009-10)	66	12.5%	12.1%	11.6%	18.2%
Number of Students per Teacher	14.3	n/a	15.3	16.1	14.7

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	3.3%	2.8%	1.7%	2.3%	9.1%	10.5%	10.0%	10.7%
Grade 1	2.5%	3.6%	1.7%	4.7%	22.2%	7.8%	7.3%	8.9%
Grade 2	4.0%	1.9%	2.4%	2.8%	0.0%	2.3%	0.0%	4.1%
Grade 3	5.7%	0.8%	3.3%	2.0%	0.0%	0.5%	1.4%	1.8%
Grade 4	1.9%	0.4%	0.7%	1.1%	0.0%	0.2%	1.4%	0.9%
Grade 5	-	0.2%	1.0%	1.3%	-	2.0%	3.8%	1.3%
Grade 6	-	0.0%	0.4%	0.7%	-	0.0%	0.0%	1.2%
Grade 7	-	0.0%	0.6%	1.0%	-	0.0%	6.5%	1.4%
Grade 8	-	0.0%	0.9%	1.2%	-	0.0%	0.0%	2.1%

District Name: TOMBALL ISD
 Campus Name: CANYON POINTE EL
 Campus #: 101921111

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 2
 Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	19.2	19.5	17.6	19.0
Grade 1	19.7	19.1	19.1	18.9
Grade 2	18.0	18.8	18.3	18.8
Grade 3	17.9	18.6	18.2	18.8
Grade 4	16.5	18.8	18.4	19.0
Grade 5	-	21.8	22.0	21.4
Grade 6	-	19.1	22.2	20.7
Mixed Grades	-	28.8	17.9	23.9
Secondary: English/Language Arts	-	17.7	20.1	17.3
Foreign Languages	-	20.0	21.6	19.0
Mathematics	-	11.0	23.1	17.9
Science	-	17.0	23.6	19.0
Social Studies	-	17.0	25.6	19.6

District Name: TOMBALL ISD
 Campus Name: CANYON POINTE EL
 Campus #: 101921111

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 3
 Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	65.6	100.0%	100.0%	100.0%	100.0%
Professional Staff:	52.4	79.9%	83.5%	59.1%	63.4%
Teachers	45.3	69.0%	71.8%	46.8%	50.5%
Professional Support	5.1	7.8%	8.3%	8.4%	9.0%
Campus Admin. (School Leader.)	2.0	3.0%	3.4%	2.6%	2.8%
Educational Aides:	13.2	20.1%	16.5%	9.7%	9.5%
Total Minority Staff:	13.2	20.1%	19.8%	20.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	3.5%	1.6%	9.3%
Hispanic	9.0	19.9%	12.5%	9.8%	23.7%
White	36.3	80.1%	82.2%	87.1%	63.9%
American Indian	0.0	0.0%	0.3%	0.0%	0.4%
Asian	0.0	0.0%	0.9%	0.8%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.6%	0.7%	1.3%
Males	2.1	4.7%	6.2%	16.2%	23.2%
Females	43.2	95.3%	93.8%	83.8%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	2.2%	4.9%	3.3%	6.0%
1-5 Years Experience	19.7	43.4%	26.9%	25.8%	30.0%
6-10 Years Experience	12.5	27.6%	21.7%	23.0%	21.1%
11-20 Years Experience	8.0	17.7%	28.4%	29.0%	25.0%
Over 20 Years Experience	4.1	9.1%	18.1%	18.8%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		8.9 yrs.	11.6 yrs.	12.3 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:		5.2 yrs.	7.7 yrs.	7.1 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$47,133	\$43,806	\$46,489	\$41,272
1-5 Years Experience		\$47,907	\$45,395	\$47,723	\$44,013
6-10 Years Experience		\$49,907	\$47,005	\$49,940	\$46,604
11-20 Years Experience		\$52,567	\$50,579	\$52,742	\$50,476
Over 20 Years Experience		\$57,676	\$58,250	\$60,227	\$58,691
Average Actual Salaries (regular duties only):					
Teachers		\$50,154	\$49,467	\$51,999	\$48,638
Professional Support		\$58,771	\$54,231	\$61,031	\$57,045
Campus Administration (School Leadership)		\$82,938	\$71,972	\$77,600	\$70,819
Contracted Instructional Staff (not incl. above):		0.3	6.7	6.1	2,180.4

District Name: TOMBALL ISD
 Campus Name: CANYON POINTE EL
 Campus #: 101921111

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 4
 Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,634,062	100.0%	\$5,498	\$3,874,298	100.0%	\$5,861	\$151,710,218	100.0%	\$6,087
Instruction (11,95)	\$2,898,421	79.8%	\$4,385	\$3,049,670	78.7%	\$4,614	\$115,075,833	75.9%	\$4,617
Instructional-Related Services (12,13)	\$130,914	3.6%	\$198	\$147,723	3.8%	\$223	\$5,579,796	3.7%	\$224
Instructional Leadership (21)	\$58,804	1.6%	\$89	\$58,804	1.5%	\$89	\$1,815,346	1.2%	\$73
School Leadership (23)	\$283,106	7.8%	\$428	\$283,946	7.3%	\$430	\$9,847,446	6.5%	\$395
Support Services-Student (31,32,33)	\$255,984	7.0%	\$387	\$255,984	6.6%	\$387	\$7,664,941	5.1%	\$308
Other Campus Costs (35,36,51,52,53)	\$6,833	0.2%	\$10	\$78,171	2.0%	\$118	\$11,726,856	7.7%	\$471
By Program:									
Total Operating Expenditures	\$3,627,229	100.0%	\$5,487	\$3,778,478	100.0%	\$5,716	\$139,311,499	100.0%	\$5,589
Bilingual/ESL Education (25)	\$184,093	5.1%	\$279	\$184,093	4.9%	\$279	\$6,137,199	4.4%	\$246
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Accelerated Education (24,30)	\$95,945	2.6%	\$145	\$107,407	2.8%	\$162	\$9,260,075	6.6%	\$372
Gifted & Talented Education (21)	\$121	0.0%	\$0	\$121	0.0%	\$0	\$1,939,481	1.4%	\$78
Regular Education (11)	\$2,654,156	73.2%	\$4,015	\$2,671,789	70.7%	\$4,042	\$98,372,992	70.6%	\$3,947
Special Education (23)	\$692,914	19.1%	\$1,048	\$815,068	21.6%	\$1,233	\$23,601,752	16.9%	\$947
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	172	26.6%	14.5%	10.2%	16.2%
Career & Technical Education	0	0.0%	0.0%	27.9%	21.0%
Gifted & Talented Education	37	5.7%	7.2%	8.4%	7.7%
Special Education	40	6.2%	9.0%	6.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	3.5	7.7%	4.8%	3.4%	5.5%
Career & Technical Education	0.0	0.0%	0.4%	3.9%	4.0%
Compensatory Education	0.0	0.0%	3.2%	1.8%	2.9%
Gifted & Talented Education	0.2	0.3%	0.9%	0.7%	1.9%
Regular Education	38.6	85.3%	82.1%	76.3%	73.4%
Special Education	3.0	6.7%	8.7%	6.1%	9.1%
Other	0.0	0.0%	0.0%	7.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' 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.

Target Campus Name: CANYON POINTE EL
 Target Campus #: 101921111
 District Name: TOMBALL ISD
 Campus Type: Elementary School

Texas Education Agency
 2010-11 Campus Comparison Group

Page 1

Campus Number	Campus Name	District Name	% White	% Hispanic	% LEP	% Econ	% Mobility	% Afr_Amer
008902103	SELMAN INT	SEALY ISD	45.1	43.5	10.5	57.0	7.8	9.3
015910133	STONE OAK EL	NORTH EAST ISD	46.7	39.8	11.8	13.2	17.7	1.9
015910142	BULVERDE CREEK	NORTH EAST ISD	45.8	40.5	6.3	21.9	15.3	5.7
020901101	ALVIN ELEMENTARY	ALVIN ISD	46.6	45.1	13.9	56.6	14.5	2.3
020901108	MELBA PASSMORE ELEMENTAR	ALVIN ISD	47.0	48.9	10.5	61.1	15.9	2.3
020902103	SOUTHSIDE EL	ANGLETON ISD	47.2	42.4	2.5	62.9	13.4	5.9
043905128	TADLOCK EL	FRISCO ISD	47.3	20.3	9.4	16.1	10.7	13.7
043910111	DAVIS EL	PLANO ISD	46.9	33.9	19.8	38.3	10.0	10.0
046901103	CARL SCHURZ EL	NEW BRAUNFELS ISD	47.6	50.1	17.6	52.9	12.4	1.6
046902115	FREIHEIT EL	COMAL ISD	45.2	48.2	3.6	57.4	16.1	3.0
057903112	COUNTRY PLACE EL	CARROLLTON-FARMERS BRANC	46.1	26.5	9.7	35.1	14.5	8.8
057903118	ROSEMEADE EL	CARROLLTON-FARMERS BRANC	47.3	23.4	18.9	35.8	10.3	6.5
057909143	ABBETT EL	GARLAND ISD	46.4	30.7	24.4	35.2	6.7	9.4
057909155	JOHN W ARMSTRONG ELEMENT	GARLAND ISD	47.5	31.8	24.2	34.5	8.0	5.9
057909158	LIBERTY GROVE ELEMENTARY	GARLAND ISD	45.7	33.9	18.3	39.5	13.1	14.8
061914108	OAK POINT EL	LITTLE ELM ISD	46.2	48.6	38.8	55.8	16.5	3.2
075902102	LA GRANGE INT	LA GRANGE ISD	45.5	40.3	10.6	58.7	8.3	10.1
079906102	NEEDVILLE EL	NEEDVILLE ISD	47.6	45.9	18.0	42.1	9.9	4.6
088902104	GOLIAD INT	GOLIAD ISD	45.8	47.1	3.9	51.6	13.3	5.2
101912130	CONDIT EL	HOUSTON ISD	47.1	32.0	15.7	30.1	8.3	5.1
101914108	DIANE WINBORN EL	KATY ISD	47.7	37.7	11.0	40.8	9.9	9.1
101914114	EDNA MAE FIELDER EL	KATY ISD	45.9	43.3	33.3	15.6	8.0	1.9
101914115	JEANETTE HAYES EL	KATY ISD	45.1	21.2	21.4	18.1	8.7	8.8
101915111	LEMM EL	KLEIN ISD	46.9	26.4	9.4	21.5	10.8	8.7
101915113	KRAHN EL	KLEIN ISD	46.6	27.4	10.9	32.4	14.1	8.6
101916107	LEO RIZZUTO EL	LA PORTE ISD	46.9	46.9	18.7	38.1	7.2	3.7
101921111	> CANYON POINTE EL	TOMBALL ISD	46.5	32.8	27.8	25.7	12.5	7.0
133903102	STARKEY EL	KERRVILLE ISD	45.5	49.7	12.0	56.7	13.4	2.8
152902101	NEW DEAL EL	NEW DEAL ISD	47.2	48.6	2.8	61.0	17.4	2.1
216901101	STERLING CITY EL	STERLING CITY ISD	46.4	48.3	9.3	57.0	14.9	1.3
220902114	GRACE E HARDEMAN EL	BIRDVILLE ISD	46.4	32.6	18.8	51.7	9.9	8.8
220905176	WAVERLY PARK EL	FORT WORTH ISD	45.4	35.7	12.4	46.3	15.1	12.4
220907106	HERITAGE EL	KELLER ISD	46.6	24.1	11.9	31.1	12.8	12.9
227904112	MURCHISON EL	PFLUGERVILLE ISD	45.3	31.5	7.8	22.5	6.4	13.2
227913101	LAKE TRAVIS EL	LAKE TRAVIS ISD	47.2	44.6	29.0	42.5	10.2	0.5
235902101	ALOE EL	VICTORIA ISD	47.3	46.4	4.1	62.3	18.0	3.2
235902118	MARTIN DE LEON EL	VICTORIA ISD	47.7	45.0	2.5	34.6	18.5	4.5
237904107	EVELYN TURLINGTON EL	WALLER ISD	45.9	46.6	35.7	64.1	18.2	3.6
246909120	LIVE OAK EL	ROUND ROCK ISD	45.4	32.4	5.9	42.3	18.2	10.7
246909134	PATSY SOMMER EL	ROUND ROCK ISD	45.9	15.6	6.6	5.5	7.7	3.1
247906101	STOCKDALE EL	STOCKDALE ISD	47.8	50.8	2.7	61.0	11.4	0.5
Group Average			46.5	37.1	14.8	38.1	12.1	6.4

*** Order of columns will vary on lists for other campuses ***

Target Campus Name: CANYON POINTE EL
 Target Campus #: 101921111
 District Name: TOMBALL ISD
 Campus Type: Elementary School

T e x a s E d u c a t i o n A g e n c y
 2010-11 Comparable Improvement:
 Gold Performance Acknowledgment: Mathematics

Page 2

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
SELMAN INT	381	615	664	90	49	Q1	377	598	669	89	71	Q1
STONE OAK EL	258	695	735	-	40	Q3	257	661	722	147	61	Q3
BULVERDE CREEK	280	694	732	94	38	Q3	280	682	748	110	66	Q2
ALVIN ELEMENTARY	343	651	698	104	48	Q2	343	653	715	97	62	Q2
MELBA PASSMORE ELEME	164	662	705	83	44	Q2	168	666	728	86	62	Q2
SOUTHSIDE EL	126	651	692	139	41	Q2	126	643	689	65	47	Q4
TADLOCK EL	146	684	734	176	50	Q1	147	675	727	106	52	Q3
DAVIS EL	101	677	726	93	49	Q1	104	674	715	84	41	Q4
CARL SCHURZ EL	91	678	714	136	35	Q3	91	663	744	125	81	Q1
FREIHEIT EL	119	651	685	109	34	Q3	120	623	648	63	25	Q4
COUNTRY PLACE EL	115	679	720	141	41	Q2	116	661	736	116	74	Q1
ROSEMEADE EL	111	682	718	177	36	Q3	113	668	730	-	62	Q2
ABBETT EL	191	667	718	113	51	Q1	191	642	710	116	68	Q2
JOHN W ARMSTRONG ELE	205	690	722	79	32	Q4	206	670	708	67	38	Q4
LIBERTY GROVE ELEMEN	156	666	698	107	32	Q4	170	623	651	73	29	Q4
OAK POINT EL	62	675	692	-	17	Q4	62	628	695	106	67	Q2
LA GRANGE INT	335	660	694	83	34	Q3	335	638	679	64	41	Q4
NEEDVILLE EL	180	635	675	57	40	Q3	180	585	667	112	82	Q1
GOLIAD INT	266	678	700	54	22	Q4	264	668	700	50	32	Q4
CONDIT EL	206	711	761	132	50	Q1	209	679	771	163	92	Q1
DIANE WINBORN EL	244	688	716	194	28	Q4	244	672	728	51	56	Q3
EDNA MAE FIELDER EL	278	690	724	125	34	Q3	280	669	727	37	57	Q3
JEANETTE HAYES EL	221	693	742	113	50	Q1	224	682	759	183	77	Q1
LEMM EL	218	674	720	145	47	Q2	220	646	694	107	49	Q3
KRAHN EL	300	664	719	121	55	Q1	304	645	707	81	62	Q2
LEO RIZZUTO EL	181	661	701	117	40	Q3	184	641	706	111	65	Q2
> CANYON POINTE EL	109	681	714	-	33	Q4	107	647	722	197	75	Q1
STARKEY EL	155	675	713	155	38	Q3	154	668	715	86	47	Q4
NEW DEAL EL	56	622	669	54	47	Q2	56	572	654	106	82	Q1
STERLING CITY EL	60	666	715	61	50	Q1	60	639	678	55	39	Q4
GRACE E HARDEMAN EL	225	640	677	71	37	Q3	223	617	674	68	57	Q3
WAVERLY PARK EL	210	683	712	146	29	Q4	211	648	712	118	64	Q2
HERITAGE EL	135	634	669	97	34	Q3	133	583	643	77	59	Q3
MURCHISON EL	243	670	710	97	40	Q3	241	658	721	118	62	Q2
LAKE TRAVIS EL	158	691	733	127	43	Q2	166	658	729	117	70	Q1
ALOE EL	118	681	722	63	41	Q2	118	693	754	131	60	Q3
MARTIN DE LEON EL	116	667	709	142	42	Q2	116	643	704	147	61	Q3
EVELYN TURLINGTON EL	179	628	687	85	58	Q1	180	619	701	115	83	Q1
LIVE OAK EL	129	655	687	97	32	Q4	133	647	678	67	31	Q4
PATSY SOMMER EL	218	712	760	161	47	Q2	217	688	764	123	76	Q1
STOCKDALE EL	104	638	695	144	57	Q1	106	624	677	53	53	Q3
Group Average	180	668	709	99	41	--	181	649	708	89	59	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2010-11 Academic Excellence Indicator System

District Name: TOMBALL ISD

Campus Name: CREEKSIDE FOREST EL

Campus #: 101921112

2011 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2009-10)

Commended on Reading/ELA

Commended on Mathematics

Commended on Science

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District Name: TOMBALL ISD
 Campus Name: CREEKSIDE FOREST EL
 Campus #: 101921112

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 1
 Total Students: 446
 Grade Span: KG - 06
 School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	93%	95%	> 99%	*	> 99%	> 99%	*	*	*	*	*	> 99%	> 99%
	2010	92%	95%	96%	> 99%	*	> 99%	> 99%	*	*	*	*	*	*	*
Mathematics	2011	88%	90%	93%	98%	*	> 99%	97%	*	*	*	*	*	80%	> 99%
	2010	87%	90%	93%	> 99%	*	> 99%	> 99%	*	*	*	*	*	*	*
All Tests	2011	83%	87%	89%	98%	*	> 99%	97%	*	*	*	*	*	80%	> 99%
	2010	84%	88%	90%	> 99%	*	> 99%	> 99%	*	*	*	*	*	*	*
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	94%	94%	*	77%	> 99%	*	> 99%	*	*	*	*	50%
	2010	86%	91%	93%	> 99%	*	> 99%	> 99%	*	*	*	*	*	*	*
Mathematics	2011	89%	93%	96%	96%	*	86%	> 99%	*	> 99%	*	*	*	*	71%
	2010	89%	92%	95%	> 99%	*	> 99%	> 99%	*	*	*	*	*	*	*
Writing	2011	91%	90%	96%	98%	*	92%	> 99%	*	*	*	*	*	*	83%
	2010	92%	93%	96%	92%	*	> 99%	88%	*	*	*	*	*	*	*
All Tests	2011	78%	85%	88%	94%	*	79%	> 99%	*	> 99%	*	*	*	*	57%
	2010	78%	83%	88%	92%	*	> 99%	88%	*	*	*	*	*	*	*
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	95%	98%	*	94%	> 99%	*	*	*	*	*	> 99%	*
	2010	86%	92%	96%	> 99%	*	> 99%	> 99%	*	*	*	*	*	*	*
Mathematics	2011	86%	93%	94%	> 99%	*	> 99%	> 99%	*	*	*	*	*	> 99%	*
	2010	86%	91%	96%	96%	*	> 99%	94%	*	*	*	*	*	*	*
Science	2011	86%	92%	94%	> 99%	*	> 99%	> 99%	*	*	*	*	*	> 99%	*
	2010	87%	92%	95%	96%	*	> 99%	94%	*	*	*	*	*	*	*
All Tests	2011	76%	86%	88%	98%	*	94%	> 99%	*	*	*	*	*	> 99%	*
	2010	75%	84%	90%	96%	*	> 99%	94%	*	*	*	*	*	*	*
TAKS Met 2011 Standard Grade 6															
Reading	2011	85%	94%	*	97%	*	88%	> 99%	*	*	*	*	*	*	*
	2010	86%	94%	*	95%	*	> 99%	90%	*	*	*	*	*	> 99%	*
Mathematics	2011	83%	92%	*	97%	*	> 99%	95%	*	*	*	*	*	*	*
	2010	83%	91%	*	96%	*	92%	> 99%	*	*	*	*	*	83%	> 99%
All Tests	2011	76%	88%	*	94%	*	89%	95%	*	*	*	*	*	*	*
	2010	76%	87%	*	92%	*	92%	90%	*	*	*	*	*	83%	80%

District Name: TOMBALL ISD
Campus Name: CREEKSIDE FOREST EL
Campus #: 101921112

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 2
Total Students: 446
Grade Span: KG - 06
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011 2010	90% 90%	95% 95%	95% 95%	98% 99%	* *	93% > 99%	> 99% 99%	* *	> 99% n/a	* n/a	* n/a	> 99% > 99%	89% > 99%	83% 80%
Mathematics	2011 2010	84% 84%	91% 90%	95% 94%	98% 99%	* *	96% 97%	98% > 99%	* *	> 99% n/a	* n/a	* n/a	86% > 99%	84% 93%	92% > 99%
Writing	2011 2010	92% 93%	93% 95%	96% 96%	98% 92%	* *	92% > 99%	> 99% 89%	* *	* n/a	* n/a	* n/a	* *	* *	83% *
Science	2011 2010	83% 82%	89% 89%	94% 95%	> 99% 96%	* *	> 99% > 99%	> 99% 95%	* *	* n/a	* n/a	* n/a	* *	> 99% *	* *
All Tests	2011 2010	76% 76%	85% 85%	91% 90%	97% 95%	* *	93% 97%	98% 94%	* *	> 99% n/a	* n/a	* n/a	86% 80%	79% 86%	84% 86%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011 2010	33% 32%	42% 41%	50% 46%	58% 56%	* *	42% 66%	65% 49%	* *	33% 71%	* *	* *	29% 40%	37% 36%	22% 40%
Mathematics	2011 2010	29% 28%	38% 38%	47% 47%	65% 53%	* *	61% 45%	66% 54%	* *	89% 86%	* *	* *	43% < 1%	47% 29%	44% 29%
Writing	2011 2010	31% 32%	34% 35%	36% 39%	27% 13%	* *	23% < 1%	30% 12%	* *	* *	* *	* *	* *	* *	33% *
Science	2011 2010	30% 28%	38% 35%	57% 56%	67% 73%	* *	50% 83%	74% 67%	* *	* *	* *	* *	29% *	* *	* *
All Tests	2011 2010	16% 15%	22% 22%	27% 27%	37% 31%	* *	25% 32%	42% 26%	* *	33% 71%	* *	* *	14% < 1%	21% 14%	24% 29%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011 2010	86% 85%	92% 88%	> 99% > 99%	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
Mathematics	2011 2010	77% 75%	82% 77%	> 99% 95%	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
Writing	2011 2010	80% 80%	74% 75%	> 99% > 99%	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
All Tests	2011 2010	66% 64%	67% 68%	88% 88%	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

District Name: TOMBALL ISD
Campus Name: CREEKSIDE FOREST EL
Campus #: 101921112

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 3
Total Students: 446
Grade Span: KG - 06
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.9%	99.7%	86.5%	100.0%	67.7%	99.3%	-	90.0%	-	*	87.5%	100.0%	45.2%
By Test Version														
TAKS (1 or more)	91.0%	93.7%	93.7%	84.5%	100.0%	65.7%	97.0%	-	90.0%	-	*	25.0%	90.5%	45.2%
Not on TAKS	7.6%	5.2%	5.9%	2.0%	0.0%	2.0%	2.2%	-	0.0%	-	*	62.5%	9.5%	0.0%
TAKS(Acc) Only	2.4%	2.1%	1.8%	0.8%	0.0%	1.0%	0.7%	-	0.0%	-	*	25.0%	0.0%	0.0%
TAKS-M Only	3.1%	1.2%	2.1%	0.8%	0.0%	0.0%	1.5%	-	0.0%	-	*	25.0%	4.8%	0.0%
TAKS-Alt Only	0.9%	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Combination	1.3%	1.2%	1.0%	0.4%	0.0%	1.0%	0.0%	-	0.0%	-	*	12.5%	4.8%	0.0%
By Acct Status														
Acct System	94.0%	95.0%	95.0%	74.6%	80.0%	57.6%	85.1%	-	90.0%	-	*	87.5%	90.5%	40.3%
Non-Acct System	4.6%	3.9%	4.6%	11.9%	20.0%	10.1%	14.2%	-	0.0%	-	*	0.0%	9.5%	4.8%
Mobile	4.6%	3.9%	4.6%	11.9%	20.0%	10.1%	14.2%	-	0.0%	-	*	0.0%	9.5%	4.8%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	1.1%	0.3%	13.5%	0.0%	32.3%	0.7%	-	10.0%	-	*	12.5%	0.0%	54.8%
Absent	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.0%	13.5%	0.0%	32.3%	0.7%	-	10.0%	-	*	12.5%	0.0%	54.8%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Total Count	3,231,780	7,183	282	252	5	99	134	0	10	0	4	8	21	62
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	99.7%	90.6%	*	72.1%	100.0%	-	100.0%	-	*	100.0%	100.0%	36.8%
By Test Version														
TAKS (1 or more)	90.8%	93.9%	93.4%	87.4%	*	69.8%	95.9%	-	100.0%	-	*	20.0%	78.6%	36.8%
Not on TAKS	7.8%	5.0%	6.3%	3.1%	*	2.3%	4.1%	-	0.0%	-	*	80.0%	21.4%	0.0%
TAKS(Acc) Only	2.3%	2.3%	1.0%	0.8%	*	0.0%	1.4%	-	0.0%	-	*	20.0%	7.1%	0.0%
TAKS-M Only	3.3%	1.2%	2.3%	1.6%	*	0.0%	2.7%	-	0.0%	-	*	40.0%	7.1%	0.0%
TAKS-Alt Only	0.8%	0.7%	0.6%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Combination	1.3%	0.8%	1.2%	0.8%	*	2.3%	0.0%	-	0.0%	-	*	20.0%	7.1%	0.0%
By Acct Status														
Acct System	90.0%	93.3%	91.2%	84.3%	*	72.1%	91.8%	-	100.0%	-	*	60.0%	92.9%	36.8%
Non-Acct System	8.6%	5.6%	8.5%	6.3%	*	0.0%	8.2%	-	0.0%	-	*	40.0%	7.1%	0.0%
Mobile	4.4%	3.7%	4.2%	4.7%	*	0.0%	5.5%	-	0.0%	-	*	0.0%	0.0%	0.0%
Non-Acct Test	4.2%	1.8%	3.2%	1.6%	*	0.0%	2.7%	-	0.0%	-	*	40.0%	7.1%	0.0%
Not Tested	1.4%	1.2%	0.3%	9.4%	*	27.9%	0.0%	-	0.0%	-	*	0.0%	0.0%	63.2%
Absent	0.1%	0.1%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.9%	0.0%	9.4%	*	27.9%	0.0%	-	0.0%	-	*	0.0%	0.0%	63.2%
Other	0.4%	0.1%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Total Count	3,175,337	6,917	272	127	3	43	73	0	7	0	1	5	14	19

District Name: TOMBALL ISD
 Campus Name: CREEKSIDE FOREST EL
 Campus #: 101921112

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 4
 Total Students: 446
 Grade Span: KG - 06
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2011	47%	58%	65%	*	*	*	*	*	*	*	*	*	*
	2010	50%	61%	64%	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	53%	58%	*	*	*	*	*	*	*	*	*	*
	2010	45%	55%	58%	80%	*	*	80%	*	*	*	*	*	*
Average Vertical Scale Growth (Sum of Grades 4-8)														
Reading	2011	75	97	108	*	*	*	*	*	*	*	*	*	*
	2010	86	95	112	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	80	85	*	*	*	*	*	*	*	*	*	*
	2010	70	84	99	195	*	*	205	*	*	*	*	*	*
Student Success Initiative														
Grade 5 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
	2011	13%	7%	5%	2%	*	6%	< 1%	*	*	*	*	< 1%	*
	2010	15%	9%	5%	< 1%	*	< 1%	< 1%	*	*	*	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)														
	2011	93%	97%	99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	*
	2010	92%	95%	99%	> 99%	*	> 99%	> 99%	*	*	*	*	*	*
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
	2011	14%	8%	6%	< 1%	*	< 1%	< 1%	*	*	*	*	< 1%	*
	2010	14%	10%	4%	4%	*	< 1%	6%	*	*	*	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)														
	2011	93%	96%	99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	*
	2010	92%	95%	98%	> 99%	*	> 99%	> 99%	*	*	*	*	*	*
English Language Learners Progress Indicator														
	2010-11	80%	85%	92%	88%	*	88%	*	*	*	*	*	67%	85%
	2009-10	79%	83%	92%	> 99%	*	> 99%	*	*	*	*	*	*	> 99%
Attendance Rate @														
	2009-10	95.5%	96.0%	96.6%	97.6%	*	97.4%	97.6%	*	97.5%	-	97.1%	97.2%	97.0%
	2008-09	95.6%	95.7%	96.7%	-	-	-	-	-	n/a	n/a	-	-	-

District Name: TOMBALL ISD
 Campus Name: CREEKSIDE FOREST EL
 Campus #: 101921112

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 1
 Total Students: 446
 Grade Span: KG - 06
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	446	100.0%	24,613	10,609	4,912,385
Students By Grade: Early Childhood Education	0	0.0%	0.3%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	2.5%	2.3%	4.5%
Kindergarten	72	16.1%	16.3%	7.4%	7.6%
Grade 1	85	19.1%	16.9%	8.1%	7.9%
Grade 2	71	15.9%	16.5%	8.2%	7.7%
Grade 3	69	15.5%	15.9%	7.6%	7.6%
Grade 4	61	13.7%	17.1%	7.6%	7.6%
Grade 5	51	11.4%	13.7%	7.9%	7.6%
Grade 6	37	8.3%	0.9%	7.3%	7.4%
Grade 7	0	0.0%	0.0%	7.5%	7.3%
Grade 8	0	0.0%	0.0%	7.3%	7.2%
Grade 9	0	0.0%	0.0%	8.5%	7.9%
Grade 10	0	0.0%	0.0%	7.1%	7.0%
Grade 11	0	0.0%	0.0%	6.3%	6.4%
Grade 12	0	0.0%	0.0%	6.6%	5.9%
Ethnic Distribution: African American	10	2.2%	8.0%	5.3%	12.9%
Hispanic	157	35.2%	27.2%	25.4%	50.3%
White	246	55.2%	55.1%	61.6%	31.2%
American Indian	0	0.0%	0.6%	0.7%	0.5%
Asian	24	5.4%	5.9%	4.8%	3.4%
Pacific Islander	0	0.0%	0.3%	0.1%	0.1%
Two or More Races	9	2.0%	2.9%	2.2%	1.6%
Economically Disadvantaged	29	6.5%	29.6%	25.7%	59.2%
Limited English Proficient (LEP)	106	23.8%	9.0%	10.8%	16.9%
Students w/Disciplinary Placements (2009-10)	0	0.0%	0.1%	1.7%	1.9%
At-Risk	135	30.3%	25.5%	32.8%	46.3%
Mobility (2009-10)	36	15.0%	11.8%	11.6%	18.2%
Number of Students per Teacher	15.9	n/a	15.5	16.1	14.7

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	0.0%	2.8%	1.7%	2.3%	0.0%	10.2%	10.0%	10.7%
Grade 1	0.0%	2.2%	1.7%	4.7%	0.0%	8.8%	7.3%	8.9%
Grade 2	0.0%	1.3%	2.4%	2.8%	-	4.8%	0.0%	4.1%
Grade 3	0.0%	0.7%	3.3%	2.0%	0.0%	1.5%	1.4%	1.8%
Grade 4	0.0%	0.4%	0.7%	1.1%	0.0%	0.8%	1.4%	0.9%
Grade 5	0.0%	0.7%	1.0%	1.3%	0.0%	1.3%	3.8%	1.3%
Grade 6	0.0%	0.0%	0.4%	0.7%	-	0.0%	0.0%	1.2%
Grade 7	-	-	0.6%	1.0%	-	-	6.5%	1.4%
Grade 8	-	-	0.9%	1.2%	-	-	0.0%	2.1%

District Name: TOMBALL ISD
 Campus Name: CREEKSIDE FOREST EL
 Campus #: 101921112

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 2
 Total Students: 446
 Grade Span: KG - 06
 School Type: Elementary

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	17.6	20.0	17.6	19.0
Grade 1	20.0	19.3	19.1	18.9
Grade 2	17.4	19.3	18.3	18.8
Grade 3	21.5	18.7	18.2	18.8
Grade 4	21.6	19.2	18.4	19.0
Grade 5	20.4	22.0	22.0	21.4
Grade 6	16.1	20.7	22.2	20.7
Mixed Grades	17.6	21.7	17.9	23.9
Secondary: English/Language Arts	-	-	20.1	17.3
Foreign Languages	-	-	21.6	19.0
Mathematics	-	18.5	23.1	17.9
Science	-	-	23.6	19.0
Social Studies	-	-	25.6	19.6

District Name: TOMBALL ISD
 Campus Name: CREEKSIDE FOREST EL
 Campus #: 101921112

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 3
 Total Students: 446
 Grade Span: KG - 06
 School Type: Elementary

STAFF INFORMATION	Count	Percent	Campus Group	District	State
Total Staff:	37.8	100.0%	100.0%	100.0%	100.0%
Professional Staff:	33.9	89.7%	87.6%	59.1%	63.4%
Teachers	28.0	73.9%	75.6%	46.8%	50.5%
Professional Support	3.9	10.4%	8.0%	8.4%	9.0%
Campus Admin. (School Leader.)	2.0	5.3%	4.0%	2.6%	2.8%
Educational Aides:	3.9	10.3%	12.4%	9.7%	9.5%
Total Minority Staff:	0.1	0.3%	14.0%	20.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.6%	1.6%	9.3%
Hispanic	0.1	0.4%	8.5%	9.8%	23.7%
White	27.9	99.6%	85.9%	87.1%	63.9%
American Indian	0.0	0.0%	0.6%	0.0%	0.4%
Asian	0.0	0.0%	0.6%	0.8%	1.3%
Pacific Islander	0.0	0.0%	0.2%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.7%	0.7%	1.3%
Males	0.1	0.5%	4.8%	16.2%	23.2%
Females	27.9	99.5%	95.2%	83.8%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	2.0	7.0%	3.8%	3.3%	6.0%
1-5 Years Experience	9.0	32.0%	27.2%	25.8%	30.0%
6-10 Years Experience	8.9	31.7%	22.6%	23.0%	21.1%
11-20 Years Experience	5.2	18.5%	29.8%	29.0%	25.0%
Over 20 Years Experience	3.0	10.8%	16.6%	18.8%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		9.9 yrs.	11.7 yrs.	12.3 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:		6.0 yrs.	7.9 yrs.	7.1 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$46,106	\$42,204	\$46,489	\$41,272
1-5 Years Experience		\$47,817	\$43,889	\$47,723	\$44,013
6-10 Years Experience		\$49,757	\$45,935	\$49,940	\$46,604
11-20 Years Experience		\$52,720	\$50,025	\$52,742	\$50,476
Over 20 Years Experience		\$61,787	\$57,501	\$60,227	\$58,691
Average Actual Salaries (regular duties only):					
Teachers		\$50,730	\$48,370	\$51,999	\$48,638
Professional Support		\$60,719	\$52,500	\$61,031	\$57,045
Campus Administration (School Leadership)		\$78,277	\$70,650	\$77,600	\$70,819
Contracted Instructional Staff (not incl. above):		0.1	4.8	6.1	2,180.4

District Name: TOMBALL ISD
 Campus Name: CREEKSIDE FOREST EL
 Campus #: 101921112

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Profile

Section II - Page 4
 Total Students: 446
 Grade Span: KG - 06
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$1,716,942	100.0%	\$6,312	\$1,794,896	100.0%	\$6,599	\$140,657,511	100.0%	\$5,916
Instruction (11,95)	\$1,162,860	67.7%	\$4,275	\$1,185,543	66.1%	\$4,359	\$105,918,922	75.3%	\$4,455
Instructional-Related Services (12,13)	\$103,918	6.1%	\$382	\$107,530	6.0%	\$395	\$5,109,915	3.6%	\$215
Instructional Leadership (21)	\$19,270	1.1%	\$71	\$19,270	1.1%	\$71	\$1,642,908	1.2%	\$69
School Leadership (23)	\$254,047	14.8%	\$934	\$255,888	14.3%	\$941	\$9,459,249	6.7%	\$398
Support Services-Student (31,32,33)	\$165,390	9.6%	\$608	\$165,390	9.2%	\$608	\$6,957,392	4.9%	\$293
Other Campus Costs (35,36,51,52,53)	\$11,457	0.7%	\$42	\$61,275	3.4%	\$225	\$11,569,125	8.2%	\$487
By Program:									
Total Operating Expenditures	\$1,705,485	100.0%	\$6,270	\$1,728,168	100.0%	\$6,354	\$128,303,025	100.0%	\$5,396
Bilingual/ESL Education (25)	\$180	0.0%	\$1	\$180	0.0%	\$1	\$4,964,245	3.9%	\$209
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Accelerated Education (24,30)	\$299	0.0%	\$1	\$299	0.0%	\$1	\$7,713,268	6.0%	\$324
Gifted & Talented Education (21)	\$255	0.0%	\$1	\$255	0.0%	\$1	\$1,898,284	1.5%	\$80
Regular Education (11)	\$1,488,814	87.3%	\$5,474	\$1,499,848	86.8%	\$5,514	\$94,705,848	73.8%	\$3,983
Special Education (23)	\$215,937	12.7%	\$794	\$227,586	13.2%	\$837	\$19,021,380	14.8%	\$800
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	95	21.3%	9.6%	10.2%	16.2%
Career & Technical Education	0	0.0%	0.0%	27.9%	21.0%
Gifted & Talented Education	32	7.2%	7.0%	8.4%	7.7%
Special Education	16	3.6%	7.7%	6.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.5	1.9%	2.5%	3.4%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.9%	4.0%
Compensatory Education	0.2	0.5%	3.0%	1.8%	2.9%
Gifted & Talented Education	0.7	2.4%	1.0%	0.7%	1.9%
Regular Education	26.5	94.7%	86.5%	76.3%	73.4%
Special Education	0.1	0.4%	6.9%	6.1%	9.1%
Other	0.0	0.0%	0.0%	7.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' 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.

Target Campus Name: CREEKSIDE FOREST EL
 Target Campus #: 101921112
 District Name: TOMBALL ISD
 Campus Type: Elementary School

Texas Education Agency
 2010-11 Campus Comparison Group

Page 1

Campus Number	Campus Name	District Name	% White	% Hispanic	% LEP	% Mobility	% Econ	% Afr_Amer
008901102	O'BRYANT INT	BELLVILLE ISD	55.9	28.6	9.0	11.6	45.3	12.2
020905107	ELISABET NEY EL	BRAZOSPORT ISD	56.1	32.8	2.3	12.3	53.8	7.2
020908102	C J HARRIS EL	PEARLAND ISD	55.3	23.8	5.8	12.0	27.1	13.2
043902101	JOE K BRYANT EL	ANNA ISD	56.1	26.2	11.3	13.7	43.3	9.9
043907123	JESSE MCGOWEN EL	MCKINNEY ISD	56.5	19.4	6.2	9.1	16.7	12.6
043910125	HEDGCOXE EL	PLANO ISD	55.2	16.4	9.6	7.6	12.4	5.5
046901104	SEELE EL	NEW BRAUNFELS ISD	54.2	42.1	3.9	16.8	46.8	2.2
046902114	TIMBERWOOD PARK EL	COMAL ISD	55.6	35.9	3.4	7.4	14.3	2.8
046902121	JOHNSON RANCH EL	COMAL ISD	55.2	35.5	4.2	10.0	13.6	3.0
057909144	KEELEY EL	GARLAND ISD	54.6	24.6	13.6	6.5	24.6	10.8
061901109	WILSON EL	DENTON ISD	55.1	30.4	17.2	10.7	46.6	12.1
061902124	PARKWAY EL	LEWISVILLE ISD	55.6	28.8	8.5	10.4	27.7	5.8
061902127	VALLEY RIDGE EL	LEWISVILLE ISD	55.0	23.2	7.0	9.0	23.1	11.1
079901110	HUGGINS EL	LAMAR CISD	56.1	27.6	9.4	10.9	26.1	13.4
101907115	MOORE ELEMENTARY	CYPRESS-FAIRBANKS ISD	55.6	20.3	6.1	13.7	22.9	7.2
101907149	WARNER ELEMENTARY SCHOOL	CYPRESS-FAIRBANKS ISD	55.6	21.5	5.7	7.2	8.6	8.4
101912251	TWAIN EL	HOUSTON ISD	53.8	21.8	14.5	9.5	16.0	6.3
101913121	EAGLE SPRINGS EL	HUMBLE ISD	55.6	24.7	5.4	10.5	15.9	12.5
101913126	ATASCOCITA SPRINGS EL	HUMBLE ISD	55.1	25.5	9.3	12.8 **	17.7	13.4
101914132	STANLEY C STANLEY EL	KATY ISD	55.5	18.6	9.8	11.9	4.7	6.6
101920108	MEADOW WOOD EL	SPRING BRANCH ISD	54.1	20.8	17.0	13.5	33.8	13.9
101921112	> CREEKSIDE FOREST EL	TOMBALL ISD	55.2	35.2	23.8	15.0	6.5	2.2
129902108	NELL HILL RHEA ELEMENTAR	FORNEY ISD	53.8	32.0	15.9	8.2	36.0	11.0
152906101	LUBBOCK-COOPER SOUTH ELE	LUBBOCK-COOPER ISD	56.5	40.4	5.7	15.3	53.0	0.6
152910101	IDALOU EL	IDALOU ISD	55.8	43.5	3.7	12.3	45.3	0.8
170902129	BIRNHAM WOODS EL	CONROE ISD	54.0	29.9	11.9	14.6	27.6	9.4
175903101	BOWIE EL	CORSICANA ISD	55.2	28.0	14.1	9.8	53.1	11.6
199902102	DAVIS EL	ROYSE CITY ISD	56.3	35.0	18.3	20.1	50.9	6.7
199902106	MISS MAY VERNON EL	ROYSE CITY ISD	56.4	31.6	16.3	13.8	37.9	7.4
220906110	SILVER LAKE EL	GRAPEVINE-COLLEYVILLE IS	54.5	33.3	22.2	11.4	38.9	3.5
220907116	BLUEBONNET EL	KELLER ISD	53.9	19.2	11.4	13.0	29.2	7.7
220916121	SPRING GARDEN EL	HURST-EULESS-BEDFORD ISD	55.1	22.4	6.8	18.3	44.3	13.5
220918106	HIGH COUNTRY ELEMENTARY	EAGLE MT-SAGINAW ISD	54.8	27.9	5.4	10.4	29.1	10.0
221901150	WARD EL	ABILENE ISD	55.1	22.8	5.1	20.6	44.7	12.3
226903123	LAMAR EL	SAN ANGELO ISD	55.4	40.0	3.7	18.1	36.7	1.5
227901143	PATTON EL	AUSTIN ISD	54.4	25.4	13.2	10.4	27.0	3.8
235902114	VICKERS EL	VICTORIA ISD	54.7	39.6	2.5	11.9	40.4	2.7
235904101	NURSERY EL	NURSERY ISD	55.0	36.9	4.5	22.2	46.8	0.9
243905118	JEFFERSON EL	WICHITA FALLS ISD	55.2	24.7	4.7	13.1	53.0	9.9
246906101	HUTTO EL	HUTTO ISD	54.2	32.8	3.9	8.9	40.2	7.6
246909110	KATHY CARAWAY EL	ROUND ROCK ISD	54.4	14.2	9.1	11.1	15.3	2.9
Group Average			55.1	27.2	9.0	11.8	29.6	8.0

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
 Note that the group average (shown at the bottom of the column) does not include this substituted value.

Target Campus Name: CREEKSIDE FOREST EL
 Target Campus #: 101921112
 District Name: TOMBALL ISD
 Campus Type: Elementary School

Texas Education Agency
 2010-11 Comparable Improvement:

Page 2

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
O'BRYANT INT	216	669	692	74	23	Q4	216	653	700	83	47	Q3
ELISABET NEY EL	82	653	699	159	46	Q2	83	581	683	130	102	Q1
C J HARRIS EL	126	683	675	108	-7	Q4	123	659	707	126	48	Q3
JOE K BRYANT EL	155	646	682	108	35	Q3	154	642	685	74	43	Q4
JESSE MCGOWEN EL	197	693	717	89	24	Q4	200	680	719	61	40	Q4
HEDGCOXE EL	148	686	732	121	46	Q2	149	666	724	103	58	Q2
SEELE EL	136	681	722	137	40	Q2	136	650	705	43	55	Q3
TIMBERWOOD PARK EL	211	697	730	129	33	Q4	211	673	731	114	59	Q2
JOHNSON RANCH EL	191	694	723	123	29	Q4	189	664	705	39	41	Q4
KEELEY EL	200	696	720	38	24	Q4	204	678	712	54	34	Q4
WILSON EL	167	688	726	143	39	Q3	166	650	715	118	64	Q1
PARKWAY EL	149	666	712	112	46	Q2	149	639	681	56	41	Q4
VALLEY RIDGE EL	203	676	721	152	44	Q2	205	644	708	100	64	Q1
HUGGINS EL	141	682	717	104	35	Q3	142	637	684	86	48	Q3
MOORE ELEMENTARY	285	685	730	109	45	Q2	286	675	751	112	76	Q1
WARNER ELEMENTARY SC	381	707	755	149	48	Q2	380	699	755	128	56	Q3
Twain EL	193	691	747	229	55	Q1	194	676	747	159	71	Q1
EAGLE SPRINGS EL	175	674	729	128	55	Q1	174	658	727	93	69	Q1
ATASCOCITA SPRINGS E	188	657	713	122	56	Q1	187	638	706	89	68	Q1
STANLEY C STANLEY EL	293	710	748	208	39	Q3	295	678	741	124	62	Q2
MEADOW WOOD EL	110	667	710	56	43	Q2	109	623	699	81	76	Q1
> CREEKSIDE FOREST EL	102	707	746	37	38	Q3	101	700	763	-	63	Q2
NELL HILL RHEA ELEME	195	696	722	63	26	Q4	195	681	720	60	39	Q4
LUBBOCK-COOPER SOUTH	195	677	713	83	36	Q3	195	652	705	103	54	Q3
IDALOU EL	60	649	688	125	39	Q3	60	645	673	63	28	Q4
BIRNHAM WOODS EL	145	657	684	87	27	Q4	143	610	681	79	71	Q1
BOWIE EL	221	668	705	110	37	Q3	225	651	712	84	61	Q2
DAVIS EL	67	592	663	159	70	Q1	68	600	654	63	54	Q3
MISS MAY VERNON EL	85	632	683	78	51	Q1	85	610	694	129	84	Q1
SILVER LAKE EL	125	675	711	84	36	Q3	127	657	698	52	41	Q4
BLUEBONNET EL	119	650	678	76	28	Q4	118	613	674	104	60	Q2
SPRING GARDEN EL	229	676	733	60	57	Q1	233	658	711	72	53	Q3
HIGH COUNTRY ELEMENT	237	659	702	109	43	Q2	238	630	683	74	53	Q3
WARD EL	152	649	698	74	49	Q1	153	623	685	61	62	Q2
LAMAR EL	136	650	705	116	55	Q1	135	627	687	104	60	Q2
PATTON EL	214	690	721	79	31	Q4	212	659	732	120	73	Q1
VICKERS EL	128	677	718	59	40	Q2	129	663	724	112	62	Q2
NURSERY EL	37	617	661	87	44	Q2	37	593	614	42	21	Q4
JEFFERSON EL	161	667	704	61	36	Q3	159	646	698	79	52	Q3
HUTTO EL	184	613	668	97	55	Q1	187	601	648	69	47	Q3
KATHY CARAWAY EL	179	704	756	76	53	Q1	180	680	743	127	62	Q2
Group Average	166	676	716	100	40	--	167	653	710	86	57	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

Glossary

for the

Academic Excellence Indicator System

2010-11 Report

Accountability Rating: This refers to the district and campus ratings assigned by the 2011 state accountability system. Districts and campuses are evaluated on performance on the TAKS, commended performance, completion rate, annual dropout rate, and English Language Learners (ELL) progress. Possible ratings are:

- *Exemplary;*
- *Recognized;*
- *Academically Acceptable;*
- *Academically Unacceptable;*
- *Not Rated: Other;* and
- *Not Rated: Data Integrity Issues.*

The above ratings apply to districts (including charter operators) and schools rated under the standard accountability procedures.

Additionally, alternative education accountability (AEA) ratings are issued to campuses and charters registered to be evaluated under AEA procedures. Possible AEA ratings are:

- *AEA: Academically Acceptable;*
- *AEA: Academically Unacceptable;* and
- *AEA: Not Rated – Other.*
- *AEA: Not Rated – Data Integrity Issues.*

For a more detailed explanation of the accountability system, see the *2011 Accountability Manual* available at

<http://ritter.tea.state.tx.us/perfreport/account/2011/manual/>

Accountability Subset: This refers to the group of non-mobile students whose performance on the TAKS, Commended Performance and the ELL Progress indicator (this includes the TELPAS reading assessment) is used in determining a school's and district's accountability rating. Specifically, the subsets have been calculated as follows:

Campus-level accountability subset: If a student was reported in membership at one campus on October 29, 2010, but moves to another campus before the test, that student's performance was removed from the accountability results for both campuses, whether the campuses were in the same district or different districts. Campuses were held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

District-level accountability subset: If a student was in one district on October 29, 2010, but then moved to another district before the test, that student's performance was taken out of the accountability subset for both districts. However, if the student moved from

campus to campus within the district, his or her performance was included in that district's results, even though it did not count for either campus. This means that district performance results do not match the sum of the campus performance results.

TAKS Participation, included in the AEIS report, shows what percent of a district's or school's test takers are mobile and are not included in the *Accountability Subset*. For additional information and examples of how the accountability subset is determined, see Chapter 2 of the *2011 Accountability Manual*. Also see *Mobile, TAKS Participation*, and *Appendix E*.

Adopted Tax Rate (calendar year 2010) (District Profile only): This is the locally adopted tax rate set for the 2010 calendar year. The total adopted rate is composed of a maintenance and operation rate (M&O) and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per \$100 of taxable value. Taxes based on this rate were to be paid by taxpayers in early 2011. The state value shown for the adopted tax rates is the simple average of all the district rates. (*Source: Texas Comptroller of Public Accounts, July 2011*)

Advanced Course/Dual Enrollment Completion: This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit. Deciding who gets credit for which college course is described in Texas Administrative Code §74.25 which states, in part:

(b) To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

Appendix C lists all courses identified as advanced, with the exception of courses designated only as dual enrollment. Dual enrollment courses are not shown, as the courses vary from campus to campus and could potentially include a large proportion of all high school courses.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. The values, expressed as a percent, are calculated as follows:

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course in 2009-10}}{\text{number of students in grades 9-12 who completed at least one course in 2009-10}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* for advanced course/dual enrollment completion. For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2011 Accountability Manual*.

Special education students are included in the results shown for the campus or district and the individual student groups. For purposes of comparison, course completion rates are also shown for the prior year (2008-09). For a list of advanced courses, see *Appendix C*. (*Source: PEIMS, June 2010, June 2009*)

Advanced Placement Examinations: See *AP/IB Results*.

All Funds: Financial information is broken down by fund type (general fund only and all funds). *All Funds* consists of four fundamental fund groups: General Fund (fund codes 101-199 and 420), Special Revenue Funds (fund codes 200/300/400), Debt Service Funds (fund code 599), and Capital Projects Funds (fund codes 601 and 699). It also includes the Enterprise Fund, and the National School Breakfast and Lunch Program (fund code 701). Within the general fund, fund code 420—Foundation School Program and Other State Aid—is used by charter operators only.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2009-10). For more information on fund codes, see *Appendix B. (Source: PEIMS, March 2011)*

Annual Dropout Rate: Three annual dropout rate indicators are shown:

- (1) *Annual Dropout Rate (Gr 7-8)*. This includes only grades 7 and 8. This rate is used in determining a campus accountability rating under standard procedures (for campuses that have one or both of those grades) or the district's rating. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2009-10 school year}}{\text{number of grade 7 and 8 students who were in attendance at any time during the 2009-10 school year}}$$

- (2) *Annual Dropout Rate (Gr 7-12)*. This includes grades 7 through 12. This rate is used in determining a campus or charter operator accountability rating under AEA procedures (for campuses or charters that have one or more of those grades). It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 through 12 during the 2009-10 school year}}{\text{number of grade 7-12 students who were in attendance at any time during the 2009-10 school year}}$$

- (3) *Annual Dropout Rate (Gr 9-12)*. This includes grades 9 through 12. This measure shows the dropout rates for the high school grades. It is a report-only measure and is not used in determining accountability ratings. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2009-10 school year}}{\text{number of grade 9-12 students who were in attendance at any time during the 2009-10 school year}}$$

All three annual rates appear on district, region, and state-level AEIS reports. Reports for secondary campuses evaluated under standard procedures show the grade 7-8 and grade 9-12 rates. Reports for secondary campuses evaluated under AEA procedures show the grade 7-8 and grade 7-12 rates.

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 effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay. For a more complete description of dropout rates, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2009-10* reports, available at

<http://www.tea.state.tx.us/index4.aspx?id=4080>

See also *Dropout* and *Leaver Record*. (Source: PEIMS, Oct. 2009, Oct. 2010 and June 2010)

AP/IB Results: These refer to the results of the College Board's Advanced Placement (AP) examinations and the International Baccalaureate's (IB) Diploma Program examinations taken by Texas public school students. 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.

Three values are calculated for this indicator:

- (1) *Tested*. This shows the percent of students in grades 11 and 12 taking at least one AP or IB examination:

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade students taking at least one AP or IB examination}}{\text{number of non-special education 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade students}}$$

The denominator of equation (1) does not include 11th and 12th grade students served in special education; however, all students who took at least one AP or IB examination are included in the numerator. The performance of special education students is included in both the numerator and denominator of the other equations.

- (2) *Examinees >= Criterion*. The percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one score at or above criterion}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one AP or IB examination}}$$

- (3) *Scores >= Criterion*. This shows the percent of scores at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade AP \& IB examination scores at or above criterion}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade AP \& IB examination scores}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* for participation and performance on AP/IB results (measures (1) and (2) above). For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2011 Accountability Manual*. See also *Criterion Score*. (Sources: *The College Board*, Aug. 2010, Jan. 2010; *The International Baccalaureate Organization*, Aug. 2010, Aug. 2009; and *PEIMS*, Oct. 2010, Oct. 2009)

ARD: This refers to the Admission, Review, and Dismissal committee that determines the individual education plan for every student served in special education. See also *Special Education* and *TAKS Participation*.

At-Risk: A student is identified as at risk of dropping out of school based on state-defined criteria (§TEC 29.081.) At-risk status is obtained from the PEIMS 110 records. The percent of at-risk students is calculated as the sum of the students coded as at risk of dropping out of school, divided by the total number of students in membership:

number of students coded as at-risk

total number of students

A column showing at-risk student performance is shown on the district, region, and state reports. While this column is not available on the campus-level reports, counts of at-risk students are shown in the *Profile* section of the campus reports (as well as the district, region, and state reports).

The statutory criteria for at-risk status include each student who is under 21 years of age and who:

- 1) was not advanced from one grade level to the next for one or more school years;
- 2) is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- 3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 4) is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 5) is pregnant or is a parent;
- 6) has been placed in an alternative education program in accordance with §TEC 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with §TEC 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the PEIMS to have dropped out of school;
- 10) is a student of limited English proficiency, as defined by §TEC 29.052;
- 11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments;
or
- 13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

(Sources: PEIMS, Oct. 2010; Texas Education Code, 81st Texas Legislature)

Attendance Rate: Attendance rates reported in AEIS are based on student attendance for the entire school year. Only students in grades 1-12 are included in the calculations. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2009-10}}{\text{total number of days students were in membership in 2009-10}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their attendance rate. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2011 Accountability Manual*. Attendance rates are shown for 2009-10 and 2008-09. (Source: PEIMS, June 2010, June 2009)

Auxiliary Staff (District Profile only): This shows the Full-Time Equivalent (FTE) count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percent of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked. (Source: PEIMS, Oct. 2010)

Average Actual Salaries (regular duties only): For each professional staff type, the total salary is divided by the total FTE count of staff who receives that salary. The total actual salary amount is pay for regular duties only and does not include supplemental payments for coaching, band and orchestra assignments, and club sponsorships. See *Appendix A* for lists of the PEIMS role IDs included in each category shown.

- *Teachers.* This includes teachers, special duty teachers, and substitute teachers. Substitute teachers are persons hired to replace a teacher who has quit, died, or been terminated; or, persons permanently hired on an as-needed basis.
- *Campus Administration.* This includes principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration.* This includes superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators that are reported with a central office ID and not a specific school ID.
- *Professional Support.* This includes therapists, nurses, librarians, counselors, and other campus professional personnel.

A half-time employee with a reported actual salary of \$30,000 has a full-time equivalent salary of \$60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. (Source: PEIMS, Oct. 2010)

Average Teacher Salary by Years of Experience (regular duties only): Total pay for teachers within each experience group is divided by the total teacher FTE for the group. The total actual salary amount is pay for regular duties only and does not include supplements. 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. (Source: PEIMS, Oct. 2010)

Average Years Experience of Teachers: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This

measure refers to the total number of (completed) years of professional experience for the individual in any district. (*Source: PEIMS, Oct. 2010*)

Average Years Experience of Teachers with District: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to tenure, *i.e.*, the number of years employed in the reporting district, whether or not there has been any interruption in service.

Bilingual Education/English as a Second Language Report (*District Performance only*): Changes to §TEC 39.051 passed during the 80th Legislative Session (2007) require districts to report performance for selected AEIS indicators disaggregated by bilingual and ESL instructional models. To accommodate this requirement *Section III* was added beginning with the 2008-09 AEIS reports. *Section III* of the AEIS reports shows the statutorily-required performance indicators disaggregated by twelve columns for students identified as LEP in the current school year.

Current LEP students receiving either Bilingual Education (BE) or English as a Second Language (ESL) program services are presented as a total as well as disaggregated by program instructional model within BE and ESL. Results are also shown for current LEP students who did not receive any BE/ESL services and for current LEP students receiving any services.

The indicators shown are: The TAKS 2011 accountability base indicator; the SSI indicators (measures 1 and 2 only), the Progress of Prior Year Failers (percent passing only) and the Progress of English Language Learners. Four columns shown in *Section III* are repeated from *Section I*: State, Region, District, and Total LEP.

Section III is included in district, region, and state AEIS reports. The information is not calculated or reported at the campus level. Two years of data are shown.

For more information on *Section III*, see the sample in *Appendix I*. See also *TAKS, Student Success Initiative, Progress of Prior Year TAKS Failers*, and *English Language Learners Progress Indicator*. For definitions of the BE/ESL instructional model types, see the *PEIMS Data Standards*.

Campus Group: Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that campus on six characteristics. Comparison groups are provided so that schools can compare their performance to that of other schools with whom they are demographically similar. Comparison groups are also used for determining the Comparable Improvement *Gold Performance Acknowledgments*.

The demographic characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically related to performance. They are:

- the percent of African American students enrolled for 2010-11;
- the percent of Hispanic students enrolled for 2010-11;
- the percent of White students enrolled for 2010-11;

- the percent of economically disadvantaged students enrolled for 2010-11;
- the percent of limited English proficient (LEP) students enrolled for 2010-11; and
- the percent of mobile students as determined from 2009-10 cumulative attendance.

All schools are first grouped by type (elementary, middle, secondary, or multi-level). Then the group is determined on the basis of the most predominant features at the target school. For example, assume a high school has 40.5% African American, 20.9% Hispanic, 32.5% White, 35.6% economically disadvantaged, 11.2% limited English proficient, and 21.7% mobile students. Of these features, the most predominant (*i.e.*, the largest) is the percent of African American students, followed by the percent of economically disadvantaged students, the percent of White students, the percent of mobile students, the percent of Hispanic students, and finally, the percent of limited English proficient students. The following steps illustrate the group identification process:

- Step 1: 100 secondary campuses having percentages closest to 40.5% African American are identified;
- Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of 35.6% economically disadvantaged;
- Step 3: 10 of the remaining 90 schools that are most distant from 32.5% White students are eliminated;
- Step 4: 10 of the remaining 80 schools that are most distant from 21.7% mobile students are eliminated;
- Step 5: 10 of the remaining 70 schools that are most distant from 20.9% Hispanic students are eliminated;
- Step 6: 10 of the remaining 60 schools that are most distant from 11.2% limited English proficient students are eliminated; and
- Step 7: 10 of the remaining 50 schools that are most distant from 20.9% Hispanic students and/or 32.5% White students are eliminated. (This last reduction step is based on the least predominant characteristics among the four student groups evaluated in the accountability system: African American, Hispanic, White, and economically disadvantaged.)

The final group size is 40 schools. This methodology creates a unique comparison group for every campus. Please note the following:

- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation.
- Schools rated under the Alternative Education Accountability (AEA) procedures do not have a campus group.
- Schools shown as *Not Rated: Other* do not have a campus group.
- Districts are not grouped.

In the *Performance* section of a campus AEIS report, the value given in the Campus Group column is the *median* of the values from the 40-school group for that campus. (The *median* is defined as that point in the distribution of values, above and below which one-half of the values fall.) In the *Profile* section of the report, the value given in the Campus Group column is the average value. If a report contains question marks (?) in the Campus Group column, this means there were too few schools in the comparison group (specifically, fewer than 25 schools) to have confidence in the *median* values. Such small numbers are considered too unstable to provide an adequate comparison group value.

See *Comparable Improvement* and *Vertical Scale Growth*.

Campus #: The campus number is the unique 9-digit identifying number assigned to every Texas public school. It consists of the county number (assigned alphabetically from 001 to 254), followed by the district number (9__ is used primarily for regular districts, 8__ for charter operators), and ending with the campus number (generally 00_ for high schools, 04_ for middle schools, and 1__ for elementary schools).

Class Size Averages by Grade and Subject: These values show the average class size for elementary classes (by grade) and for secondary classes (by subject) for selected subjects. But beginning with the 2010-11 PEIMS data collection, districts now report actual class sizes through the PEIMS 090 (Staff Responsibility) record. Each 090 record is now unique by campus ID, staff ID, service ID, and class ID number.

The methodology for averaging class size differs depending on whether the class is elementary or secondary due to differences in reporting practices for these two types of teacher schedules. For secondary classes, each unique combination of teacher and class time is counted as a class. Averages are determined by summing the number of students served (in a given subject at the campus) and dividing by the calculated count of classes.

For elementary classes, the number of records reported for each grade is considered. A teacher teaching all subjects to the same group of fourth graders all day will have only one record indicating the total number of fourth grade students served. However, an elementary teacher who teaches a single subject to five different sections of fourth graders each day will have five separate records reported, each with a unique count of students served. For example, one 4th grade science teacher teaches 5 science classes each day with: 18, 20, 19, 21, and 22 students in the different classes. That is a total of 100 students taught in 5 sections, 100 divided by 5 gives an average class size of 20 for that teacher.

The following rules apply to the average class sizes:

- 1) classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation;
- 2) subjects in the areas of English language arts, mathematics, science, social studies, foreign language, computer science, business education, career and technical, and self-contained are included in the calculation;
- 3) classes where the number of students served is reported to be zero are not included;
- 4) service codes with the "SR" prefix are not included;
- 5) teacher roles coded as "teacher" and/or "substitute teacher" are included;

- 6) only class settings coded as "regular class" are included in the calculation;
- 7) missing partial FTE counts are not included;
- 8) elementary classes where the number of students exceeds 100 are not included.

College Admissions Tests: See *SAT/ACT Results*.

College Readiness Indicators: These indicators are grouped together to help provide a picture of college preparedness at a given high school or for a specific district. They can be used by educators as they work to ensure that students are able to perform college-level course work at institutions of higher education.

The indicators include:

- Advanced Course/Dual Enrollment Completion;
- Recommended High School Program/Distinguished Achievement Program Graduates;
- AP/IB Results;
- Texas Success Initiative (TSI) Higher Education Readiness Component;
- SAT/ACT Results; and
- College-Ready Graduates.

College-Ready Graduates: To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. The criteria for each are:

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA test AND a "3" or higher on essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Math	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

Three values are calculated for this indicator:

- (1) *Eng Lang Arts*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT English language arts tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for ELA}}{\text{number of graduates (class of 2010) with ELA results to evaluate}}$$
- (2) *Mathematics*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for mathematics}}{\text{number of graduates (class of 2010) with mathematics results to evaluate}}$$
- (3) *Both Subjects*. This shows the percent of graduates who scored at or above the criterion score on *both* the TAKS, SAT, or ACT ELA and mathematics tests.

number of graduates who scored at or above the *College-Ready* criteria on
both ELA & mathematics

number of graduates (class of 2010) with results in both subjects to evaluate

This indicator differs from the TSI – Higher Education Readiness Component, in several ways:

- it includes performance on the SAT and ACT;
- it is based on prior year graduates rather than current year 11th graders;
- it provides an overall measure of both subjects combined; and
- performance is tied to the campus and district where the student graduated, while the TSI indicator uses the campus and district where the TAKS tests were administered.

Performance on the exit-level TAKS includes performance on TAKS (Accommodated). Neither TAKS-Modified nor TAKS-Alternate performance is included in this indicator.

Schools and districts may qualify for *Gold Performance Acknowledgment* for performance on the College-Ready Graduates indicator (measure 3 above). For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2011 Accountability Manual*. (Sources: TEA Student Assessment Division, *The College Board*, Aug. 2010, Aug. 2011, ACT, Inc. Oct. 2010, Oct. 2009; and PEIMS, Oct. 2010, Oct. 2009)

Commended Performance: See *TAKS Commended Performance*.

Community Services (2009-10) (District Profile only): Expenditures for activities or purposes other than regular public education. These are activities relating to the whole community, such as the operation of a school library, swimming pool, and playgrounds for the public (objects 6100-6400, function 61). Community Services expenditures are shown as a stand-alone amount and are not included in total operating expenditures.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B*. (Source: PEIMS, March 2011)

Comparable Improvement (Campus-level only): Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS mathematics and reading tests has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school. Since last year (2009-10) a vertical scale for reading and mathematics in grades 3-8 has been used to determine CI. Because vertical scales are not available for tests in the high school grades, CI can only be calculated on schools with grades 4, 5, 6, 7, and/or 8.

CI is calculated separately for reading and mathematics, based on individual student vertical scale growth (VSG) values. VSG is defined as a student's vertical scale score in Year 2 minus the student's vertical scale score in Year 1. An average VSG value for each campus is determined by summing the student-level VSG values to the campus level and dividing by the number of students. The campus average VSG value is rounded to a whole number. The average VSG values for the 40 member group are rank ordered. Schools in

the first quartile (*i.e.* top 10 schools of the 40 in their campus group), receive *Gold Performance Acknowledgment* for CI. Comparable Improvement reports are available at:

<http://ritter.tea.state.tx.us/perfreport/ci/2011/index.html>

Schools that receive a *Not Rated: Other* accountability rating and schools rated under the Alternative Education Accountability (AEA) procedures do not have a campus group and are not eligible for Comparable Improvement.

Although high schools do not have Comparable Improvement reports, they do have a Comparison Group. See Chapter 5 of the *2011 Accountability Manual* for an explanation of *Gold Performance Acknowledgments*. For an explanation of the Vertical Scale Growth, see *Appendix E* of the *2011 Accountability Manual*. See also *Campus Group, Vertical Scale Growth*, and *Appendix D*.

Completion Rate: This indicator shows the status of a group (cohort) of students after four years in high school (*4-Year Completion Rate*) or after five years in high school (*5-Year Extended Completion Rate*).

For the *4-Year Completion Rate*, the cohort consists of students who first attended ninth grade in 2006-07. They are followed through their expected graduation with the class of 2010.

For the *5-Year Extended Completion Rate*, the cohort consists of students who first attended ninth grade in 2005-06. They are followed for five years, to see if they graduated within a year after their expected graduation with the class of 2009.

Cohorts:

- A student who *transfers into the cohort* is one who, for example, moves into the cohort from another high school in Texas or from out of state.
- A student who *transfers out of the cohort* is one who, for example, moves to another public high school in Texas; note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked, and students who leave for these reasons are not included in completion rate calculations.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 2006-07 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2006-07, but takes 5 years to graduate (*i.e.*, in May 2011) is still part of the class of 2010 cohort; they are not switched to the class of 2011 cohort. This student would be considered a continuing student, and counted as part of the *Continued HS* number for the class of 2010. This is true as well for the 5-year extended completion cohorts.

Other important information:

- Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.

- Beginning with the 2011 accountability cycle, the methodology for calculating completion rates has been expanded. The expanded methodology creates completion rates for campuses with grade 9 and either grade 11 or 12 in both year 1 (2006-07) and year 5 (2010-11); or, campuses with grade 12 in both year 1 and year 5. High schools that do not meet these requirements are not evaluated on this indicator in 2011.

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

4-Year Completion Rate

- (1) *Graduated*. Based on the 2006-07 cohort, this shows the percent who received their high school diploma on time or earlier — by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2010}}{\text{number of students in the 2006-07 cohort*}}$$

- (2) *Received GED*. Based on the 2006-07 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2010}}{\text{number of students in the 2006-07 cohort*}}$$

- (3) *Continued High School*. Based on the 2006-07 cohort, this shows the percentage still enrolled as students in the fall of the 2010-11 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2010-11 school year}}{\text{number of students in the 2006-07 cohort*}}$$

- (4) *Dropped Out (4-yr)*. Based on the 2006-07 cohort, this shows the percentage who dropped out and did not return by the fall of the 2010-11 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2010-11 school year}}{\text{number of students in the 2006-07 cohort*}}$$

5-Year Extended Completion Rate

- (1) *Graduated*. Based on the 2005-06 cohort, this shows the percent who received their high school diploma by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2010}}{\text{number of students in the 2005-06 cohort*}}$$

- (2) *Received GED*. Based on the 2005-06 cohort, this shows the percentage who received a GED certificate by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2010}}{\text{number of students in the 2005-06 cohort*}}$$

- (3) *Continued High School*. Based on the 2005-06 cohort, this shows the percentage still enrolled as students in the fall of the 2010-11 school year. It is calculated as follows:

number of students from the cohort who were enrolled for the 2010-11 school year

number of students in the 2005-06 cohort*

- (4) *Dropped Out (5-yr)*. Based on the 2005-06 cohort, this shows the percentage who dropped out and did not return by the fall of the 2010-11 school year. It is calculated as follows:

number of students from the cohort who dropped out before the fall of the 2010-11 school year

number of students in the 2005-06 cohort*

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, 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, or 87.

The four outcomes for each rate sum to 100% (some totals may not equal exactly 100% due to rounding).

In addition to the detailed breakdown of the 4-year and 5-year longitudinal rates, the 2010-11 AEIS reports show the two completion rates that are used as accountability indicators, Completion Rate I and Completion Rate II. On the campus reports only the completion rate that is evaluated for state accountability ratings is shown. For campuses rated under AEA procedures, Completion Rate II is shown; for campuses rated under standard procedures, Completion Rate I is shown.

- (1) *Completion Rate II (Graduates, Continuers, and GED)*. This 4-year rate sums together the percent of students in the 2006-07 cohort who received their high school diplomas by August 31, 2010, those who received GEDs by August 31, 2010, and those who were still enrolled as high school students for the 2010-11 school year. This rate is used for determining the alternative education accountability ratings.
- (2) *Completion Rate I (Graduates and Continuers)*. This 4-year rate sums together the percent of students in the 2006-07 cohort who received their high school diplomas by August 31, 2010 and those who were still enrolled as high school students for the 2010-11 school year. This rate is used for determining the standard accountability ratings.

Completion rates for districts serving Texas Youth Commission or Texas Juvenile Probation Commission facilities do not include students from the facilities unless the students have been attributed to regular campuses in the district of service through *campus of accountability* procedures.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2009-10*. (Sources: PEIMS, Oct. 2010, June 2010, Oct. 2009, June 2009, Oct. 2008, June 2008, Oct. 2007, June 2007, Oct. 2006, June 2006, Oct. 2005, June 2005, June 2004, June 2003, June 2002, June 2001, and General Educational Development Information File)

Criterion Score: This refers to the scores on the SAT and ACT college admissions tests, the AP and IB tests, and the College-Ready Graduates indicator. For the college admissions tests, the criterion scores are at least 24 on the ACT (composite) and at least 1110 on the

SAT (critical reading and mathematics combined). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. For College-Ready Graduates criterion scores, see College-Ready Graduates.

Please note that each college and university establishes its own score criteria for admitting or granting advanced placement or credit to individual students. See also *SAT/ACT Results* and *AP/IB Results*.

Data Quality (District Profile only): The AEIS reports show the percent of errors a district made in two key data submissions: 1) the PID Error rate in PEIMS Student Data, and 2) the percent of Underreported Students in PEIMS Student Leaver Data.

- (1) *PID Error Rate.* The Person Identification Database (PID) system ensures that each time information is collected for a student the identifying information matches other data collections for that student. This allows student data to be linked, such as enrollment records, which are collected in October, to attendance records, which are collected in June; or data to be matched across years. It also helps maintain student confidentiality by assigning an ID that does not divulge the student's identifying information.

During the data submission process each district has the ability to run PID Discrepancy Reports that show any PID errors found. The district then has time to correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years, any amount of error has a detrimental effect on the calculation of longitudinal measures such as the 4-year dropout rate and the high school completion rate. The AEIS reports show the PID error rate in PEIMS Student Data, collected in Submission 1 (*October 2010*).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2010)}}{\text{number of student records in PEIMS submission 1 (fall 2010)}}$$

- (2) *Percent of Underreported Students.* Underreported students are 7th-12th graders who were enrolled at any time the prior year and who were not accounted for through district records or TEA processing in the current year. 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 GED 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 2010-11 the end of the school-start window was September 24, 2010). For students who attended in 2009-10, there were 14 possible leaver reasons, including: graduated, died, or dropped out. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of grade 7-12 students who were served in the district in the 2009-10 school year}}$$

Under the accountability rating system, there are rating consequences for districts that exceed certain thresholds for this measure. For 2011, in order to receive a rating of

Exemplary or Recognized, a district's percent and number of underreported students could not exceed 3.0% or 150, respectively.

Distinguished Achievement Program: See *RHSP/DAP Graduates*.

Dropout: A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a GED, continue school outside the public school system, begin college, or die.

Dropout counts are obtained from PEIMS records. Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students through the submission of leaver reasons. The leaver record provides 14 possible reasons for leaving school in 2009-10, including one which indicates the student is a dropout (reason code 98). For more information, see *Annual Dropout Rate*. (Source: PEIMS, Oct. 2010)

Dropout Rate: See *Annual Dropout Rate*.

Economically Disadvantaged: The percent of economically disadvantaged students is calculated as the sum of the students coded as eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students:

$$\frac{\text{number of students coded as eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

See also *Campus Group* and *Total Students*. (Source: PEIMS, Oct. 2010, Oct. 2009; and TEA Student Assessment Division)

Educational Aides: Educational aides are staff who are reported with a role of 033 (Educational Aide), 036 (Certified Interpreter), or 037 (Non-Certified Interpreter). These aides are referred to as paraprofessional staff. The FTE counts of educational aides are expressed as a percent of the total staff FTE. (Source: PEIMS, Oct. 2010)

English Language Learners Progress Indicator: The ELL Progress Indicator evaluates the progress of English language learners in becoming proficient readers of English, based on their performance on either the TAKS reading test or the reading component of Texas English Language Proficiency Assessment System (TELPAS). This is a new indicator in the accountability system.

It is calculated as follows:

All current or monitored LEP students in grades 3-11 who met the TAKS reading/ELA standard or met the criteria on the TELPAS reading component

All current or monitored LEP students in grades 3-11 who took the TAKS reading/ELA test or the TELPAS reading component

Other information:

- *Grades tested.* Although the TELPAS is administered to students in grades K-12, only those tested in grades 3 through 11 are included in the calculation
- *Tests included.* Results from the English-version reading TAKS (including TAKS (Accommodated) and TAKS-M) and the TELPAS are included in the calculation.

TAKS-Alt results are not included, even if the TAKS-Alt students also take the reading component of TELPAS.

- *Years in U.S. Schools.* Only students in at least their second year in U.S. schools are included.

See *Appendix H* for more information on the methodology for this indicator, including specifics about the TELPAS criteria used, the accountability subset rules, and other details. Also see the *ELL Frequently Asked Question* document at:

http://ritter.tea.state.tx.us/perfreport/ell_faq.html

For information regarding the appropriate testing of LEP students, refer to the *District and Campus Coordinator Manual*, available at

<http://www.tea.state.tx.us/student.assessment/manuals/dccm/>

(Source: TEA Student Assessment Division)

Enrollment: See *Total Students*.

Equity Transfers (2009-10) (District Profile only): The amount “excluded from revenues” is the expenditures reported by districts for reducing their property wealth to the required equalized wealth level (function 91). The amount “excluded from expenditures” is the expenditures reported by districts for the cost of reducing their property wealth to the required equalized wealth level (function 91).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B*. (Source: PEIMS, March 2011)

Ethnic Distribution: For the 2010-11 AEIS reports, the new federal definitions for the collection of ethnicity and race are used. Students and staff are now reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. In the *Profile* section, both counts and percentages of the total number of students and staff in each of these categories are shown.

For some performance measures—TAKS (Accountability Indicator), Attendance, Annual Dropout Rate, Advanced Course/Dual Enrollment, RHSP/DAP Graduates, AP/IB, ACT/SAT, and College-Ready Graduates—the groups of Asian, Pacific Islander, and Two or More Races have no data available for the prior school year since the former definitions were in use that year. Missing information is noted as “n/a” for *Not Available*. The Completion Rate and TAKS Exit-level measures show “n/a” for both current and prior years for these groups because these measures use the former definitions for both years.

(Source: PEIMS, Oct. 2010, Oct. 2009; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

FTE: Full-Time Equivalent.

Fund Balance Information (District Profile only): The amount of undesignated, unreserved fund balance that existed at the end of the 2009-10 school year is reported for each district.

The unreserved fund balance is not legally restricted and has two components: designated and undesignated. The designated component requires local board action to earmark the balance for bona fide purposes that will be fulfilled within a reasonable period of time. The undesignated component is available to finance monthly operating expenditures.

The amount reported in the AEIS report is the undesignated component, calculated as the difference between the total unreserved fund balance and the designated unreserved fund balance. This balance amount is expressed as a percent of the total budgeted expenditures (for the general fund) for the current year (2010-11) as specified in statute.

A district can have a negative, undesignated, unreserved fund balance when the district's reserved fund balance is greater than the district's total fund balance.

Note that while other finance items are now reported as actual, fund balance information is still expressed as a percent of total *budgeted* expenditures for the current year as required in statute. (*Source: Financial Audit Report, Jan. 2011*)

General Fund: This is a governmental fund used for operations of on-going organizations and activities. The amounts reported in this fund classification are reported separately from *All Funds*. General fund reporting includes fund codes 101-199, 266 and 420. Fund 420, Foundation School Program and Other State Aid, is included in the general fund for charter schools only. Fund 266, State Fiscal Stabilization Fund (beginning fiscal year 2008/2009), is also included in the general fund and is federally funded by the American Recovery and Reinvestment Act of 2009.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B. (Source: PEIMS, March 2011)*

Gold Performance Acknowledgment: The *Gold Performance Acknowledgment* (GPA) system acknowledges districts and campuses for high performance on indicators other than those used to determine accountability ratings. Charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) procedures are also eligible to earn GPAs. Acknowledgment is awarded for high performance on:

- Advanced Course/Dual Enrollment Completion
- AP/IB Examination Results
- Attendance Rate
- College-Ready Graduates
- Commended Performance on TAKS: Reading/English Language Arts
- Commended Performance on TAKS: Mathematics
- Commended Performance on TAKS: Writing
- Commended Performance on TAKS: Science
- Commended Performance on TAKS: Social Studies
- Comparable Improvement: Reading (*campus only*)*

- Comparable Improvement: Mathematics (*campus only*)*
- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- TSI – Higher Education Readiness Component: English Language Arts
- TSI – Higher Education Readiness Component: Mathematics

* Comparable Improvement GPA is not applicable for campuses evaluated under AEA procedures.

Schools and districts receive one of three possible categories for each indicator.

Acknowledged signifies they met the *Gold Performance* standard for the indicator; *Does Not Qualify* signifies that they were evaluated but did not meet the standard for the indicator or that the school or district was *Academically Unacceptable* or *AEA*:

Academically Unacceptable; *Not Applicable* signifies there were no data to be evaluated for the indicator, usually due to the grades served by the district or campus. Schools or districts labeled *Not Rated* are not evaluated for *Gold Performance Acknowledgment* and are noted as *Not Applicable*.

Any GPAs earned by a district or campus are listed on the cover page of the AEIS reports, following the Accountability Rating. Refer to Chapters 5 and 13 in the *2011*

Accountability Manual for detailed information on the standards for *Gold Performance Acknowledgment*.

See also *Advanced Course/Dual Enrollment Completion*, *AP/IB Results*, *Attendance Rate*, *College-Ready Graduates*, *Comparable Improvement*, *RHSP/DAP Graduates*, *SAT/ACT Results*, *Texas Success Initiative*, and *TAKS*.

Graduates (Class of 2010): Shown in the *Profile* section, this is the total number of graduates (including summer graduates) for the 2009-10 school year, as reported by districts in the fall of 2010. The value includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals, and are also reported as a separate group. Special education graduates are students who graduated with a special education graduation type code or who received special education services their entire senior year (as determined by attendance data). Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2010 could be coded with one of the following graduation types:

- Minimum High School Program
- Recommended High School Program
- Distinguished Achievement Program
- Special Education student completing an individualized education program (IEP)

Counts of graduates are calculated slightly differently for three graduation-related indicators on the *Performance* section of the AEIS report:

- SAT/ACT results do not indicate whether the examinee is served in special education; therefore, there is no way to know if a student taking the SAT or ACT is served in special education. However, because relatively fewer students served in special education take college admissions tests, only non-special education graduates are included in the denominator.
- The *RHSP/DAP* (Recommended High School Program/Distinguished Achievement Program) indicator as well as the *College-Ready Graduates* indicator include all graduates, special education and non-special education, in both the numerator and denominator.

See also *College-Ready Graduates*, *Completion Rate*, and *RHSP/DAP Graduates*.
(Source: PEIMS, Oct. 2010)

Instructional Expenditure Ratio (2009-10) (*District Profile only*): This measure, required by TEC 44.0071, indicates the percentage of the district's total actual expenditures for the 2009-10 fiscal year that were used to fund direct instructional activities. The instructional expenditure ratio is a district-level only measure, and is calculated as follows:

expenditures reported in function codes 11, 12, 13, 31 and object codes 6112 through 6499

expenditures reported in function codes 11-52, 92, and 95 and object codes 6112 through 6499

Contact the School Financial Audits Division at (512) 463-9095 for further details on this measure. See *Appendix B* for function and expenditure code labels. (Source: PEIMS, March 2011)

Instructional Staff Percent (*District Profile only*): This measure, required by TEC 44.0071, indicates the percentage of the district's full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2010-11 school year. The instructional staff percent is a district-level-only measure, and is calculated as follows:

total number of hours district staff reported under expenditure
object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31

total number of hours worked by all district employees

Contact the School Financial Audits Division at (512) 463-9095 for further details about this measure. (Source: PEIMS, Oct. 2010)

International Baccalaureate (IB): See *AP/IB Results*.

Leaver Record: In determining the status of prior year 7th through 12th grade students who are no longer enrolled at a Texas public school, TEA reviews attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records. Districts, for their part, are required to submit a leaver code for all other students. This group of "leavers" includes students such as those who graduated, enrolled in school in another state, returned to their home country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

See *Data Quality*. (Source: PEIMS, Oct. 2010; *Secondary School Completion and Dropouts in Texas Public Schools, 2009-10*, Texas Education Agency)

Limited English Proficient (LEP): These are students identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all students identified as LEP receive bilingual or English as a second language instruction, although most do. In the *Profile* section of the reports, the percent of LEP students is calculated by dividing the number of LEP students by the total number of students in the school or district.

The LEP column in the *Performance* section shows the performance of students identified as LEP in the current year only; students who are no longer considered limited English proficient are not included in this column.

Section III of the district, region, and state reports shows the performance of LEP students in greater detail. See *Bilingual Education/English as a Second Language Report* and *Appendix I*. See also *Campus Group* and *TAKS Participation*. (Source: PEIMS, Oct. 2010)

Met Standard: See *TAKS Met 2011 Standard*.

Mobile: This measure, which is part of the *TAKS Participation* section of the AEIS, indicates the percent of student test results not included in the accountability system because the students move to a different school or district between the fall and spring.

Note that this measure is different from *Mobility*, which is defined below. See also *Accountability Subset*.

Mobility (Campus Profile only): A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (*i.e.*, has missed six or more weeks at a particular school).

number of mobile students in 2009-10

number of students who were in membership at any time during the 2009-10 school year

This rate is calculated at the campus level. The mobility rate shown in the *Profile* section of campus reports under the “district” column is based on the count of mobile students identified at the campus level. That is, the district mobility rate reflects school-to-school mobility, within the same district or from outside the district. See also *Campus Group*. (Source: PEIMS, June 2010)

n/a: This indicates that data are not available or are not applicable.

Number of Students per Teacher: This shows the total number of students divided by the total teacher FTE count. (Source: PEIMS, Oct. 2010)

Paired Schools: For accountability purposes, schools that reported enrollment but did not have grades in which the state-mandated test was given (*e.g.* K-2 schools), are paired with schools with which they have a “feeder” relationship to determine accountability ratings. For example, assuming Travis Primary (K-2) feeds students into Navarro Elementary (3-5), the district would pair these two schools for accountability purposes. This means that the TAKS performance of Navarro Elementary is also used for rating Travis Primary and is reported on the AEIS report for Travis Primary. See Chapter 6 in the *2011 Accountability Manual*.

PBM Special Education Monitoring Results Status: This label appears on the cover of AEIS reports for districts with a special education monitoring status. For an explanation of each label, see *Appendix G*.

Performance of Mobile Students (*State Performance only*): This additional report shows the aggregate state-level performance of students who were excluded from the district accountability subset due to mobility across districts between October and the time of testing. It is calculated for each TAKS subject as:

$$\frac{\text{number of mobile students who passed each test}}{\text{number of mobile students tested}}$$

These results are shown at <http://ritter.tea.state.tx.us/perfreport/aeis/2011/state.html>. Scroll down to *Performance of Mobile Students* (past the TAKS indicators) and click on the link.

The report shows performance by subject summed across all grades tested. For purposes of comparison, *Performance of Mobile Students* is shown for 2011 and 2010. Both years use the new definitions for race and ethnicity.

This indicator is not available at the region, district, or campus level. See also *Mobile*. (Source: TEA Student Assessment Division)

Professional Staff: This is a full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and, on the district profile, central administrators. Staff are grouped according to the PEIMS roles reported. Each type of professional staff is shown as a percentage of the total staff FTE. See also *Appendix A*. (Source: PEIMS, Oct. 2010)

Progress of Prior Year TAKS Failers: This indicator provides two measures that show the progress of students who failed the reading/ELA portion or the mathematics portion of the TAKS in the prior year.

- (1) *Percent of Failers Passing TAKS (Sum of Grades 4 – 11)*. Of the students who failed the TAKS, including TAKS (Accommodated) and TAKS-Modified, in the prior year, this measure shows the percent that passed the corresponding assessment in the current year.

For 2011, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2010 but passed in 2011}}{\text{number of matched students who failed in 2010}}$$

- (2) *Average Vertical Scale Growth (VSG) (Sum of Grades 4 – 8)*. For students who failed the TAKS in the prior year, this measure shows their average growth (or change) between the prior year and current year, based on the average *Vertical Scale Growth*.

For 2011, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{sum of individual student VSG values for students who failed in 2010}}{\text{total number of students with VSG values who failed in 2010}}$$

For 2011, students included in these measures are those who:

- took the spring 2011 TAKS reading/ELA and/or mathematics tests in grades 4-11. Progress is not calculated for grade 3 test takers since that is their first TAKS test;
- are part of the 2011 Accountability Subset;
- can be matched to the spring 2010 TAKS administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics;
- failed the 2010 TAKS administration of reading/ELA and/or mathematics.

Reports for both these measures *by grade* are available for each district and campus on the internet, within the AEIS report that appears on the Division of Performance Reporting's website. To view these reports, access the HTML version of a campus or district report from the AEIS site (<http://ritter.tea.state.tx.us/perfreport/aeis/2011/>). The link below *Progress of Prior Year TAKS Failers* produces a separate report that provides the progress of prior year failers by grade. This indicator is also available in *Section III* of the reports. See also *Vertical Scale Growth* in this *Glossary*. For a more complete explanation of the *Vertical Scale Growth*, see *Appendix E* in the *2011 Accountability Manual*. (Source: TEA Student Assessment Division)

Note: During the reprocessing of 2010 TAKS data—which was done to conform to test versions and ethnicities for 2011—an error was noted in the 2010 Progress of Prior Year TAKS Failer analyses that were reported on the 2009-10 AEIS reports. This was specifically related to the inappropriate use of vertical scale adjustments due to changes in the vertical scale between 2009 and 2010. With the release of the 2010-11 AEIS, all 2010 Progress of Prior Year TAKS Failer datasets have been recreated, including the median data and the download datasets associated with this indicator. Further, the 2009-10 AEIS reports which were published in December 2010 have been updated to reflect the changed data for this indicator.

Recommended High School Program: See *RHSP/DAP Graduates*.

Retention Rates by Grade: The retention rate, reported in the *Profile* section, shows the percent of students in Texas public schools who enrolled in the fall of 2010-11 in the same grade as their grade in the last reported six-week period of the prior year (2009-10). It is calculated as follows:

$$\frac{\text{total students not advanced to the next grade}}{\text{total students advanced to the next grade} + \text{total students not advanced to the next grade}}$$

Special education retention rates are calculated and reported separately from the rates of non-special education students because local retention practices differ greatly between these two populations of students.

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2009-10*, available from TEA. (Source: PEIMS, Oct. 2010, June 2010)

RHSP/DAP Graduates: This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. It is calculated as follows:

number of graduates reported with graduation codes for
Recommended High School Program or Distinguished Achievement Program

number of graduates

RHSP graduates are students with type codes of 15, 19, 22, 25 or 28; DAP graduates are students with type codes of 17, 20, 23, 26 or 29. See the *PEIMS Data Standards* for more information.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their RHSP/DAP rate. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2011 Accountability Manual*. See also *Graduates*. (Source: *PEIMS*, Oct. 2010, Oct. 2009)

SAT/ACT Results: These include the College Board's SAT and ACT, Inc.'s ACT Assessment. Both testing companies annually provide the agency with testing information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.

Three values are calculated for this indicator:

- (1) *Tested*. This shows the percent of graduates who took either college admissions test:

number of graduates who took either the SAT or the ACT

number of non-special education graduates

Note that "graduates" in the denominator of equation (1) does not include special education graduates; however, special education graduates who took either the SAT or ACT are included in the numerator. The performance of special education students is included in both the numerator and denominator of the other equations. (See *Graduates*.)

- (2) *At/Above Criterion*. This shows the percent of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

number of examinees who scored at or above criterion

number of examinees

- (3) *Average Score*. This shows the average score for the SAT critical reading and mathematics combined and the average score for the ACT composite, calculated as follows:

total score (mathematics plus critical reading) for all students who took the SAT

number of students who took the SAT

and

total composite score for all students who took the ACT

number of students who took the ACT

Despite the addition of the *writing* portion of the SAT, the criterion score continues to be based on mathematics and critical reading only.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their SAT/ACT performance and participation. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2011 Accountability Manual*. See also *Criterion Score*. (Sources: *The College Board*, Aug. 2010, Jan. 2010; *ACT, Inc. (ACT)* Oct. 2010, Oct. 2009; and *PEIMS*, Oct. 2010, Oct. 2009)

School Type: For purposes of creating the Campus Groups, schools are placed into one of four classifications based on the lowest and highest grades in which students are enrolled at the school (*i.e.* in membership): *elementary*, *middle* (including junior high school), *secondary*, and both *elementary/secondary* (K-12). Generally speaking, elementary schools are PK-5 or PK-6, middle schools are 6-8, and secondary schools are 9-12. Schools with grade spans that do not exactly match these are grouped with the school type most similar to their grade span. For exact details on the low and high grade combinations included with each type see the “2011 School Types Chart” at:

http://ritter.tea.state.tx.us/perfreport/account/2011/schtype_chart.html

Section III: Bilingual Education/English as a Second Language Report (*district only*):
See *Bilingual Education/English as a Second Language Report*.

Special Education: This refers to the population served by programs for students with disabilities. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. In the 2010-11 school year, a student in special education may have been administered the TAKS, TAKS (Accommodated), TAKS-Modified, or TAKS-Alternate. Results from all these assessments are included in the TAKS performance shown on the AEIS reports. Campus and district-level performance results of the TAKS-Modified and TAKS-Alternate assessments are also shown separately on the AEIS reports.

Other indicators that include the performance of students in special education are: advanced course/dual enrollment completion, attendance rate, annual dropout rates, college-ready graduates, completion rates, RHSP/DAP, TAKS exit-level cumulative pass rate, and the Texas Success Initiative. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates are shown separately for special education and non-special education students. See *TAKS Special Education Assessments* and *TAKS Participation*. (Source: *PEIMS*, Oct. 2010, Oct. 2009, and *TEA Student Assessment Division*)

Special Education Compliance Status: See *PBM Special Education Monitoring Results Status*.

Staff Exclusions: These are 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 work in schools located in districts other than their employing district, or their assigned organization (in 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. (Source: PEIMS, Oct. 2010)

Standardized Local Tax Base (comptroller valuation) (District Profile only): The Comptroller conducts a study each year that uniformly evaluates the property values within school district boundaries. Locally assessed values may vary from the Comptroller's study values. The values certified by the Comptroller's Property Tax Division (Comptroller Valuation) are standardized in that they are deemed to be comparable across the state. Note that the values shown are final for tax year 2010. This is not the property value used for school funding calculations.

- *Value (after exemptions).* This refers to the market value of all property in a district, minus certain exemptions and deductions. The value after exemptions reflects deductions for the state-mandated homestead exemptions, the disabled veterans' exemptions, the school tax ceiling for homeowners over age 65 or disabled, and other state-mandated exemptions.
- *Value per Pupil.* This refers to school district property value, or Standardized Local Tax Base, divided by the total number of students. This per pupil figure is one definition of "wealth." Note that the values shown are final for tax year 2010. At the state level, the per pupil amount is created by dividing by the total number of students in districts with property value. Some districts do not have property value; their students are not included.
- *Value by Category.* This shows aggregates of individual property tax categories expressed as a percent of the Comptroller's property value *before* the exemptions are applied. Thus, the sum of the category values will exceed the value used for per pupil calculations. Note that the values shown are final for tax year 2010.
 - Business –
 - real property: commercial and industrial;
 - real and tangible personal property: utilities; and
 - personal property: commercial and industrial.
 - Residential – real property: single-family, residential; multifamily, residential; and inventory.
 - Land – real property: vacant lots and tracts; acreage at market value, and farm and ranch improvements; acreage at productivity value.
 - Oil and Gas – real property: oil, gas, and other minerals.
 - Other – tangible personal property: other; and intangible personal property.

(Source: Texas Comptroller of Public Accounts, July 2011)

Student Enrollment by Program: Students are identified as served in programs and/or courses for Special Education, Career and Technical Education, Bilingual/ESL Education, or Gifted and Talented Education. The percentages do not sum to 100, as a student may be enrolled in more than one of these programs. (*Source: PEIMS, Oct. 2010*)

Student Success Initiative (SSI): For the 2010-11 school year, students in 5th grade needed to pass both the reading and mathematics portions of the TAKS in order to be promoted to 6th grade, and students in 8th grade needed to pass both the reading and mathematics portions of the TAKS in order to be promoted to 9th grade. Students were given three opportunities to pass each required test. In addition to promotion based on passing the test, some students were promoted based on the recommendation of their grade placement committee (GPC). The committee members needed to agree that the student was likely to perform on grade level after receiving accelerated instruction. The AEIS report shows four measures for each SSI grade and subject:

- (1) *Students Requiring Accelerated Instruction.* For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the test during the first administration must be provided accelerated instruction in preparation for the second administration:

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

The number of eligible students is calculated from the test answer documents and includes all students who were tested, students who should have been tested but were absent, and students who were not tested for other reasons. Students who were absent during the first administration or were not tested for other reasons are included in the counts of students requiring accelerated instruction.

- (2) *TAKS Cumulative Met Standard.* For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined:

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

The values shown for this measure are the ones used in determining state accountability ratings. In most cases, this value does not match the TAKS performance shown by grade in the first few pages of this AEIS report. The “by grade” results are based on the first administration of each test only.

- (3) *TAKS Failers Promoted by Grade Placement Committee (GPC).* This shows the percent of students who failed all attempts to pass, but were promoted to the next grade by their GPC:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who failed all administrations}}$$

- (4) *TAKS Met Standard (Failed in Previous Year).* This presents two calculations for students who failed in 2010.

For those who were promoted, the first measure shows the percentage that passed the TAKS in 2011. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 TAKS reading in 2011}}{\text{number of students who were promoted by their GPC and took grade 6 TAKS reading}}$$

For those who were retained, the second measure shows the percentage that passed the TAKS in 2011. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 TAKS reading in 2011}}{\text{number of students retained and took grade 5 TAKS reading in 2011}}$$

The values include results from both the English and Spanish versions of the TAKS for grade 5. All measures also include results for the TAKS-M and TAKS-Alt assessments.

Note that the highest grade served in many elementary schools is grade 5. In these cases, only the performance of 5th graders who were retained will be reported. The performance of the students promoted to 6th grade will appear in the middle school report.

Some schools and districts may not have any prior year failers. In these cases, no information is printed for this measure.

This indicator is also shown in *Section III* of the reports. For more information, see TEA's Student Assessment Division SSI site at

<http://ritter.tea.state.tx.us/student.assessment/resources/ssi/index.html>

(Source: TEA Student Assessment Division)

Students by Grade: Percentages are calculated by dividing the number of students in each grade by the total number of students. (Source: PEIMS, Oct. 2010)

Students with Disciplinary Placements: Counts and percents of students placed in alternative education programs under Chapter 37 of the *Texas Education Code* (Discipline; Law and Order) are shown (for the 2009-10 school year) in the AEIS reports. Disciplinary placement counts are obtained from PEIMS records. 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 2010-11, the following 19 reason codes on the PEIMS 425 record 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. (Source: PEIMS, June 2010)

TAKS (Texas Assessment of Knowledge and Skills): The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3–11. The TAKS is designed to measure to what extent a student has

learned, understood, and is able to apply the concepts and skills expected at each tested grade level.

The grades and subjects shown on the AEIS reports are:

- Grade 3 – reading and mathematics
- Grade 4 – reading, mathematics, and writing
- Grade 5 – reading (first administration only), mathematics (first administration only), and science
- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading (first administration only), mathematics (first administration only), science, and social studies
- Grade 9 – reading and mathematics
- Grade 10 – English language arts, mathematics, science, and social studies
- Grade 11 – English language arts, mathematics, science, and social studies. These assessments are known as the exit-level tests; students are required to pass them in order to qualify for graduation from high school.

Each TAKS test is linked directly to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. For more information on TEKS, see the *Texas Essential Knowledge and Skills* website at

<http://www.tea.state.tx.us/index2.aspx?id=6148>

Note also:

Spanish TAKS. All TAKS tests in grades 3 through 5 are available in either English or Spanish. The AEIS reports show performance on these separately by grade, but combined when performance is summed across grades.

Students with Disabilities. Students with disabilities may take the TAKS (Accommodated), TAKS-Modified (TAKS-M), or the TAKS-Alternate (TAKS-Alt) tests; or they may take the regular TAKS. For 2011, the performance on all tests is included in all TAKS measures shown on the AEIS reports, for both 2011 and 2010.

Race and Ethnicity. The definitions used in determining race and ethnic categories were modified in the 2009-10 school year. That year, for the 2010 TAKS administration, race and ethnic information was collected using both the new and the former definitions. The AEIS reports for that year showed all TAKS results using only the former definition. Beginning with the 2011 TAKS administration, only the new definition was available. For the 2010-11 AEIS reports, all TAKS indicators use the new definition for both current year (2011) and prior year (2010). One exception, the accountability indicator, is noted below.

For 2010-11, the AEIS report shows the percent passing TAKS in several ways:

- *TAKS Met 2011 Standard, By Grade*. The first indicator shown on the report is percent passing TAKS by grade for each subject area and for all tests taken. Please note the following:
 - *Student Success Initiative*. Only performance from the first administration of grade 5 and 8 reading and mathematics is shown by grade. Results that include the second administration can be found on the AEIS reports under *Student Success Initiative: TAKS Cumulative Met Standard*.
 - *TAKS (Accommodated), TAKS–M, TAKS–Alt*. Performance on all TAKS tests is included for all subjects and grades.
 - *Race and Ethnicity*. Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).
 - *Test Administrations Included*. The results shown are for the first administration in the spring for grades 3-10. Students in grade 11 usually take the exit-level test for the first time in the spring semester of their junior year. However, under certain circumstances they may take the test for the first time in the previous October. The performance of these early testers is included in the results shown on the AEIS if they took and passed all four tests.
 - *All Tests Taken*. As described above, the number of tests given varies by grade. This means that the number of tests included in “All Tests Taken” varies by grade.
- *Sum of All Grades Tested*. Several indicators are shown which sum TAKS results (by subject) across grades.
 - *TAKS Met 2011 Standard (Sum of All Grades Tested)*. This is the accountability indicator used for rating campuses and districts evaluated under standard procedures. Note:
 - Performance for 2011 is disaggregated according to the new definitions for race and ethnicity, but for prior year (2010), it is disaggregated according to the former definitions. For this reason, “N/A” is shown for those racial categories that did not exist within the former definitions.
 - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics;
 - Performance includes the TAKS (Accommodated), TAKS–M, and TAKS–Alt assessments for all grades and subjects; and
 - Performance includes all TAKS Spanish versions;
 This indicator is also shown in *Section III* of the reports.
 - *TAKS Commended Performance (Sum of All Grades Tested)*. This measure shows the percent of those students who met the higher “Commended” standard for each subject. See *TAKS Commended* for more information. Note:
 - Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).
 - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics;
 - Performance includes the TAKS (Accommodated), TAKS–M, and TAKS–Alt assessments for all grades and subjects; and
 - Performance includes all TAKS Spanish versions;
 - *TAKS-M Met 2011 Standard (Sum of All Grades Tested)*. This measure shows the percent of those students who met the TAKS passing standard on the TAKS-

Modified assessment. Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).

- *TAKS-Alt Met 2011 Standard (Sum of All Grades Tested)*. This measure shows the percent of those students who met the TAKS passing standard on the TAKS-Alternate assessment. Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).

Other important information:

- *Sum of all grades tested*. This refers to the grades tested at the particular school. For example, the percent passing reading in an elementary school with a grade span of K-5 is calculated as follows:

$$\frac{\text{number of students who passed the reading test in grades 3, 4, \& 5}}{\text{number of students who took the reading test in grades 3, 4, \& 5}}$$

- *Rounding of Met Standard Percent*. TAKS performance on the AEIS is rounded to whole numbers. For example, 59.877% is rounded to 60%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *Masking for Very High and Very Low Performance*. Since 2004, more stringent masking rules have applied to results for the TAKS. In cases where performance is at or near 100%, the value is shown as ">99%." In cases where performance is at or near 0%, the value is shown as "<1%." It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act* (FERPA). For more information about the masking rules employed on the AEIS reports, see the "Explanation of AEIS Masking Rules" at:

<http://ritter.tea.state.tx.us/perfreport/aeis/2011/masking.html>

- *Accountability Subset*. Only test takers who were enrolled on the last Friday in the previous October are included in the calculations shown on the AEIS reports. This is referred to as the "October subset" or the *Accountability Subset*. For the district, a student who moved into the district after October 29, 2010 would not have his performance included at the district level. At the campus level, a student who changed to a different campus within the same district after October 29, 2010 would not have his performance included at that school, though it would be included at the district level. See *Accountability Subset* for more information.
- *All Tests Taken*. Although *All Tests Taken* is not a measure evaluated for accountability ratings purposes, it is shown on the AEIS report, both "by grade" and "summed across grades." This value shows the percent of students who passed every test they took. For example, a group of 100 students tested in reading and mathematics at the 3rd grade might have the following results: 90 students passed reading and 80 students passed mathematics. However, only 75 of those students passed BOTH reading and mathematics. For this reason, while the percent passing reading would be 90%, and the percent passing mathematics would be 80%, the percent passing *All Tests Taken* would be only 75%, not an average of 80% and 90%. *All Tests Taken* is always equal to or less than the percent of students who passed any of the individual subject areas. The

more tests taken and considered for this measure, the more likely the *All Tests Taken* value will be lower than any of the individual subject areas.

See also *Appendix F* and *TAKS Participation*. (Source: TEA Student Assessment Division)

TAKS (Accommodated): This is the same as the general TAKS assessment with certain format accommodations, such as larger font and fewer items per page. It also contains no embedded field-test items. It is administered in all grades and subjects and is included in every TAKS measure shown on the AEIS.

TAKS-Alternate (TAKS-Alt): This assessment is based on alternate academic standards and is designed for students with significant cognitive disabilities. Performance on TAKS-Alt is shown separately in *TAKS-Alt Met 2011 Standard*, summed across grades and subjects. Unless otherwise noted, for other TAKS measures shown on the AEIS, performance on the TAKS-Alt tests is included. Note that prior year performance (2010) for all relevant TAKS measures has been recomputed to include TAKS-Alt performance. (Source: TEA Student Assessment Division)

TAKS Commended Performance: This measure refers to the highest performance level on the TAKS, as set by the State Board of Education. Students who achieve Commended Performance have shown a thorough understanding of the knowledge and skills at their grade level. The indicator includes performance on TAKS (Accommodated), TAKS-M, and TAKS-Alt tests.

For 2011, Commended Performance in reading and mathematics is evaluated as a new base indicator in the state accountability rating system. For a more detailed explanation of how this indicator is used in determining accountability ratings, see Chapter 2 of the *2011 Accountability Manual*.

Schools and districts may also qualify for *Gold Performance Acknowledgment* based on their Commended Performance on reading/ELA, writing, mathematics, social studies, and science. For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2011 Accountability Manual*.

TAKS Exit-level Cumulative Pass Rate (District Performance only): The TAKS cumulative pass rate shows the percent of students who first took the TAKS exit-level test in spring 2010, and eventually passed all TAKS tests taken (in the same district) by spring 2011. (Students who failed the first time had four additional opportunities to retake test(s) before their graduation date.) This measure is intended to show the relative success of districts in their efforts to help all their students pass the exit-level TAKS, which is a requirement for graduation from Texas public schools. Performance on the TAKS (Accommodated) is included; performance on the TAKS-M and TAKS-Alt test is not included.

Test takers included in the *TAKS Exit-level Cumulative Pass Rate* for the class of 2011:

- Any student who took the TAKS or TAKS (Accommodated) for the first time in spring 2010.
- All special education students who took any TAKS or TAKS (Accommodated) test.

- All above students, whether or not they were in the *Accountability Subset* in spring 2010.

Test takers NOT included in the *TAKS Exit-level Cumulative Pass Rate*:

- Students who first took the exit-level test in District A, did not pass all sections and then moved to District B and retested. These students are taken out of both the numerator and denominator, whether or not they eventually passed all tests taken.
- Students who moved out of state, left the country, or died before passing all tests taken. These students are in the denominator but not the numerator. They cannot be removed because they are not specifically identified in the data.
- Students who dropped out of school before passing all tests taken are in the denominator but not the numerator.
- Students who moved into the state after the spring of 2010 are not included, even if they took the TAKS and graduated with the class of 2011.
- Performance for 2011 and 2010 is disaggregated according to the former definitions for race and ethnicity. For this reason, “N/A” is shown for those racial categories that did not exist within the former definitions.

(Source: TEA Student Assessment Division)

TAKS Met 2011 Standard: This refers to the current TAKS scale score students must achieve in order to pass the test. For grades and subjects on the horizontal scale, a scale score of 2100 or higher is passing. For grades and subjects on the vertical scale, the scale scores required to pass vary. For the actual number of test questions (raw score) required to pass each assessment, see *Appendix F*. The student passing standard is set by the State Board of Education.

TAKS-Modified (TAKS-M): This alternate assessment is based on modified academic achievement standards and is designed for students served by special education who meet certain participation requirements. TAKS-M results are available on the 2010-11 AEIS reports by subject, summed across grades in *TAKS-M Met 2011 Standard*. The percent meeting the standard is calculated as:

$$\frac{\text{number of students who passed TAKS-M [subject] test in grades 3-11}}{\text{number of students who took the TAKS-M [subject] test in grades 3-11}}$$

Unless otherwise noted, for other TAKS measures shown on the AEIS, performance on the TAKS-M tests is included. Note that prior year performance (2010) for all relevant TAKS measures has been recomputed to include TAKS-M performance. (Source: TEA Student Assessment Division)

TAKS Participation: This indicator presents the percent of students tested and not tested on each state assessment, as well as the percent of students included and excluded in determining accountability ratings. For 2011, results from the TAKS, TAKS (Accommodated), TAKS-M and TAKS-Alt tests were used in determining accountability ratings.

Test results were excluded from the accountability system if a student was not enrolled in the same district or campus by the last Friday in the previous October (shown as *Mobile*).

Other students are not tested. Reasons for not testing are as follows:

- *Absent*. Students may have been absent during every test administration.
- *LEP Exempt*. Students may have received a LEP (Limited English Proficient) exemption for every test and taken only the Texas English Language Proficiency Assessment System (TELPAS) test.
- *Other*. Tests may not be scored due to illness during testing or other test administration irregularities.

The percentages of students participating and not participating in testing are based as much as possible on the *total number of students enrolled* at the time of testing. Districts are required to submit a TAKS answer document for every student enrolled in grades 3 through 11. The methodology used to create *TAKS Participation* eliminates, as much as possible, duplicate counts of students resulting from multiple answer documents.

Appendix E provides a description for each component of *TAKS Participation*. (Source: TEA Student Assessment Division)

TAKS Progress (*AEA Campus and AEA Charter Operator Performance only*): This measure is used in determining accountability ratings under alternative education accountability (AEA) procedures. TAKS Progress is based on *tests* taken. Students who take multiple TAKS tests are included multiple times (for every TAKS test taken). Students who take multiple TAKS exit-level retests are included only when the passing standard is met. This indicator sums performance results across grades 3 through 12 and across all subjects. It is calculated as follows:

$$\frac{\text{number of TAKS tests that meet the standard and} \\ \text{number of TAKS exit-level retests that meet the standard}}{\text{number of TAKS tests taken and} \\ \text{number of TAKS exit-level retests that meet the standard}}$$

This measure is only shown on the AEIS reports for campuses and charter operators evaluated under the AEA procedures in 2011. Prior year results are provided regardless of whether the campus or charter operator was evaluated under AEA procedures in the prior year.

- *AEA Campus*. On reports for registered alternative education campuses, the value shown for the *Campus Group* column is a dash (–); the value for the *District* column is an asterisk (*) unless the campus is run by an AEA charter operator. The *State* column shows aggregates of the AEA campuses only.
- *AEA Charter Operator*. On reports for AEA charter operators, the value shown for the *State* and *Region* columns show aggregates of the AEA campuses only.

For more information on this measure, see Chapter 10 in the *2011 Accountability Manual*.

TAKS Special Education Assessments: For students receiving special education services, the ARD committee determines which TAKS assessment is appropriate for each student based on his/her individual needs. TAKS, the general assessment option that includes

TAKS (Accommodated) for students receiving special education services, is administered to the majority of students in Texas. For students who cannot be appropriately assessed with TAKS and/or TAKS (Accommodated), the TAKS–M and TAKS–Alt are the alternate assessments available to those who meet specific participation requirements.

See *TAKS (Accommodated)*, *TAKS-Alt*, and *TAKS-M*. For more information on these assessments, see the Student Assessment Division website, at

<http://www.tea.state.tx.us/index3.aspx?id=3534>

Teachers by Ethnicity and Sex: These are counts of teacher FTEs by the major ethnic groups and by sex. Counts are also expressed as a percent of the total teacher FTEs. Beginning this year, the ethnic groups are based on the new federal definitions of race and ethnicity which allow for separation of the Asian and Pacific Islander races and for the new grouping of Two or More Races. (*Source: PEIMS, Oct. 2010*)

Teachers by Highest Degree Held (*District Profile only*): This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. (*Source: PEIMS, Oct. 2010*)

Teachers by Program (*population served*): Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technical education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (*Source: PEIMS, Oct. 2010*)

Teachers by Years of Experience (*District Profile only*): This is the FTE count of teachers with years of professional experience that fall into the ranges shown. Experience in these categories is the total years of experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (*Source: PEIMS, Oct. 2010*)

Texas Growth Index (TGI): The Texas Growth Index was not used in determining the 2011 Accountability ratings, and is not included in any measure on the 2010-11 AEIS reports.

Texas Projection Measure (TPM): The Texas Projection Measure was not used in determining the 2011 Accountability ratings, and is not included in any measure in the 2010-11 AEIS reports.

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program designed to improve student success in college. It requires students to be assessed in reading, writing and mathematics skills prior to enrolling in college, and to be advised based on the results of that assessment.

The AEIS reports show the percent of students who were exempted from taking a test for the Texas Success Initiative because they had a high enough score on their exit-level TAKS tests for mathematics and English language arts, as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and English language arts with a written composition score of

3 or higher on the writing component. This indicator shows the percent of students who achieved this level of proficiency by subject (English language arts and mathematics) for 2011 and 2010. Note also:

- This indicator is subject to accountability subset rules.
- Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).
- TAKS-M and TAKS-Alt performance is not included. THECB's standard of college readiness on the exit-level TAKS does not apply to these alternate assessments because students are not required to pass the TAKS-M or TAKS-Alt in order to graduate.

Schools and districts evaluated for GPA under standard accountability procedures may qualify for *Gold Performance Acknowledgment* for performance on TSI. For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2011 Accountability Manual*. (Source: Division of Student Assessment)

Total Expenditures by Object (2009-10) (District Profile only): Total actual expenditures are grouped by object of expense. Total actual expenditures for groups of object categories are expressed as a percentage of total expenditures. The values in the Per Student column show actual expenditure object categories divided by the total number of 2009-10 students in membership. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total. Object codes appear in parentheses.

- *Payroll Costs* – These are the gross salaries or wages and benefit costs for all employees (6100).
- *Other Operating Costs* – These include: services rendered to school districts by firms, individuals and other organizations; supplies and materials including fuel for vehicles; other reading materials (not including the cost of state-adopted textbooks); food service supplies; and other expenses necessary for the operation of the school district (6200-6400).
- *Debt Service* – This includes all expenditures for debt service, including the retirement of debt and bond principal, and all interest expenses (6500).
- *Capital Outlay* – These are expenditures for fixed assets, such as land, buildings, and equipment (6600).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B*. (Source: *PEIMS, March 2011*)

Total Operating Expenditures by Function (2009-10): Actual total operating expenditures are grouped by function of expense. Actual operating expenditures for groups of function categories are expressed as a percent of actual total operating expenditures. The values in the Per Student column show actual operating expenditures by function divided by the total number of 2009-10 students in membership. Per student operating expenditures are shown for total operating expenditures and for various groupings of operating categories.

Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total.

When comparing averages for school-level expenditures note that the state and district averages include all types of schools. For example, a high school's per student expenditure may not be comparable to the state average because the state value includes elementary and middle schools, which typically have lower per student expenditures than high schools. Other variables that may affect comparisons are the experience level of teachers and administrators, the types of instructional programs offered, and the student characteristics. Function codes appear in parentheses.

- *Instruction* – These are all activities dealing directly with the interaction between teachers and students, including instruction aided with computers (11), and expenditures to provide resources for Juvenile Justice Alternative Education Programs (95).
- *Instructional-Related Services* – These are expenditures for educational resources and media, such as resource centers and libraries (12), and curriculum development and instructional staff development (13).
- *Instructional Leadership* – This includes managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
- *School Leadership* – This includes directing and managing a school (23).
- *Support Services - Student* – These include guidance, counseling, and evaluation services (31), social work services (32), and health services (33).
- *Student Transportation (District Profile only)* – This includes transporting students to and from school (34).
- *Food Services* – These include food service operation, including cost of food and labor (35).
- *Cocurricular Activities* – These include school-sponsored activities during or after the school day that are not essential to the delivery of instructional services (36).
- *Central Administration (District Profile only)* – This includes managing or governing the school district as an overall entity (41), costs associated with the purchase or sale of attendance credits either from the state or from other school district(s) (92), and—for Charter Schools only—fund raising (81).
- *Plant Maintenance and Operations* – This includes keeping the physical plant and grounds in effective working condition (51).
- *Security and Monitoring Services* – These include keeping student and staff surroundings safe (52).
- *Data Processing Services* – These include data processing services, whether in-house or contracted (53).
- *Other Campus Costs (Campus Profile only)* – This combines functions 35, 36, 51, 52, 53 above.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B. (Source: PEIMS, March 2011)*

Total Operating Expenditures by Program (2009-10): Actual total operating expenditures are grouped by program of expense. Actual operating expenditures for groups of program categories are expressed as a percent of actual total operating expenditures. The values in the *Per Student* column show actual total operating expenditures divided by the total number of 2009-10 students in membership. Per student operating expenditures are shown for total operating expenditures by program for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student; it is a per-student average of the total. Program codes appear in parentheses. The sum of operating expenditures by program area is less than total operating expenditures by function because a significant portion of expenditures have no program area designated and are reported as “99” meaning “undistributed.” These are not included in any of the program categories shown or in the total operating expenditure amount by program. Also, functions included differ between the two breakdowns (by program versus by function).

- *Regular Education* – This is the cost to provide the basic services for education/instruction to students not served in special education (11).
- *Gifted & Talented Education* – This is the cost to assess students for program placement and provide instructional services beyond the basic educational program, designed to meet the needs of students in gifted and talented programs (21).
- *Career & Technical Education* – This is the cost to evaluate, place and provide educational and/or other services to prepare students for gainful employment, advanced technical training or homemaking. This may include apprenticeship and job training activities (22).
- *Special Education* – This is the cost incurred to evaluate, place and provide educational and/or other services to students with disabilities who have Individual Educational Plans (IEP) approved by Admission, Review and Dismissal (ARD) committees. These plans are based on students’ abilities and/or learning needs (23).
- *Accelerated Education* – This is the cost of providing additional instructional services for students deemed at risk of dropping out of school (24, 30).
- *Bilingual/ESL Education* – This is the cost of evaluating, placing and providing educational and/or other services to English language learners, with the goal of making them proficient in the English language, in primary language literacy, and in composition and academic language related to required courses (25).
- *Other* – This is the cost of providing services to students who are separated from the regular classroom and sent to either a nondisciplinary or a disciplinary alternative education program (26, 28, 29).
- *High School Allotment* – This accounts for the \$275 per high school student allotment that assists districts in:
 - preparing underachieving students to enter institutions of higher education;
 - encouraging students to pursue advanced academic opportunities;

- providing opportunities for students to take academically rigorous courses;
- aligning secondary and postsecondary curriculum and expectations;
- supporting other promising high school completion and success initiatives in grades 6-12 approved by the commissioner of education (31).
- *Athletics/Related Activities* – This is the cost of providing competitive athletic activities, including coaching costs as well as costs for sponsors of drill team, cheerleaders, pep squad, and other organized activities that support athletics, excluding band (91).

Note this item is reported as *actual* operating expenditures by program, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See *Appendix B* for details. (Source: PEIMS, March 2011)

Total Revenues by Source (2009-10) (District Profile only): Actual total revenues are grouped by revenue source. Actual revenues for groups of object categories are expressed as a percent of total revenue. The values in the Per Student column show actual total revenues divided by the total number of students in membership during the 2009-10 school year. Per-student revenues are shown for total revenues by source for various groupings of revenue categories. Note that the number shown is not the amount actually received for each and every student, but rather a per-student average of the total.

The amounts appearing as revenue in any of the categories shown are the amounts that were reported by districts for the general fund and all funds. Object codes appear in parentheses.

- *Local Tax* – This is district income from local real and personal property taxes (objects 5710-5719, less function 91 expenditures).
- *Other Local and Intermediate* – This includes revenue for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, revenues from intermediate sources (county), and all other local sources (objects 5720-5769).
- *State* – This includes per capita and foundation program entitlements, revenue from other state-funded programs, revenue from other state agencies, and Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district (object 5800 series). Note that state revenue also includes the State Fiscal Stabilization Fund (SFSF). The SFSF amount is the revenue received by the Foundation School Program that was distributed according to the Federal American Recovery and Reinvestment Act of 2009. The SFSF amount received by the district is shown in a footnote at the end of the district report. A similar footnote is also shown on the region and state reports (federal revenue-fund 266 used with object code 5929).
- *Federal* – This includes revenue received by the district directly from the federal government or distributed by the TEA or other state entities for programs such as career and technical education, programs for educationally disadvantaged children (*Education Consolidation and Improvement Act, and Elementary and Secondary Education Act*), food service programs, and other federal programs (object 5900 series).

Note this item is reported as *actual* revenues, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B. (Source: PEIMS, March 2011)*

Total Staff: Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. 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). Beginning this year, staff race and ethnicities are based on the new federal definitions. The minority staff FTE count is expressed as a percent of the total staff FTE. (*Source: PEIMS, Oct. 2010*)

Total Students: This is the total number of public school students who were reported in membership on October 29, 2010, at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment, because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (*Source: PEIMS, Oct. 2010*)

TSI: See *Texas Success Initiative*.

Turnover Rate for Teachers (District Profile only): This percent shows the total FTE count of teachers from the fall of 2009-10 who were subsequently not employed in the district in the fall of 2010-11, divided by the total teacher FTE count for the fall of 2009-10. Social security numbers for teachers employed in the district in the fall of 2009-10 were checked to verify their employment status in the same district in the fall of 2010-11. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. (*Source: PEIMS, Oct. 2010, Oct. 2009*)

Value by Category: See *Standardized Local Tax Base* (comptroller valuation).

Vertical Scale Growth (VSG): This measure shows growth on TAKS reading and mathematics for grades 3-8. It is used in determining Comparable Improvement (CI).

An average VSG value for each campus is determined by aggregating the student-level VSG values to the campus level and dividing by the number of students. Included in the measure are students who:

- took the spring 2011 TAKS reading and/or mathematics tests, in grades 4 – 8.
- are part of the 2011 *Accountability Subset* (see *Chapter 2* of the *2011 Accountability Manual*);
- can be matched to the spring 2010 TAKS administration—anywhere in the state—to find their prior year performance for reading, and/or mathematics; and,
- have been promoted to one higher grade than in 2010.

Calculating average VSG:

$$\text{average VSG (reading)} = \frac{\text{sum of individual student VSG values for reading}}{\text{total number of students with VSG in reading}}$$

$$\text{average VSG (mathematics)} = \frac{\text{sum of individual student VSG values for mathematics}}{\text{total number of students with VSG in mathematics}}$$

Once the average VSG is determined, it is listed with the other 40 average VSGs of the school's comparison group. The schools are arranged from highest to lowest average VSG. If the target school falls in the top quartile and all other eligibility criteria are met, it is awarded a GPA for CI. This is calculated separately by subject. Comparable Improvement reports are available at:

<http://ritter.tea.state.tx.us/perfreport/ci/2011/index.html>

Because VSG is only available for grades 3-8, only schools that have students tested in grades 4-8 can have a CI report. VSG calculations begin with grade 4 because students must prior year results (grade 3) in order to show growth.

For a more detailed explanation of VSG, see *Appendix E* of the *2011 Accountability Manual*.

Who to Call

Information about the calculation of all Academic Excellence Indicator System (AEIS) data elements is provided in this *Glossary*. Information on the calculation of state accountability ratings is available in the *2011 Accountability Manual*. If, after reading these documents, you have questions about the calculation of AEIS indicators or accountability ratings, 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. All telephone numbers are in the (512) area code unless otherwise noted.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting	463-9704
Advanced Courses	Curriculum	463-9581
Advanced Placement (AP) Programs	Curriculum	463-9581
Charter Schools	Charter Schools	463-9575
College Admissions Tests:		
SAT	College Board.....	721-1800
ACT	ACT Regional Office	345-1949
Copies of AEIS reports	http://www.tea.state.tx.us/perfreport
DAEP (Disciplinary Alternative Education Program)		
	Chapter 37, TEC – Safe Schools	463-3070
Distinguished Achievement Program	Curriculum	463-9581
Dropout and Completion	Accountability Research	475-3523
Gold Performance Acknowledgment	Performance Reporting	463-9704
General Inquiry	School Governance and General Inquiries	475-3697
JJAEP (Juvenile Justice Alternative Education Program)		
	Chapter 37, TEC – Safe Schools	463-3070
Limited English Proficient Students		
Testing Issues	Student Assessment.....	463-9536
Other Issues	Curriculum (Bilingual Education Program Unit)	475-9581
No Child Left Behind Act	NCLB Program Coordination	463-9374
PBM Special Education Monitoring Results	Status	
	Program Monitoring and Interventions	463-5226
PEIMS	PEIMS HelpLine	436-9229
Recommended High School Program	Curriculum	463-9581
Retention Policy	Curriculum	463-9581
School Finance	School Finance	463-9238
School Report Card	Performance Reporting	463-9704
Special Education		
Testing Issues	Student Assessment.....	463-9536
Other Issues	Special Education	463-9414
Statutory (Legal) Issues	Legal Services	463-9720
TAKS (all assessments)	Student Assessment.....	463-9536
TAKS Testing Contractor	Pearson	(800) 328-5999
	Austin Operational Center.....	989-5300
TAT (Technical Assistance Team)		
Methodology for List	Performance Reporting	463-9704
Implementation of Team	Program Monitoring and Interventions	463-5226
TELPAS	Student Assessment.....	463-9536
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board	427-6101

Information on the Internet: <http://www.tea.state.tx.us/perfreport/>

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027 Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003 Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004 Assistant/Associate/Deputy Superintendent

012 Instructional Officer

020 Principal

028 Teacher Supervisor

040 Athletic Director

043 Business Manager

044 Tax Assessor and/or Collector

045 Director - Personnel/Human Resources

055 Registrar

061 Asst/Assoc/Deputy Exec Director

062 Component/Department Director

063 Coordinator/Manager/Supervisor

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

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

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.

Financial Accounting Codes for Revenue and Expenditure Items (In Alphabetical Order by Label)

Label	Funds*	Function(s)	Object(s) + + +	Program(s)
ACTUAL EXPENDITURE INFORMATION				
BY FUNCTION				
COMMUNITY SERVICES	General and All	61	6100–6400	All
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100–6400	All
Instruction**	General and All	11,95	6100–6400	All
Instructional–Related Services**	General and All	12,13	6100–6400	All
Instructional Leadership**	General and All	21	6100–6400	All
School Leadership**	General and All	23	6100–6400	All
Support Services – Student**	General and All	31,32,33	6100–6400	All
Student Transportation	General and All	34	6100–6400	All
Food Services	General and All	35	6100–6400	All
Cocurricular Activities	General and All	36	6100–6400	All
Central Administration	General and All	41,92 (or 81/Chrtr Schools)	6100–6400	All
Plant Maintenance & Operations	General and All	51	6100–6400	All
Security and Monitoring Services	General and All	52	6100–6400	All
Data Processing Services	General and All	53	6100–6400	All
Other Campus Costs***	General and All	35,36,51–53	6100–6400	All
BY OBJECT				
TOTAL EXPENDITURES	General and All	All ^{\$}	All 6000s	All
Payroll Costs	General and All	All ^{\$}	6100	All
Other Operating Costs	General and All	All ^{\$}	6200–6400	All
Debt Service	General and All	All ^{\$}	6500	All
Capital Outlay	General and All	All ^{\$}	6600	All
ACTUAL PROGRAM EXPENDITURE INFORMATION				
BY PROGRAM				
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100–6400	Sum of Detail Below
Regular Education**	General and All	11–13,21,23,31–36,51,52, 91 [†] , 92,95,99 ****	6100–6400	11
Special Education**	General and All	11–13,21,23,31–36,51,52, 91 [†] , 92,95,99 ****	6100–6400	23
Accelerated Education**	General and All	11–13,21,23,31–36,51,52, 91 [†] , 92,95,99 ****	6100–6400	24, 30
Career & Technical Education**	General and All	11–13,21,23,31–36,51,52, 91 [†] , 92,95,99 ****	6100–6400	22
Bilingual/ESL Education**	General and All	11–13,21,23,31–36,51,52, 91 [†] , 92,95,99 ****	6100–6400	25
Gifted & Talented Education**	General and All	11–13,21,23,31–36,51,52, 91 [†] , 92,95,99 ****	6100–6400	21
Athletics/Related Activities	General and All	11–13,21,23,31–36,51,52, 91 [†] , 92,95,99 ****	6100–6400	91
High School Allotment	General and All	11–13,21,23,31–36,51,52, 91 [†] , 92,95,99 ****	6100–6400	31
Other	General and All	11–13,21,23,31–36,51,52, 91 [†] , 92,95,99 ****	6100–6400	26, 28, 29

Continued on next page

ACTUAL REVENUE INFORMATION				
BY SOURCE				
TOTAL REVENUES	General and All	n/a	5000s	n/a
Local Tax	General and All	n/a	5710–5719 (less function 91 expenditures)	n/a
Other Local & Intermediate	General and All	n/a	5720–5769	n/a
State @	General and All	n/a	5800 (plus fund code 266 with object code 5929)	n/a
Federal	General and All	n/a	5900 (less fund code 266 with object code 5929)	n/a
EQUITY TRANSFERS ^{††}	General and All	91	All 6000s	All

* Funds – The general fund includes fund codes 101 – 199 & 266. Fund code 420 is also included in the general fund for charter schools only. All funds include the general fund plus fund codes 200/300/400 series, 599, 601, 699, and 701.

** Indicates the line item appears on the Campus Profile as well as District Profile. All line items not marked appear only on the District Profile.

*** Indicates the line item appears on the Campus Profile only.

**** At the campus level, only functions 11-13, 21, 23, 31 – 33, and 95 are included in expenditures by program area.

§ Excludes Intergovernmental Charges (function 90 series) except functions 92 & 95.

† Function 91 represent tuition transfers for grades not offered, not "Equity Transfers."

†† Function 91 represent the expenditure amount reported for the cost of reducing property wealth to the required equalized wealth level and payments to charter schools, respectively.

††† The 6400 object codes include: 6629, 6631, 6639, 6649, and 6659 which is only applicable to charter schools excluding open enrollment college and university charters. Note that these object codes are not included in the 6600 code series.

@ State revenue includes State Fiscal Stabilization Funds (fund code 266 with object code 5929), distributed under the Federal American Recovery and Reinvestment Act.

See the *Financial Resource Guide* (at <http://www.tea.state.tx.us/index4.aspx?id=1222>) for explanations of the fund, function, object, and program codes.

Advanced Academic Courses

2010-11 Academic Excellence Indicator System

English Language Arts

A3220100	English Language and Composition
A3220200	English Literature and Composition
A3220300	International English Language
I3220300	English III
I3220400	English IV
03221100	Research/Technical Writing
03221200	Creative/Imaginative Writing
03221500	Literary Genres
03221600	Humanities
03221800	Independent Study in English
03231000	Independent Study in Journalism
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study in Speech

Mathematics

A3100101	Calculus AB
A3100102	Calculus BC
A3100200	AP Statistics
I3100100	Mathematical Studies Standard
I3100200	Mathematical Standard Level
I3100300	Mathematics Higher Level
I3100400	Further Mathematics Standard
03101100	Pre-Calculus
03102500	Independent Study in Mathematics (1 st time)
03102501	Independent Study in Mathematics (2 nd time)

Computer Science

A3580100	Computer Science I
I3580200	IB Computer Science I
I3580300	IB Computer Science II
I3580400	Informational Technology in a Global Society
03580200	Computer Science I
03580300	Computer Science II

- All courses shown were for the 2009-10 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Fine Arts

A3150200	Music Theory
A3500100	History Of Art
A3500300	Art/Drawing
A3500400	Art/Two-Dimensional Design Portfolio
A3500500	Art/Three-Dimensional Design Portfolio
I3250200	Music SL
I3250300	Music HL
I3250500	Theater/Film
I3600100	Art/Design HL
I3600200	Art/Design SL-A
I3600300	Art/Design SL-B
I3750200	Theater Arts SL
I3750300	Theater Arts HL
I3830200	IB Dance
M1170158	Dance Technology I
M1170159	Dance Technology II
M1170160	Dance Choreography I
M1170161	Dance Choreography II
M1170162	Dance Choreography III
03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theater Arts IV
03251000	Theater Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV

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Science

A3010200	Biology
A3020000	Environmental Science
A3040000	Chemistry
A3050001	Physics B
A3050002	Physics C
I3010200	Biology
I3010201	Biology II
I3030001	Design Technology SL
I3030002	Design Technology HL
I3020000	Environmental Systems
I3040001	Chemistry I
I3040002	Chemistry II
I3050001	Physics I
I3050002	Physics II

Social Studies/History

A3310100	Microeconomics
A3310200	Macroeconomics
A3330100	United States Government and Politics
A3330200	Comparative Government and Politics
A3340100	United States History
A3340200	European History
A3350100	Psychology
A3360100	Human Geography
A3370100	World History
I3301100	History, Standard Level
I3301200	History: Africa, Higher Level
I3301300	History: Americas, Higher Level
I3301400	History: East and Southeast Asia, Higher Level
I3301500	History: Europe, Higher Level
I3302100	Geography, Standard Level
I3302200	Geography, Higher Level
I3303100	Economics, Standard Level
I3303200	Economics, Higher Level
I3303300	Business and Management I (IBBMT1)
I3303400	Business and Management II (IBBMT2)
I3304100	Psychology, Standard Level
I3304200	Psychology, Higher Level
I3366010	Philosophy

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- Dual Enrollment courses are not specifically shown on this list.

Social Studies/History (cont.)

I3000100	Theory of Knowledge
03310301	Economics Advanced Studies
03380001	Social Studies Advanced Studies

Advanced Languages (Modern or Classical)

A3120400	Japanese IV
A3400400	Italian IV
A3410100	French IV Language
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Latin Literature)
A3440100	Spanish IV Language
A3440200	Spanish V Literature
A3450400	Russian IV
A3490400	Chinese IV
I3120400	Japanese IV
I3120500	Japanese V
I3410400	French IV
I3410500	French V
I3420400	German IV
I3420500	German V
I3430400	Latin IV
I3430500	Latin V
I3440400	Spanish IV
I3440500	Spanish V
I3440600	Spanish VI
I3440700	Spanish VII
I3450400	Russian IV
I3450500	Russian V
I3480400	Hebrew IV
I3480500	Hebrew V
I3490400	Chinese IV
I3490500	Chinese V
I3490600	Chinese VI
I3490700	Chinese VII
I3520400	Hindi IV
I3520500	Hindi V
I3996000	Other Foreign Language IV
I3996100	Other Foreign Language V
I3663600	Other Foreign Language VI

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- An “A” prefix indicates a College Board Advanced Placement course.
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Advanced Languages (Modern or Classical) (cont.)

I3663700	Other Foreign Language VII
03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish IV For Spanish Speakers
03440500	Spanish V
03440550	Spanish V For Spanish Speakers
03440600	Spanish VI
03440660	Spanish VI For Spanish Speakers
03440700	Spanish VII
03440770	Spanish VII For Spanish Speakers
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII

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- An “A” prefix indicates a College Board Advanced Placement course.
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- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical) (cont.)

03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Language IV
03996100	Other Foreign Language V
03996200	Other Foreign Language VI
03996300	Other Foreign Language VII

Other

N1290317	GT Independent Study Mentorship III
N1290317	GT Independent Study Mentorship IV
I3305100	World Religions SL

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2010-11 Campus Comparison Group

Target Campus Name: Sample Middle
 Target Campus #: 999999999
 District Name: Sample ISD
 Campus Type: Middle School

Texas Education Agency
 2010-11 Campus Comparison Group

Page 1

Campus Number	Campus Name	District Name	% Econ	% Afr_Amer	% Mobility	% Hispanic	% White	% LEP
008903041	QUEZAS MIDDLE	QUEZAS ISD	55.2	11.9	18.9	43.3	44.3	2.1
011901041	QESZUAP MIDDLE	QESZUAP ISD	54.7	11.7	15.6	32.3	54.2	6.5
011901104	QESZUAP ONZXUMXIOEZ	QESZUAP ISD	54.8	9.6	12.9	33.7	55.5	8.2
999999999	SAMPLE MIDDLE	SAMPLE ISD	54.1	50.4	29.4	24.6	21.0	6.5
015911043	XESZ CXNZU	XESZ CXNZU	54.1	5.7	15.2	51.9	41.8	3.7
015915048	UUIIXU MS	UAZHISOIX	54.1	10.4	20.5	58.0	21.6	7.5
020001046	FEUVOXW J	LVON ISD	54.1	4.2	15.0	44.4	50.0	5.0
057904103	ZUEVOS MID	ELHAUN CA	54.0	26.6	54.9	29.4	61.0	0.8
057904103	ENEHUEC MI	ENEHUEC ISD	54.0	29.4	61.0	24.2	0.8	3.8
057904103	CLEUK JR HIGH	PUNOCXZAN ISD	54.5	62.4	15.0	17.5	12.1	10.3
057916044	WXSZ ONZ	CXIEU HOLL ISD	55.0	17.5	12.1	12.9	15.9	2.5
062901041	UOCHEUISAN WXSZ J H	UOCHEUISAN ISD	54.2	17.5	12.1	12.9	15.9	2.5
079910041	CUXUA J H	CUXUA ISD	52.9	12.9	15.9	42.9	11.5	3.4
081905041	SZEFFAUI MIDDLE	SZEFFAUI MSI	55.8	42.9	11.5	18.3	14.4	4.6
083903041	WAUZHEM MIDDLE	WAUZHEM ISD	52.3	18.3	14.4	2.4	11.7	2.8
088902041	SXMONALX J H	SXMONALX ISD	53.5	2.4	11.7	38.4	58.8	2.8
092902042	GALOEI MIDDLE	GALOEI ISD	52.8	6.6	16.4	43.9	48.6	3.3
092904043	MEUIX LEOUI MIDDLE	KOLGAUX ISD	54.4	18.0	11.2	22.8	56.9	6.2
095901041	PONX ZUXX MIDDLE	PONX ZUXX ISD	55.0	20.3	12.8	21.5	55.8	8.8
130902041	EQXUNEZHY J H	EQXUNEZHY ISD	56.0	3.4	13.6	49.7	46.9	1.1
133903104	MXMPHOS MIDDLE	MXMPHOS ISD	54.8	8.9	17.2	42.7	47.6	5.6
158902041	CEMPQXLL MIDDLE SCHOOL	CYPUXSS-FEQUENKS ISD	54.7	23.0	16.4	42.9	20.9	7.7
165901045	HOGHLENIS J H	GAASX CUXKK CISD	53.8	22.0	15.4	42.4	34.2	2.7
170902073	GUEIY MIDDLE	HAUSZAN ISD	54.6	23.4	19.2	43.5	26.1	11.9
188901041	MEYIX CUXKK J H	KEZY ISD	53.3	18.5	14.3	44.3	29.2	9.5
220905053	MAUZAN UENCH J H	KEZY ISD	55.1	17.5	11.7	48.8	29.5	8.0
220905061	MXEIOX PUMPHUXY JUNOAU H	XINE ISD	55.2	15.8	15.7	34.2	49.7	2.9
220912041	CAMFAUZ MIDDLE	CAMFAUZ ISD	55.4	0.9	12.0	51.1	46.0	4.6
220912042	Q Z WOLSAN SOXZH GUEIX S	KXUUVOLLX ISD	54.4	3.1	14.7	43.1	52.0	7.4
220920105	ZOIXHEVXN ONZ	ZOIXHEVXN ISD	55.7	5.7	15.7	49.4	43.0	1.9
246907041	SET JECONZA JUNOAU HOGH	MOILENI ISD	53.6	9.3	16.1	55.9	33.0	6.1
247901041	CUYEU ONZXUMXIOEZ	CANUAX ISD	52.6	15.7	17.5	31.3	50.0	7.4
	EUSZON MIDDLE	EMEULLA ISD	55.2	7.3	18.9	31.2	59.0	7.4
	MANNOG MIDDLE	FAUZ WAUZH ISD	54.5	32.1	25.9	34.7	32.0	4.1
	LXANEUI MIDDLE	FAUZ WAUZH ISD	55.8	20.1	27.2	35.3	41.0	3.8
	H F SZXVXNS MIDDLE	CUAWLXY ISD	52.3	35.6	18.7	24.0	38.0	1.9
	CUAWLXY MIDDLE	CUAWLXY ISD	54.9	51.7	16.6	31.3	12.0	5.8
	ZENNEHOLL ONZ	WHOZX SXZZLXMXNZ ISD	54.2	5.6	15.3	32.6	58.0	7.4
	JEUUXLL MIDDLE	JEUUXLL ISD	52.4	1.1	11.3	35.4	61.4	6.1
	LXENIXU MIDDLE	LXENIXU ISD	53.9	7.7	12.5	35.8	53.7	6.1
	PLAUXSVOLLX MIDDLE	PLAUXSVOLLX ISD	54.3	1.7	13.0	59.5	38.3	1.9
Group Average			54.4	16.4	15.7	40.3	39.6	5.7

Target Campus
 (identified by >)

Campus Type Code:
 Elementary, Middle,
 Secondary, or
 Multi-level

Percent of students
 identified as Economically
 Disadvantaged

Percent of students
 identified as African American

Percent of students
 identified as Mobile

Percent of students
 identified as Hispanic

Percent of students
 identified as
 limited English proficient

Percent of students
 identified as
 White

Campus
 ID Numbers:
 This listing is in
 Campus ID
 number order.

The order of the columns
 is determined by the
 target campus (indicated
 with the ">"). The most
 predominant characteristic
 for the target campus is
 the first column, followed
 by the next most
 predominant, and so on.

Most secondary schools will not have a page 2
 because Comparable Improvement is only available
 for schools with grades 4, 5, 6, 7, and/or 8.

*** Order of columns will vary on lists for other campuses ***

2010-11 Comparable Improvement

Most secondary schools will not have a page 2 because *Comparable Improvement* is only available for schools with grades 4 - 8.

GPA: The report shows if the target school earned GPA for Comparable Improvement in either reading/ELA, mathematics, or both.

Target Campus Name:
Target Campus #:
District Name:
Campus Type:

Sample ISD
Middle School

xas Education Agency
2010-11 Comparable Improvement:

Page 2

Gold Performance Acknowledgment: Reading

Target Campus
(identified by >)

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quartile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quartile
QUEZAS MIDDLE		738	788	76	50	Q1	165	712				Q1
QESZUAP MIDDLE		731	774	78	43	Q1	550	709				Q1
QESZUAP ONZXUN		674				Q4						Q1
> SAMPLE MIDDLE		716				Q1						Q3
XESZ CXNZUEL H		718				Q4						Q3
UUIIXU MS		740				Q3						Q4
FEUVOXW J H		730				Q4						Q4
ZUEVOS MIDDLE		743				Q4						Q3
ENEHUEC MIDDLE		745				Q1						Q2
CLEUK JR HIGH		744				Q1						Q3
WXSZ ONZ		689				Q1			732	63	43	Q1
UOCHEUISAN WXSZ J H	540	764	803	71	39	Q3	537	786	797	64	11	Q4
CUXUA J H	235	728	778	76	50	Q1	233	729	756	53	27	Q3
SZEFFAUI MIDDLE					38	Q3	445	700	730	52	21	Q4
WAUZHEM MIDDLE					0	Q2				2	38	Q2
SXMONALX J H					0	Q2				0	32	Q2
GALOEI MIDDLE					0	Q1				1	37	Q2
MEUIX LEQUI MIDDLE					0	Q1				5	31	Q3
PONX ZUXX MIDDLE					0	Q1				6	33	Q2
EQXUNEZHY J H					2	Q1				8	34	Q2
MXMPHOS MIDDLE					2	Q1				5	41	Q1
CEMPQXLL MIDDLE SCHO	1				0	Q1				3	19	Q4
HOGHLENIS J H	909	730	777	72		Q2				1	39	Q1
QUEZAS MIDDLE	366	726	768	68	41	Q2	500	670	723	82	45	Q1
CUXXK J H	916	739	774	73	35	Q4	921	721	737	57	16	Q4
UENCH J H	1050	743	783	65	40	Q3	1075	720	740	52	20	Q4
PUMPHUXY JUNO	300	718	756	61	38	Q3	297	686	734	74	48	Q1
UJZ MIDDLE	211	725	781	76	56	Q1	211	715	736	47	21	Q4
Q Z WOLSAN SOXZH GUE	263	734						719	755	78	36	Q2
ZOIXHEVXN ONZ	161	716						692	726	60	33	Q2
SET JECONZA JUNOAU H	558	737						705	737	50	32	Q2
CUYEU ONZXUMXIOEZ	467	688						684	730	78	46	Q1
EUSZON MIDDLE	678	745						730	759	54	29	Q3
MANNOG MIDDLE	552	714						674	701	57	27	Q3
LXANEUI MIDDLE	558	726	769	70	43	Q1	553	697	732	48	35	Q2
H F SZXVXNS MIDDLE	635	738	774	77	37	Q3	633	710	725	43	15	Q4
CUAWLXY MIDDLE	528	725	759	60	33	Q4	523	708	715	39	7	Q4
ZENNEHOLL ONZ	678	689	727	70	37	Q3	685	666	696	54	30	Q3
JEUUXLL MIDDLE	160	723	760	75	37	Q3	156	695	732	65	38	Q2
LXENIXU MIDDLE	614	727	778	84	51	Q1	618	712	756	79	44	Q1
PLAUXSVOLLX MIDDLE	723	738	779	73	41	Q2	726	719	747	60	28	Q3
Group Average	490	727	767	69	40	--	490	709	738	58	29	--

(1) Number of Matched Students: Those students at each campus whose TAKS results can be found in both current and prior years.

(2) 2010 Average Scale Score: The sum of prior year vertical scale scores of matched students, divided by the number of matched students.

(3) 2011 Average Scale Score: The sum of current year vertical scale scores of matched students, divided by the number of matched students.

(4) 2010 Failer Average Vertical Scale Growth: The average VSG for those matched students who failed the TAKS in the prior year. For information only, not used for accountability.

(5) 2011 Average VSG: The sum of the differences between the current and prior year vertical scale scores of matched students, divided by the number of matched students.

(6) 2011 Quartile: The average VSG values in column 5 are sorted from highest to lowest for the 40 campuses in the comparison group. Then four quartiles (Q1, Q2, Q3, & Q4) are assigned. Quartiles may have fewer than or more than 10 campuses, depending on the values. Campuses in Q1 have shown the greatest improvement in TAKS performance, relative to the other schools in the group.

Any school with fewer than ten matched students does not have a VSG value calculated, and is, therefore, not included in the quartile distribution. In these cases, a dash (-) will be shown.

This listing is in campus ID order.

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2010-11 TAKS Participation

Appendix E

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 3
Total Students: 1,847
Grade Span: 09 - 12
School Type: Secondary

This section shows TAKS, TAKS (Accommodated), TAKS-M and/or TAKS-Alt participation rates for all students in grades 3-11.

Tested: The percent of students who took one or more tests on any TAKS assessment.

Not Tested: The percent of students (in the grades tested) who did not take any test.

Absent: The percent of students who were absent for every test.

Other: The percent of students whose answer documents were coded with a combination of the "Not Tested" categories, or whose testing was disrupted by illness or other similar events.

Total Count: This represents the number of students who were in school during the spring 2011 TAKS administration and is roughly equivalent to enrollment in the grades tested. The official "enrollment" numbers in grades 3-11 will not match exactly the number of students tested because enrollment is counted in the fall and students are tested in the spring.

The **Tested** section is shown two ways:

By Test Version

TAKS (1 or more): This shows the percent of students who were tested on the TAKS only or in combination with TAKS (Accommodated), TAKS-M or TAKS-Alt.

Not on TAKS: This shows the percent of students who were tested on one or more TAKS (Accommodated), TAKS-M, or TAKS-Alt test only.

By Acct Status

Acct System: This shows the percent of students whose performance on the TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt was used to determine a school's and district's accountability rating. The performance reported in the 2010-11 AEIS reports is based on this subset of non-mobile students.

Non-Acct System: The percent of students in the grades tested with tests results that are not used in the accountability system for one of the following reasons:

Mobile: This includes students who enrolled in the district or campus after late October (the fall PEIMS submission date).

Non-Acct Test: This includes students who tested entirely in TAKS-Alt, with an alternative assessment code of '1' or '4,' for all tests administered.

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.2%	98.6%	96.7%										67.5%
By Test Version														
TAKS (1 or more)	91.0%	91.3%	88.7%	90.6%										57.8%
Not on TAKS	7.6%	6.8%	9.9%	6.1%										9.6%
TAKS(Acc) Only	2.4%	1.4%	2.9%	2.2%										2.4%
TAKS-M Only	3.1%	3.2%	3.4%	2.4%										3.6%
TAKS-Alt Only	0.9%	1.1%	0.7%	0.9%										0.0%
Combination	1.3%	1.2%	1.2%	0.7%										3.6%
By Acct Status														
Acct System	94.0%	92.5%	93.5%	91.9%										63.9%
Non-Acct System	4.6%	5.6%	5.1%	4.8%										3.6%
Mobile	4.6%	5.6%	5.1%	4.8%										3.6%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%										0.0%
Not Tested	1.4%	1.8%	1.4%	3.3%										32.5%
Absent	0.1%	0.1%	0.1%	0.1%										0.0%
LEP Exempt	0.9%	0.8%	0.6%	1.6%										26.5%
Other	0.4%	0.9%	0.5%	1.7%										6.0%
Total Count	3,231,780	4,060	1,023	1,378										83
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	97.2%	98.7%	94.8%	96.3%	91.1%	98.0%	95.0%	91.4%	100.0%	100.0%	93.9%	93.8%	57.1%
By Test Version														
TAKS (1 or more)	90.8%	89.7%	89.0%	88.0%	95.0%	91.4%	100.0%	93.3%	9.6%	85.5%	49.5%			
Not on TAKS	7.8%	7.5%	9.7%	6.1%	0.0%	0.0%	0.0%	0.0%	6.7%	84.3%	7.6%			
TAKS(Acc) Only	2.3%	1.4%	3.4%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	20.9%	1.8%			
TAKS-M Only	3.3%	3.9%	3.5%	3.3%	0.0%	0.0%	0.0%	0.0%	0.0%	40.9%	4.3%			
TAKS-Alt Only	0.8%	0.9%	0.7%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	11.3%	1.0%			
Combination	1.3%	1.2%	1.6%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	6.7%	1.1%			
By Acct Status														
Acct System	90.0%	85.7%	90.1%	85.1%	82.7%	83.5%	90.9%	93.3%	82.9%	100.0%	100.0%	37.4%	84.9%	50.5%
Non-Acct System	6.0%	7.6%	7.1%	6.0%	6.0%	7.6%	7.1%	1.7%	8.6%	0.0%	0.0%	56.5%	8.9%	6.7%
Mobile	3.0%	5.0%	5.6%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.3%	3.6%	1.0%
Non-Acct Test	4.0%	2.6%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	52.2%	5.3%	5.7%
Not Tested	7.0%	8.9%	2.0%	5.0%	8.6%	8.6%	8.6%	8.6%	8.6%	0.0%	0.0%	6.1%	6.2%	42.9%
Absent	9.0%	0.6%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.6%	0.5%	0.0%
LEP Exempt	0.0%	5.4%	0.5%	3.3%	2.9%	2.9%	2.9%	2.9%	2.9%	0.0%	0.0%	0.0%	3.3%	32.4%
Other	8.0%	3.0%	0.5%	1.7%	5.7%	5.7%	5.7%	5.7%	5.7%	0.0%	0.0%	3.5%	2.4%	10.5%
Total Count	552	539	408	60	35	7	15	115	870	105				

A sum of the percents shown may not equal exactly 100 due to rounding and/or missing information.

TAKS Raw Scores for Spring 2011 Tests

Spring 2011 TAKS Reading (English) Performance Standards

Reading (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Met Standard	36	22	61%
		Commended Performance		33	92%
	Grade 4	Met Standard	40	27	68%
		Commended Performance		37	93%
	Grade 5 ¹	Met Standard	42	30	71%
		Commended Performance		39	93%
	Grade 6	Met Standard	42	30	71%
		Commended Performance		39	93%
	Grade 7	Met Standard	48	31	65%
		Commended Performance		44	92%
	Grade 8 ¹	Met Standard	48	35	73%
		Commended Performance		45	94%
	Grade 9	Met Standard	42	27	64%
		Commended Performance		37	88%

Spring 2011 TAKS Reading (Spanish) Performance Standards

Reading (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Met Standard	36	21	58%
		Commended Performance		32	89%
	Grade 4	Met Standard	40	26	65%
		Commended Performance		36	90%
	Grade 5 ¹	Met Standard	42	27	64%
		Commended Performance		37	88%

Spring 2011 TAKS English Language Arts Performance Standards²

English Language Arts		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 10	Met Standard	73	43	59%
		Commended Performance		64	88%
	Grade 11	Met Standard	73	42	58%
		Commended Performance		63	86%

The numbers and percents shown on this table are based on the first administration of the spring 2011 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2011 TAKS Mathematics (English) Performance Standards

Mathematics (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Met Standard	40	26	65%
		Commended Performance		37	93%
	Grade 4	Met Standard	42	27	64%
		Commended Performance		39	93%
	Grade 5¹	Met Standard	44	28	64%
		Commended Performance		40	91%
	Grade 6	Met Standard	46	28	61%
		Commended Performance		42	91%
	Grade 7	Met Standard	48	27	56%
		Commended Performance		43	90%
	Grade 8¹	Met Standard	50	29	58%
		Commended Performance		45	90%
	Grade 9	Met Standard	52	28	54%
		Commended Performance		44	85%
	Grade 10	Met Standard	56	32	57%
		Commended Performance		50	89%
	Grade 11	Met Standard	60	31	52%
		Commended Performance		53	88%

Spring 2011 TAKS Mathematics (Spanish) Performance Standards

Mathematics (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Met Standard	40	28	70%
		Commended Performance		37	93%
	Grade 4	Met Standard	42	30	71%
		Commended Performance		38	90%
	Grade 5¹	Met Standard	44	32	73%
		Commended Performance		40	91%

Spring 2011 TAKS Writing (Spanish) Performance Standards³

Writing (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 4	Met Standard	32	15	47%
		Commended Performance		26	81%

The numbers and percents shown on this table are based on the first administration of the spring 2011 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2011 TAKS Writing (English) Performance Standards³

Writing (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 4	Met Standard	32	17	53%
		Commended Performance		28	88%
	Grade 7	Met Standard	44	22	50%
		Commended Performance		38	86%

Spring 2011 TAKS Social Studies Performance Standards

Social Studies		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 8	Met Standard	48	21	44%
		Commended Performance		40	83%
	Grade 10	Met Standard	50	25	50%
		Commended Performance		43	86%
	Grade 11	Met Standard	55	24	44%
		Commended Performance		47	85%

Spring 2011 TAKS Science (English) Performance Standards

Science (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 5	Met Standard	40	30	75%
		Commended Performance		37	93%
	Grade 8	Met Standard	50	33	66%
		Commended Performance		44	88%
	Grade 10	Met Standard	55	33	60%
		Commended Performance		49	89%
	Grade 11	Met Standard	55	29	53%
		Commended Performance		49	89%

Spring 2011 TAKS Science (Spanish) Performance Standards

Science (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 5	Met Standard	40	31	78%
		Commended Performance		37	93%

¹ First administration TAKS and TAKS (Accommodated) standards.

² An essay rating of 2 or higher is required for Met Standard on the English Language Arts tests.

³ An essay rating of 2 or higher is required for Met Standard and an essay rating of 3 or higher is required for *Commended Performance* on the grades 4 and 7 writing tests.

The numbers and percents shown on this table are based on the first administration of the spring 2011 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

PBM Special Education Monitoring Results Status

The system of special education monitoring is aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for special education programs; disproportionate student representation based on race or ethnicity or on limited English proficiency; and disciplinary actions. District and charter special education data are reviewed regularly as are complaints filed with TEA about special education services. For further information or questions about this status, please contact the Program Monitoring and Interventions Division at (512) 463-5226. The “as of date” for the statuses reported in the 2010-11 AEIS report is October 2011.

The definitions of each program status category are:

- *Local Interventions Implemented.* The LEA completed a local review process by a specified date as required in Stage 1A Intervention and retained materials and templates at the LEA.
- *Completed: Routine Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the CIP.
- *Completed: Noncompliance Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.
- *Pending CIP Resubmission.* TEA review determined that one or more areas of the CIP did not meet minimum TEA requirements, and revision was necessary.
- *Pending TEA On-Site Action.* TEA review determined that: appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of the CIP, could not be verified through LEA documentation; imminent program performance and/or effectiveness concerns exist; and/or ongoing noncompliance for more than one year is identified, resulting in an on-site review to determine additional TEA intervention.
- *TEA On-Site Action Completed: Routine Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised a CIP. TEA will monitor implementation of the CIP.
- *TEA On-Site Action Completed: Noncompliance Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised a CIP that includes actions to address noncompliance with program requirements. TEA will monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.
- *Year After TEA On-Site Action: Routine Follow-up.* TEA completed an on-site review of the LEA program in the prior year. As a result, the LEA implemented and/or revised a CIP that continued throughout the subsequent year. TEA continues to monitor implementation of the CIP.
- *Year After TEA On-Site Action: Noncompliance Follow-up.* TEA completed an on-site review of the LEA program during the prior year. As a result the LEA implemented and/or revised a CIP

that included actions to address noncompliance with program requirements, and the CIP continued throughout the subsequent year. TEA continues to monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.

- *Year After TEA On-Site Action: Pending Report.* TEA has completed an on-site review of the LEA program. The on-site review report of findings is pending.
- *Year After TEA On-Site Action: Pending CIP Submission.* TEA has completed an on-site review of the LEA program. The LEA is developing a CIP that includes actions to address noncompliance with program requirements.
- *TEA On-Site Action Completed: Oversight/Sanction/Intervention.* TEA has completed an on-site review of the LEA program. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; and/or CIP implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.
- *Pending Random Data Verification.* Regardless of whether a stage of intervention initially was assigned, an LEA may be subject to random selection for data review to ensure the integrity of monitoring system data and appropriate implementation of the program.
- *Pending Random Process Verification.* Regardless of review results or stage of intervention, an LEA may be subject to random selection for process review to ensure the integrity of the implementation of the monitoring system, including data reporting and accuracy of findings.
- *Oversight/Sanction/Intervention.* TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second CIP submission of an LEA at Stage 1, Stage 2, or Stage 3 Intervention was not adequate; (b) the CIP of an LEA at Stage 4 Intervention was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) CIP implementation was not proceeding as appropriate for any LEA; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.
- *On-Site Intervention Assigned.* TEA has assigned a technical assistance team, special purpose monitor, conservator, or management team to oversee correction of noncompliance and/or implementation of program and monitoring requirements.
- *LEA Closure.* The LEA was closed as a result of TEA sanctions.
- *Proposed Charter Non-Renewal.* The charter school has been notified of TEA's intent not to renew the charter.
- *Charter Operations Suspended.* The operations of the charter school were suspended by the Commissioner of Education or by the governing board of the charter school.
- *In Review.* TEA had not completed initial review of the information submitted by the LEA.

No status is shown for LEAs not selected for PBM intervention for special education program areas.

Detailed Summary of English Language Learners Progress Measure

Indicator Components	Details	
Assessments	TAKS, TAKS (Accommodated), TAKS-M, & TELPAS	
Subjects, Grades, Test Language	Reading/ELA in grades 3-11 in English (<i>TAKS/TAKS (Accommodated)/TAKS-M</i>) Reading component in grades 3-11 (<i>TELPAS</i>) If a student takes any combination of these tests, the best result is evaluated. If a student takes a Spanish version of TAKS and also takes TELPAS, only the TELPAS result is evaluated.	
Students	Current and monitored* LEP students enrolled in at least their second year in U.S. schools and tested in at least one of the assessments listed above (and not tested on any TAKS-Alt assessments). For the assessments and LEP students specified, the performance of students served in special education is included. <i>*A monitored LEP student is a student in his/her first or second year after exit from LEP status, as coded on their TAKS answer document.</i>	
Student Success Initiative	Grades 5 & 8 – includes first and second administration results (TAKS, TAKS (Accommodated), & TAKS-M)	
Years of Data (<i>Test Administration Used</i>)	TELPAS progress – 2011 and 2010 TELPAS met standard – 2011 TAKS/TAKS(Accommodated)/TAKS-M met standard – 2011	
Accountability Subset	The district indicator includes test results for students who were enrolled in the district in the fall and tested in the same district in the spring. The campus indicator includes students who were enrolled on the campus in the fall and tested in the same campus in the spring.	
Texas Projection Measure (TPM)	The TPM is not available for determining 2011 ratings.	
Progress Criteria	1) <i>Met Standard</i> on the TAKS/TAKS(Accommodated)/TAKS-M test, or 2) Met TELPAS criteria. (TELPAS criteria vary depending on years in U.S. schools and whether first time or previous TELPAS tester. <i>See TELPAS Criteria, below.</i>)	
TELPAS Criteria **	<i>1st time tester</i>	<i>Previous tester</i>
1st Year in U.S. Schools	Not Evaluated	Not Evaluated
2nd Year in U.S. Schools	<i>Intermediate</i> or higher	At least one level higher than the previous year or <i>Advanced</i> or higher
3rd Year in U.S. Schools	<i>Advanced</i> or higher	<i>Advanced</i> or higher
4 or more years in U.S. Schools	<i>Advanced High</i>	<i>Advanced High</i>
Monitored LEP students first or second year after exit from LEP status	N/A (Only TAKS evaluated.)	N/A (Only TAKS evaluated.)

** If years in U.S. schools is blank on the answer document, the student must achieve Advanced or higher to meet the TELPAS criteria.

For more information on the ELL Progress Indicator, see the *Frequently Asked Questions* at <http://www.tea.state.tx.us/perfreport/resources/index.html>

Bilingual Education/English as a Second Language Report

Section III - Page 1

These select indicators—disaggregated as shown—are statutorily required for the AEIS.

BE-Trans. Late Exit
(code 3): Transitional bilingual/late exit.

BE-Dual Two-way
(code 4): Dual language immersion/two-way.

BE-Dual One-way
(code 5): Dual language immersion/one-way.

ESL Total: the aggregated performance of all current LEP students reported with ESL program type codes of '2' or '3'.

Indicator:	State	Region 04	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)														
Reading/ELA	2011	90%	90%	85%	78%	*	82%	89%	50%	41%	56%	78%	66%	66%
	2010	90%	91%	85%	77%	*	89%	*	60%	57%	71%	67%	70%	70%
Mathematics	2011	84%	86%	77%	79%	*	84%	88%	50%	41%	56%	67%	66%	66%
	2010	84%	86%	77%	72%	*	83%	*	57%	54%	64%	58%	70%	70%
Writing	2011	91%	91%	88%	88%	*	97%	98%	66%	33%	70%	*	*	*
	2010	91%	91%	85%	85%	*	92%	*	85%	84%	88%	*	*	*
Science	2011	81%	81%	81%	81%	47%	*	*	36%	44%	28%	*	*	*
	2010	81%	81%	81%	81%	*	*	*	30%	32%	14%	*	*	*
Soc Studies	2011	95%	96%	93%	*	*	*	*	71%	78%	64%	*	71%	72%
	2010	94%	95%	92%	*	*	*	*	79%	78%	*	*	79%	78%
All Tests	2011	76%	78%	68%	*	*	76%	*	ESL Pull-out (code 3):	20%	*	*	51%	50%
	2010	76%	78%	66%	*	*	74%	*	ESL/pull-out.	30%	*	*	50%	50%
Student Success Initiative														
Grade 5 Reading (English and Spanish)														
Students Requiring Accelerated Instruction	2011	13%	13%	26%	53%	*				60%				49%
	2010	15%	14%	26%	63%	66%				56%				64%
TAKS Cumulative Met Standard (First and Second Administrations)	2011	93%	93%	83%	68%	*				40%	*	*	65%	67%
	2010	92%	92%	83%	63%	61%				56%	40%	*	60%	61%
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction	2011	14%	13%	25%	35%	*				80%				
	2010	14%	13%	27%	65%	66%	*	*	*	44%				
TAKS Cumulative Met Standard (First and Second Administrations)	2011	93%	93%	82%	75%	*	72%	*	67%	60%	*	*	73%	75%
	2010	92%	93%	82%	46%	45%	*	*	50%	56%	40%	*	47%	48%
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2011	47%	50%	39%	27%	*	33%	20%	25%	23%	26%	*	25%	27%
	2010	50%	52%	42%	25%	25%	*	*	37%	40%	17%	*	34%	36%
Mathematics	2011	42%	44%	35%	21%	*	22%	*	10%	13%	24%	*	20%	19%
	2010	45%	47%	38%	8%	*	*	*	10%	31%	13%	*	21%	20%
English Language Learners Progress Indicator														
2010-11		80%	82%	75%	61%	*	63%	76%	46%	74%	66%	81%	67%	67%
2009-10		79%	80%	79%	76%	67%	94%	*	76%	73%	87%	75%	76%	76%

BE Total: The aggregated performance of all current LEP students reported with bilingual program type codes of '2,' '3,' '4,' or '5.'

BE-Trans. Early Exit
(code 2): Transitional bilingual/early exit.

ESL Content (code 2):
ESL/content based.

ESL Pull-out (code 3):
ESL/pull-out.

LEP With Services: the performance of current LEP students served in any BE/ESL instructional model (BE code = '2,' '3,' '4,' or '5' or ESL code = '2' or '3').

LEP No Services: the performance of current LEP students not served in any BE/ESL instructional model (BE code = '0' and ESL code = '0').

LEP students are included in each program in which they are reported to have participated. If a student was reported with both a bilingual instructional model and an ESL instructional model, the student is in the results for both models.

See the 2010-11 PEIMS Data Standards for complete descriptions of the separate Bilingual Education and ESL instructional models.

This is a new indicator for Section III for 2011.