



# Annual Report

## *2016-2017*



**Not just a district, a destination.**

*Tomball Independent School District  
310 S. Cherry St.  
Tomball, TX 77375*

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# **TOMBALL ISD ANNUAL PERFORMANCE REPORT 2016-2017**

- I. Vision, Mission, and Goals
- II. Texas Academic Performance Reports (TAPR)
- III. PEIMS Financial Standard Reports
- IV. District Accreditation Status
- V. Campus Performance Objectives
- VI. Report of Violent or Criminal Incidents
- VII. Texas Higher Education Coordinating Board Information
- VIII. TAPR Glossary

## **Tomball ISD Campuses 2016-2017** (sorted by campus identification number)

Tomball High School  
Tomball Memorial High School  
Tomball DAEP  
Tomball Junior High  
Willow Wood Junior High  
Creeside Park Junior High School  
Decker Prairie Elementary  
Lakewood Elementary  
Tomball Intermediate  
Willow Creek Elementary  
Tomball Elementary  
Northpointe Intermediate  
Rosehill Elementary  
Canyon Pointe Elementary  
Creeside Forest Elementary  
Timber Creek Elementary  
Creekview Elementary  
Wildwood Elementary  
Oakcrest Intermediate

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## **Tomball ISD Non-Discrimination Policies**

### **General Policies**

#### **Tomball ISD Board Policy FFH (LOCAL)**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

#### **Tomball ISD Board Policy DIA (LOCAL)**

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy.

### **Vocational Programs**

Tomball ISD offers career and technical education (CTE) programs. It is the policy of Tomball ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The Tomball Independent School District does not discriminate on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law in its programs, activities, and or employment practices.

It is the policy of Tomball ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Tomball ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

### **Contacts**

For information about your rights or grievance procedures, contact the Title IX Coordinator, Mr. Chris Trotter, at 310 South Cherry, Tomball, TX 77375-5595, (281) 357-3100, Ext. 2077 and or the Section 504 Coordinator, Samora Davis, 310 S. Cherry St, Tomball, TX 77375-5595, (218) 357-3100, ext. 2052.



# **TOMBALL ISD**

## **ANNUAL PERFORMANCE REPORT**

### ***DISTRICT VISION STATEMENT***

Tomball ISD students will lead in creating the future.

### ***DISTRICT MISSION STATEMENT***

Tomball Independent School District's Mission Statement Tomball ISD educates students to become responsible, productive citizens by providing innovative, individually rigorous, and personally valuable educational experiences.

### ***DISTRICT and CAMPUS PERFORMANCE OBJECTIVES***

1. Tomball ISD will develop, continuously enhance and utilize rigorous college, career, and life ready curriculum that is responsive to the needs of individual learners, including students in special education.
2. Tomball ISD will provide multiple sources of high quality academic content that infuses technology in learning experiences and instruction.
3. Tomball ISD will attract, develop and retain high quality staff through a well –defined, personally valuable professional development plan and support structure.
4. Tomball ISD will foster a culture of caring and compassionate educators to provide a supportive learning environment.
5. Tomball ISD will promote academic success by engaging students through real world experiences while cultivating independent thinking and creative problem solving.
6. Tomball ISD will prepare our graduates to succeed in the college/career path of their choice.
7. Tomball ISD will promote an emotionally and physically safe and secure learning environment.
8. Tomball ISD will be fiscally responsible while meeting the educational and facility needs of the students.
9. Tomball ISD will inspire students to develop and exhibit character traits that are reflective of community standards.
10. Tomball ISD will actively engage and involve parents and the community.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

District Number: **101921**

2017 Accountability Rating: **Met Standard**

*2017 Special Education Determination Status:*

***Meets Requirements***

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Performance**

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above Grade 3</b>														
Reading	2017	73%	73%	<b>89%</b>	80%	87%	89%	*	95%	-	92%	62%	78%	84%
	2016	73%	74%	<b>88%</b>	73%	88%	90%	*	90%	-	82%	52%	79%	83%
Mathematics	2017	78%	78%	<b>91%</b>	80%	89%	91%	*	99%	-	94%	69%	81%	88%
	2016	75%	76%	<b>89%</b>	82%	86%	91%	*	91%	-	88%	64%	79%	82%
<b>STAAR Percent at Approaches Grade Level or Above Grade 4</b>														
Reading	2017	70%	71%	<b>87%</b>	65%	83%	90%	*	92%	-	82%	46%	73%	67%
	2016	75%	76%	<b>90%</b>	73%	84%	93%	*	96%	-	96%	56%	79%	77%
Mathematics	2017	76%	77%	<b>92%</b>	76%	90%	93%	*	97%	-	85%	56%	85%	83%
	2016	73%	75%	<b>90%</b>	65%	86%	92%	*	97%	-	96%	62%	75%	77%
Writing	2017	65%	65%	<b>80%</b>	59%	79%	82%	*	88%	-	66%	31%	69%	75%
	2016	69%	69%	<b>84%</b>	67%	79%	85%	*	99%	-	100%	54%	70%	73%
<b>STAAR Percent at Approaches Grade Level or Above Grade 5 ***</b>														
Reading	2017	82%	81%	<b>95%</b>	87%	91%	97%	*	99%	-	95%	70%	85%	83%
	2016	81%	81%	<b>94%</b>	88%	90%	96%	*	100%	-	95%	68%	86%	85%
Mathematics	2017	87%	87%	<b>98%</b>	94%	96%	99%	*	100%	-	100%	87%	92%	92%
	2016	86%	86%	<b>96%</b>	95%	94%	97%	*	100%	-	100%	73%	91%	89%
Science	2017	74%	75%	<b>90%</b>	73%	84%	93%	*	96%	-	95%	51%	77%	71%
	2016	74%	75%	<b>90%</b>	72%	83%	92%	*	100%	-	98%	65%	76%	68%
<b>STAAR Percent at Approaches Grade Level or Above Grade 6</b>														
Reading	2017	69%	70%	<b>88%</b>	86%	81%	90%	-	97%	-	95%	50%	76%	63%
	2016	69%	71%	<b>87%</b>	75%	83%	89%	100%	96%	-	93%	46%	72%	77%
Mathematics	2017	76%	78%	<b>95%</b>	90%	91%	96%	-	100%	-	93%	76%	87%	78%
	2016	72%	75%	<b>91%</b>	85%	88%	92%	100%	98%	-	97%	62%	79%	81%

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Performance**

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 7</b>														
Reading	2017	73%	75%	<b>87%</b>	68%	86%	88%	*	96%	-	91%	47%	71%	69%
	2016	71%	72%	<b>89%</b>	91%	81%	92%	*	100%	*	84%	41%	74%	63%
Mathematics	2017	70%	73%	<b>89%</b>	80%	88%	89%	*	99%	-	91%	53%	76%	77%
	2016	69%	72%	<b>93%</b>	90%	88%	96%	*	98%	*	91%	59%	84%	77%
Writing	2017	70%	71%	<b>85%</b>	76%	82%	85%	*	97%	-	94%	46%	69%	60%
	2016	69%	69%	<b>87%</b>	80%	81%	89%	*	96%	*	84%	31%	68%	53%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 8 ***</b>														
Reading	2017	86%	86%	<b>95%</b>	98%	92%	97%	*	100%	-	97%	61%	89%	79%
	2016	87%	88%	<b>95%</b>	89%	95%	95%	*	100%	*	97%	59%	88%	76%
Mathematics	2017	85%	86%	<b>97%</b>	98%	95%	98%	*	98%	-	96%	75%	94%	98%
	2016	82%	83%	<b>95%</b>	87%	94%	95%	*	97%	*	93%	59%	87%	87%
Science	2017	76%	78%	<b>88%</b>	84%	82%	91%	*	98%	-	88%	53%	72%	62%
	2016	75%	77%	<b>90%</b>	80%	86%	92%	*	95%	*	91%	46%	73%	53%
Social Studies	2017	63%	65%	<b>82%</b>	80%	74%	85%	*	95%	-	76%	49%	63%	59%
	2016	63%	65%	<b>83%</b>	71%	78%	85%	*	96%	*	83%	44%	68%	45%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>End of Course</b>														
English I	2017	64%	64%	<b>85%</b>	67%	80%	88%	*	95%	*	86%	32%	70%	48%
	2016	65%	65%	<b>82%</b>	71%	75%	87%	100%	92%	*	83%	34%	69%	49%
English II	2017	66%	66%	<b>83%</b>	61%	78%	88%	*	93%	*	81%	38%	71%	51%
	2016	67%	67%	<b>83%</b>	69%	76%	88%	100%	91%	*	85%	36%	68%	40%
Algebra I	2017	83%	82%	<b>93%</b>	85%	91%	95%	-	96%	*	93%	57%	83%	81%
	2016	78%	78%	<b>90%</b>	72%	89%	92%	*	98%	*	90%	47%	79%	83%

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<b>STAAR Percent at Approaches Grade Level or Above End of Course</b>														
Biology	2017	86%	86%	<b>95%</b>	82%	94%	96%	*	96%	*	98%	59%	86%	87%
	2016	87%	87%	<b>93%</b>	79%	90%	95%	*	98%	*	88%	53%	86%	73%
U.S. History	2017	91%	92%	<b>98%</b>	94%	96%	98%	*	98%	-	100%	78%	95%	82%
	2016	91%	91%	<b>97%</b>	89%	95%	98%	*	98%	*	100%	67%	90%	81%
<b>STAAR Percent at Approaches Grade Level or Above All Grades</b>														
All Subjects	2017	75%	76%	<b>90%</b>	80%	87%	92%	82%	97%	*	90%	56%	79%	76%
	2016	75%	76%	<b>90%</b>	79%	86%	92%	91%	97%	85%	92%	54%	78%	74%
Reading	2017	72%	73%	<b>88%</b>	76%	85%	91%	83%	96%	*	90%	50%	76%	72%
	2016	73%	74%	<b>89%</b>	78%	84%	91%	96%	96%	*	90%	49%	76%	73%
Mathematics	2017	79%	80%	<b>93%</b>	86%	91%	94%	93%	99%	*	93%	67%	85%	86%
	2016	76%	78%	<b>92%</b>	82%	89%	94%	88%	97%	*	94%	61%	82%	82%
Writing	2017	67%	68%	<b>82%</b>	68%	80%	84%	71%	93%	-	77%	39%	69%	70%
	2016	69%	69%	<b>85%</b>	73%	80%	87%	*	97%	*	93%	44%	69%	66%
Science	2017	79%	80%	<b>91%</b>	80%	86%	94%	83%	97%	*	94%	54%	78%	71%
	2016	79%	80%	<b>91%</b>	78%	86%	93%	86%	98%	*	93%	55%	79%	66%
Social Studies	2017	77%	79%	<b>89%</b>	87%	85%	91%	*	96%	-	88%	63%	79%	66%
	2016	77%	78%	<b>89%</b>	82%	86%	91%	*	97%	*	91%	55%	78%	60%
<b>STAAR Percent at Meets Grade Level All Grades</b>														
Two or More Subjects	2017	48%	50%	<b>70%</b>	54%	63%	73%	55%	88%	*	73%	28%	48%	39%
	2016	45%	47%	<b>67%</b>	49%	59%	70%	73%	85%	*	68%	16%	43%	35%
Reading	2017	48%	50%	<b>68%</b>	56%	61%	70%	59%	84%	*	70%	27%	47%	37%
	2016	46%	48%	<b>66%</b>	51%	58%	69%	80%	82%	*	67%	17%	43%	36%
Mathematics	2017	48%	51%	<b>74%</b>	55%	70%	76%	69%	94%	*	78%	35%	55%	58%
	2016	43%	46%	<b>68%</b>	50%	62%	70%	67%	90%	*	70%	23%	45%	47%

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<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Writing	2017	38%	39%	<b>54%</b>	35%	51%	55%	*	74%	-	54%	21%	35%	38%
	2016	41%	42%	<b>60%</b>	50%	54%	61%	*	82%	*	59%	16%	35%	38%
Science	2017	52%	54%	<b>71%</b>	53%	63%	75%	*	87%	*	79%	30%	48%	37%
	2016	47%	50%	<b>65%</b>	42%	57%	70%	*	84%	*	63%	19%	44%	21%
Social Studies	2017	51%	54%	<b>68%</b>	70%	59%	71%	*	78%	-	70%	33%	50%	25%
	2016	47%	50%	<b>68%</b>	60%	62%	69%	*	82%	*	76%	23%	54%	29%
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	22%	<b>37%</b>	25%	32%	39%	20%	58%	*	40%	10%	20%	22%
	2016	18%	19%	<b>33%</b>	21%	27%	34%	39%	54%	*	36%	8%	16%	20%
Reading	2017	19%	20%	<b>34%</b>	23%	28%	36%	*	52%	*	39%	9%	16%	19%
	2016	17%	18%	<b>30%</b>	20%	25%	32%	35%	48%	*	36%	7%	14%	18%
Mathematics	2017	23%	25%	<b>45%</b>	27%	40%	47%	*	74%	*	46%	14%	26%	33%
	2016	19%	21%	<b>37%</b>	23%	31%	39%	41%	63%	*	39%	9%	20%	26%
Writing	2017	12%	12%	<b>22%</b>	16%	19%	23%	*	39%	-	23%	7%	12%	13%
	2016	15%	15%	<b>26%</b>	20%	20%	27%	*	46%	*	28%	7%	11%	19%
Science	2017	19%	22%	<b>34%</b>	21%	27%	36%	*	55%	*	38%	8%	16%	12%
	2016	16%	18%	<b>28%</b>	17%	23%	30%	*	49%	*	28%	7%	14%	11%
Social Studies	2017	27%	30%	<b>45%</b>	35%	39%	48%	*	56%	-	47%	11%	26%	9%
	2016	22%	24%	<b>41%</b>	30%	34%	44%	*	63%	*	46%	12%	27%	13%
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	62%	<b>70%</b>	60%	70%	71%	*	79%	*	70%	61%	64%	68%
	2016	62%	62%	<b>67%</b>	65%	65%	66%	*	79%	*	71%	57%	61%	67%
Reading	2017	59%	59%	<b>65%</b>	57%	63%	65%	*	72%	-	66%	57%	57%	60%
	2016	60%	61%	<b>63%</b>	60%	63%	62%	*	75%	*	68%	54%	59%	63%

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**Texas Academic Performance Report**  
**2016-17 District Performance**

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
Mathematics	2017	64%	65%	<b>76%</b>	63%	76%	76%	*	87%	*	74%	64%	70%	75%
	2016	63%	63%	<b>71%</b>	71%	68%	71%	*	83%	*	74%	60%	64%	71%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	20%	<b>27%</b>	16%	26%	27%	*	41%	*	26%	15%	20%	27%
	2016	17%	17%	<b>19%</b>	16%	19%	18%	*	32%	*	20%	12%	15%	22%
Reading	2017	17%	18%	<b>21%</b>	13%	20%	22%	*	27%	-	21%	14%	15%	21%
	2016	16%	17%	<b>17%</b>	15%	17%	16%	*	25%	*	16%	12%	15%	19%
Mathematics	2017	20%	22%	<b>33%</b>	19%	31%	32%	*	56%	*	32%	15%	24%	32%
	2016	17%	18%	<b>22%</b>	18%	21%	21%	*	40%	*	24%	11%	16%	24%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	34%	<b>43%</b>	31%	45%	43%	*	50%	-	48%	25%	36%	41%
	2016	35%	35%	<b>46%</b>	47%	43%	46%	-	80%	-	50%	28%	43%	41%
Mathematics	2017	43%	44%	<b>58%</b>	50%	60%	58%	*	82%	-	43%	41%	53%	58%

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 5 Reading</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	72%	71%	88%	76%	84%	91%	*	95%	-	92%	49%	73%	75%
<b>Students Requiring Accelerated Instruction</b>													
2017	28%	29%	12%	24%	16%	9%	0%	*	-	*	51%	27%	25%
<b>STAAR Cumulative Met Standard</b>													
2017	81%	81%	95%	86%	91%	97%	*	99%	-	95%	65%	85%	84%
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	81%	82%	96%	90%	94%	97%	*	99%	-	97%	75%	88%	86%
<b>Students Requiring Accelerated Instruction</b>													
2017	19%	18%	4%	10%	6%	3%	0%	*	-	*	25%	12%	14%
<b>STAAR Cumulative Met Standard</b>													
2017	87%	87%	98%	94%	96%	99%	*	100%	-	100%	86%	92%	92%



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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 8 Reading</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	76%	77%	91%	89%	85%	93%	*	99%	-	92%	43%	78%	62%
<b>Students Requiring Accelerated Instruction</b>													
2017	24%	23%	9%	11%	15%	7%	33%	*	-	*	57%	22%	38%
<b>STAAR Cumulative Met Standard</b>													
2017	85%	85%	95%	98%	91%	97%	*	100%	-	97%	58%	89%	77%
<b>Grade 8 Mathematics</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	75%	76%	92%	81%	92%	93%	*	98%	-	88%	57%	85%	93%
<b>Students Requiring Accelerated Instruction</b>													
2017	25%	24%	8%	19%	8%	7%	0%	*	-	*	43%	15%	*
<b>STAAR Cumulative Met Standard</b>													
2017	85%	86%	97%	97%	95%	98%	*	98%	-	96%	72%	94%	98%

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 District Number: 101921

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Performance**  
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	76%	<b>90%</b>	79%	-	45%	-	82%	74%	79%	66%	82%	76%	76%
	2016	75%	76%	<b>90%</b>	74%	-	56%	*	74%	74%	82%	64%	82%	74%	74%
Reading	2017	72%	73%	<b>88%</b>	77%	-	36%	-	80%	69%	76%	59%	68%	72%	72%
	2016	73%	74%	<b>89%</b>	78%	-	*	*	78%	70%	83%	56%	83%	72%	73%
Mathematics	2017	79%	80%	<b>93%</b>	83%	-	55%	-	86%	87%	89%	81%	95%	85%	86%
	2016	76%	78%	<b>92%</b>	75%	-	*	*	75%	86%	89%	81%	86%	82%	82%
Writing	2017	67%	68%	<b>82%</b>	83%	-	-	-	83%	64%	71%	39%	*	71%	70%
	2016	69%	69%	<b>85%</b>	76%	-	-	-	76%	61%	72%	49%	*	66%	66%
Science	2017	79%	80%	<b>91%</b>	70%	-	-	-	70%	71%	70%	72%	88%	71%	71%
	2016	79%	80%	<b>91%</b>	53%	-	*	*	51%	70%	75%	66%	100%	65%	66%
Social Studies	2017	77%	79%	<b>89%</b>	-	-	-	-	-	65%	58%	68%	*	65%	66%
	2016	77%	78%	<b>89%</b>	-	-	-	-	-	59%	44%	64%	*	59%	60%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	50%	<b>70%</b>	43%	-	*	-	46%	35%	41%	26%	55%	39%	39%
	2016	45%	47%	<b>67%</b>	39%	-	*	*	39%	33%	40%	26%	32%	36%	35%
Reading	2017	48%	50%	<b>68%</b>	43%	-	*	-	46%	32%	39%	19%	50%	37%	37%
	2016	46%	48%	<b>66%</b>	42%	-	*	*	42%	31%	37%	24%	41%	36%	36%
Mathematics	2017	48%	51%	<b>74%</b>	53%	-	25%	-	58%	60%	66%	47%	64%	58%	58%
	2016	43%	46%	<b>68%</b>	43%	-	*	-	44%	49%	61%	32%	48%	47%	47%
Writing	2017	38%	39%	<b>54%</b>	57%	-	-	-	57%	27%	32%	*	*	39%	38%
	2016	41%	42%	<b>60%</b>	60%	-	-	-	60%	25%	29%	21%	*	40%	38%
Science	2017	52%	54%	<b>71%</b>	34%	-	-	-	34%	35%	36%	34%	88%	35%	37%
	2016	47%	50%	<b>65%</b>	*	-	*	*	*	28%	36%	20%	*	21%	21%
Social Studies	2017	51%	54%	<b>68%</b>	-	-	-	-	-	25%	*	30%	*	25%	25%
	2016	47%	50%	<b>68%</b>	-	-	-	-	-	27%	*	33%	*	27%	29%

District Name: TOMBALL ISD  
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TEXAS EDUCATION AGENCY  
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**2016-17 District Performance**  
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(Current Year ELL Students)

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	22%	<b>37%</b>	27%	-	*	-	29%	20%	26%	11%	17%	22%	22%
	2016	18%	19%	<b>33%</b>	22%	-	*	*	22%	19%	26%	11%	18%	20%	20%
Reading	2017	19%	20%	<b>34%</b>	24%	-	*	-	26%	16%	24%	6%	*	19%	19%
	2016	17%	18%	<b>30%</b>	21%	-	*	*	21%	17%	24%	8%	21%	18%	18%
Mathematics	2017	23%	25%	<b>45%</b>	35%	-	*	-	37%	33%	38%	20%	23%	34%	33%
	2016	19%	21%	<b>37%</b>	24%	-	*	*	24%	28%	34%	19%	*	26%	26%
Writing	2017	12%	12%	<b>22%</b>	23%	-	-	-	23%	9%	9%	*	*	14%	13%
	2016	15%	15%	<b>26%</b>	33%	-	-	-	33%	12%	16%	*	*	19%	19%
Science	2017	19%	22%	<b>34%</b>	12%	-	-	-	12%	13%	17%	10%	*	13%	12%
	2016	16%	18%	<b>28%</b>	*	-	*	*	*	15%	21%	9%	*	11%	11%
Social Studies	2017	27%	30%	<b>45%</b>	-	-	-	-	-	8%	*	11%	*	8%	9%
	2016	22%	24%	<b>41%</b>	-	-	-	-	-	10%	*	11%	*	10%	13%
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	62%	<b>70%</b>	64%	-	34%	-	68%	68%	68%	66%	58%	66%	66%
	2016	62%	62%	<b>67%</b>	65%	-	*	*	66%	68%	72%	63%	66%	67%	67%
Reading	2017	59%	59%	<b>65%</b>	50%	-	*	-	53%	62%	61%	63%	44%	58%	58%
	2016	60%	61%	<b>63%</b>	63%	-	*	*	64%	64%	65%	62%	*	64%	64%
Mathematics	2017	64%	65%	<b>76%</b>	73%	-	*	-	76%	74%	75%	71%	*	74%	74%
	2016	63%	63%	<b>71%</b>	66%	-	*	*	67%	73%	79%	64%	*	70%	70%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	20%	<b>27%</b>	29%	-	11%	-	31%	27%	31%	18%	18%	28%	28%
	2016	17%	17%	<b>19%</b>	24%	-	*	*	24%	22%	31%	11%	17%	23%	23%
Reading	2017	17%	18%	<b>21%</b>	19%	-	*	-	20%	23%	27%	15%	31%	22%	22%
	2016	16%	17%	<b>17%</b>	18%	-	*	*	18%	21%	30%	10%	*	20%	20%

District Name: TOMBALL ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Performance**  
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
Mathematics	2017	20%	22%	<b>33%</b>	36%	-	*	-	38%	31%	35%	22%	*	33%	33%
	2016	17%	18%	<b>22%</b>	28%	-	*	*	28%	24%	32%	13%	*	26%	26%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	34%	<b>43%</b>	26%	-	*	-	33%	44%	40%	50%	*	41%	41%
	2016	35%	35%	<b>46%</b>	29%	-	-	-	29%	45%	49%	41%	*	41%	41%
Mathematics	2017	43%	44%	<b>58%</b>	55%	-	*	-	68%	59%	51%	68%	*	57%	58%

District Name: TOMBALL ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Participation**

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	99%	99%	99%	100%	100%	*	99%	99%	99%	99%
Included in Accountability	94%	94%	<b>95%</b>	86%	93%	96%	96%	97%	*	96%	95%	95%	87%
Not Included in Accountability													
Mobile	4%	4%	<b>4%</b>	13%	4%	3%	4%	2%	*	3%	3%	3%	5%
Other Exclusions	1%	1%	<b>1%</b>	0%	2%	0%	0%	1%	*	0%	1%	1%	7%
Not Tested	1%	1%	<b>1%</b>	1%	1%	1%	0%	0%	*	1%	1%	1%	1%
Absent	1%	1%	<b>1%</b>	1%	1%	1%	0%	0%	*	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
<b>2016 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	99%	99%	99%	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	<b>96%</b>	91%	94%	96%	87%	97%	100%	99%	95%	93%	90%
Not Included in Accountability													
Mobile	4%	4%	<b>3%</b>	8%	4%	3%	13%	2%	0%	1%	3%	5%	4%
Other Exclusions	1%	1%	<b>1%</b>	0%	2%	0%	0%	1%	0%	0%	1%	1%	7%
Not Tested	1%	1%	<b>1%</b>	1%	1%	1%	0%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	<b>0%</b>	0%	1%	1%	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: TOMBALL ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Attendance and Postsecondary Readiness**

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	95.8%	<b>96.6%</b>	96.5%	96.5%	96.4%	95.7%	98.1%	96.4%	96.8%	95.3%	95.7%	96.9%
2014-15	95.7%	95.8%	<b>96.4%</b>	96.7%	96.3%	96.2%	96.6%	98.0%	95.8%	96.6%	95.2%	95.6%	96.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2015-16	0.4%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2014-15	0.3%	0.4%	<b>0.1%</b>	0.0%	0.2%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.4%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2015-16	2.0%	2.2%	<b>0.5%</b>	0.9%	1.0%	0.2%	0.0%	0.0%	*	0.0%	0.3%	1.7%	1.9%
2014-15	2.1%	2.2%	<b>0.3%</b>	0.0%	0.4%	0.3%	0.0%	0.0%	*	0.9%	0.0%	0.8%	0.8%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2016</b>													
Graduated	89.1%	88.3%	<b>96.6%</b>	91.7%	95.0%	97.5%	*	100.0%	*	96.2%	90.9%	92.9%	100.0%
Received GED	0.5%	0.4%	<b>0.5%</b>	0.0%	0.5%	0.4%	*	0.0%	*	3.8%	0.0%	0.0%	0.0%
Continued HS	4.2%	4.5%	<b>1.8%</b>	6.3%	2.8%	1.2%	*	0.0%	*	0.0%	9.1%	1.9%	0.0%
Dropped Out	6.2%	6.8%	<b>1.1%</b>	2.1%	1.8%	0.8%	*	0.0%	*	0.0%	0.0%	5.1%	0.0%
Graduates and GED	89.6%	88.7%	<b>97.1%</b>	91.7%	95.4%	97.9%	*	100.0%	*	100.0%	90.9%	92.9%	100.0%
Grads, GED, & Cont	93.8%	93.2%	<b>98.9%</b>	97.9%	98.2%	99.2%	*	100.0%	*	100.0%	100.0%	94.9%	100.0%
<b>Class of 2015</b>													
Graduated	89.0%	88.5%	<b>96.8%</b>	94.5%	96.9%	97.6%	*	97.1%	*	85.2%	82.5%	92.9%	84.6%
Received GED	0.6%	0.5%	<b>0.4%</b>	0.0%	1.0%	0.2%	*	0.0%	*	0.0%	0.0%	0.6%	0.0%
Continued HS	4.1%	4.3%	<b>1.7%</b>	1.8%	1.0%	1.6%	*	2.9%	*	7.4%	17.5%	2.6%	7.7%
Dropped Out	6.3%	6.6%	<b>1.1%</b>	3.6%	1.0%	0.6%	*	0.0%	*	7.4%	0.0%	3.9%	7.7%
Graduates and GED	89.6%	89.0%	<b>97.2%</b>	94.5%	97.9%	97.8%	*	97.1%	*	85.2%	82.5%	93.5%	84.6%
Grads, GED, & Cont	93.7%	93.4%	<b>98.9%</b>	96.4%	99.0%	99.4%	*	100.0%	*	92.6%	100.0%	96.1%	92.3%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2015</b>													
Graduated	91.3%	90.8%	<b>97.8%</b>	96.3%	96.4%	98.6%	*	100.0%	*	92.3%	100.0%	92.9%	84.6%
Received GED	0.8%	0.7%	<b>0.5%</b>	0.0%	1.0%	0.4%	*	0.0%	*	0.0%	0.0%	1.3%	0.0%
Continued HS	1.2%	1.3%	<b>0.4%</b>	0.0%	1.0%	0.2%	*	0.0%	*	0.0%	0.0%	1.3%	0.0%
Dropped Out	6.7%	7.1%	<b>1.4%</b>	3.7%	1.5%	0.8%	*	0.0%	*	7.7%	0.0%	4.5%	15.4%
Graduates and GED	92.1%	91.6%	<b>98.3%</b>	96.3%	97.4%	99.0%	*	100.0%	*	92.3%	100.0%	94.2%	84.6%
Grads, GED, & Cont	93.3%	92.9%	<b>98.6%</b>	96.3%	98.5%	99.2%	*	100.0%	*	92.3%	100.0%	95.5%	84.6%
<b>Class of 2014</b>													
Graduated	90.4%	89.9%	<b>96.6%</b>	100.0%	97.1%	96.0%	*	100.0%	-	92.6%	93.3%	89.6%	71.4%
Received GED	1.0%	1.0%	<b>0.9%</b>	0.0%	0.5%	1.1%	*	0.0%	-	3.7%	0.0%	2.1%	0.0%
Continued HS	1.3%	1.4%	<b>0.4%</b>	0.0%	0.0%	0.6%	*	0.0%	-	0.0%	4.4%	0.7%	0.0%
Dropped Out	7.2%	7.8%	<b>2.2%</b>	0.0%	2.4%	2.3%	*	0.0%	-	3.7%	2.2%	7.6%	28.6%
Graduates and GED	91.5%	90.8%	<b>97.4%</b>	100.0%	97.6%	97.0%	*	100.0%	-	96.3%	93.3%	91.7%	71.4%
Grads, GED, & Cont	92.8%	92.2%	<b>97.8%</b>	100.0%	97.6%	97.7%	*	100.0%	-	96.3%	97.8%	92.4%	71.4%

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2014</b>													
Graduated	90.9%	90.3%	<b>96.9%</b>	100.0%	97.1%	96.6%	*	100.0%	-	92.6%	97.7%	90.2%	71.4%
Received GED	1.2%	1.1%	<b>1.0%</b>	0.0%	0.5%	1.3%	*	0.0%	-	3.7%	0.0%	2.1%	0.0%
Continued HS	0.6%	0.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	7.2%	7.9%	<b>2.0%</b>	0.0%	2.4%	2.1%	*	0.0%	-	3.7%	2.3%	7.7%	28.6%
Graduates and GED	92.2%	91.5%	<b>98.0%</b>	100.0%	97.6%	97.9%	*	100.0%	-	96.3%	97.7%	92.3%	71.4%
Grads, GED, & Cont	92.8%	92.1%	<b>98.0%</b>	100.0%	97.6%	97.9%	*	100.0%	-	96.3%	97.7%	92.3%	71.4%
<b>Class of 2013</b>													
Graduated	90.9%	90.2%	<b>97.5%</b>	95.8%	95.7%	97.9%	*	100.0%	-	100.0%	94.2%	91.7%	*
Received GED	1.4%	1.3%	<b>0.7%</b>	0.0%	0.0%	1.1%	*	0.0%	-	0.0%	0.0%	2.5%	*
Continued HS	0.6%	0.6%	<b>0.3%</b>	0.0%	0.6%	0.2%	*	0.0%	-	0.0%	3.8%	0.0%	*
Dropped Out	7.2%	7.9%	<b>1.6%</b>	4.2%	3.7%	0.8%	*	0.0%	-	0.0%	1.9%	5.8%	*
Graduates and GED	92.3%	91.5%	<b>98.2%</b>	95.8%	95.7%	98.9%	*	100.0%	-	100.0%	94.2%	94.2%	*
Grads, GED, & Cont	92.8%	92.1%	<b>98.4%</b>	95.8%	96.3%	99.2%	*	100.0%	-	100.0%	98.1%	94.2%	*
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2016	89.1%	88.3%	<b>95.6%</b>	89.8%	92.8%	97.3%	*	100.0%	*	92.6%	85.1%	89.5%	89.5%
Class of 2015	89.0%	88.5%	<b>96.6%</b>	94.5%	96.9%	97.2%	*	97.1%	*	85.2%	82.5%	92.3%	84.6%
<b>5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2015	91.3%	90.8%	<b>96.9%</b>	94.5%	95.9%	97.8%	*	97.1%	*	92.3%	84.6%	92.3%	78.6%
Class of 2014	90.4%	89.9%	<b>95.5%</b>	97.4%	96.2%	95.0%	*	100.0%	-	89.3%	89.4%	87.8%	71.4%
<b>6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2014	90.9%	90.3%	<b>95.7%</b>	97.4%	96.2%	95.4%	*	100.0%	-	89.3%	89.4%	89.0%	71.4%
Class of 2013	90.9%	90.2%	<b>96.6%</b>	95.8%	94.6%	97.1%	*	100.0%	-	100.0%	94.2%	90.3%	50.0%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2016	87.4%	87.4%	<b>88.5%</b>	75.0%	84.4%	91.0%	*	92.1%	*	91.7%	35.9%	77.8%	37.5%
Class of 2015	86.1%	85.3%	<b>87.4%</b>	84.6%	87.0%	86.6%	*	94.1%	*	100.0%	27.3%	76.8%	54.5%
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2016	5.5%	2.2%	<b>0.0%</b>	-	*	*	-	-	-	*	*	*	*
Class of 2015	3.5%	4.9%	<b>0.0%</b>	-	*	0.0%	-	-	-	-	-	*	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2016	54.0%	23.4%	<b>71.4%</b>	-	*	*	-	-	-	*	*	*	*
Class of 2015	38.7%	10.2%	<b>55.6%</b>	-	*	71.4%	-	-	-	-	-	*	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2016	85.1%	83.0%	<b>88.3%</b>	75.0%	84.1%	90.9%	*	92.1%	*	92.0%	35.0%	77.2%	35.3%
Class of 2015	84.1%	82.1%	<b>87.0%</b>	84.6%	86.1%	86.4%	*	94.1%	*	100.0%	27.3%	76.4%	54.5%

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TEXAS EDUCATION AGENCY  
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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2015-16	85.6%	85.4%	<b>87.9%</b>	75.0%	83.8%	90.5%	*	92.1%	*	88.0%	35.0%	77.8%	45.0%
2014-15	84.3%	83.5%	<b>85.5%</b>	83.0%	85.1%	84.5%	*	94.1%	*	100.0%	21.6%	74.8%	44.4%
<b>FHSP-E Graduates (Annual Rate)</b>													
2015-16	5.6%	2.1%	<b>0.0%</b>	-	*	*	-	-	-	*	*	*	-
2014-15	3.5%	4.8%	<b>0.0%</b>	-	*	0.0%	-	-	-	-	-	*	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2015-16	51.9%	22.4%	<b>71.4%</b>	-	*	*	-	-	-	*	*	*	-
2014-15	37.3%	10.1%	<b>55.6%</b>	-	*	71.4%	-	-	-	-	-	*	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2015-16	83.3%	80.9%	<b>87.8%</b>	75.0%	83.5%	90.4%	*	92.1%	*	88.5%	34.1%	77.2%	45.0%
2014-15	82.2%	80.2%	<b>85.1%</b>	83.0%	84.2%	84.3%	*	94.1%	*	100.0%	21.6%	74.3%	44.4%
<b>Advanced Course/Dual-Credit Course Completion (Grades 11-12)</b>													
<b>Any Subject</b>													
2015-16	55.0%	55.7%	<b>67.6%</b>	45.2%	63.0%	70.3%	*	85.0%	*	71.0%	13.6%	53.4%	22.4%
2014-15	54.5%	56.0%	<b>62.7%</b>	55.3%	56.8%	63.9%	100.0%	81.1%	*	70.6%	14.8%	43.7%	10.8%
<b>English Language Arts</b>													
2015-16	30.1%	29.1%	<b>40.5%</b>	21.8%	30.6%	44.2%	*	65.4%	*	49.2%	0.0%	19.1%	2.1%
2014-15	29.0%	28.3%	<b>35.1%</b>	19.2%	26.4%	37.9%	80.0%	65.3%	*	32.0%	0.0%	12.7%	2.8%
<b>Mathematics</b>													
2015-16	43.1%	45.3%	<b>58.1%</b>	37.5%	51.4%	61.6%	*	78.7%	*	54.2%	12.2%	41.7%	16.7%
2014-15	43.8%	46.5%	<b>54.4%</b>	56.0%	46.7%	55.8%	100.0%	74.0%	*	51.0%	14.1%	36.7%	2.9%
<b>Science</b>													
2015-16	12.2%	12.4%	<b>7.1%</b>	3.9%	7.1%	5.9%	*	31.6%	*	0.0%	0.0%	3.6%	0.0%
2014-15	12.7%	12.8%	<b>10.2%</b>	11.1%	6.3%	9.2%	*	32.1%	*	20.6%	0.0%	6.2%	0.0%
<b>Social Studies</b>													
2015-16	29.0%	29.2%	<b>36.5%</b>	17.0%	30.3%	38.5%	*	65.4%	*	41.4%	1.0%	24.6%	2.3%
2014-15	28.4%	29.1%	<b>31.5%</b>	19.4%	24.4%	33.7%	80.0%	54.2%	*	30.6%	2.5%	16.1%	2.9%
<b>Advanced Course/Dual-Credit Course Completion (Grades 9-12)</b>													
<b>Any Subject</b>													
2015-16	35.9%	37.9%	<b>42.0%</b>	28.8%	39.0%	43.1%	35.7%	54.4%	*	53.0%	10.3%	32.2%	23.4%
2014-15	34.6%	37.3%	<b>39.7%</b>	33.5%	37.7%	39.6%	38.5%	55.0%	*	48.6%	13.8%	29.7%	24.4%
<b>English Language Arts</b>													
2015-16	16.2%	17.5%	<b>20.4%</b>	13.2%	15.8%	22.3%	23.1%	27.7%	*	27.7%	3.9%	11.6%	10.9%
2014-15	15.7%	17.1%	<b>18.2%</b>	12.7%	14.9%	19.3%	30.8%	29.3%	*	15.5%	6.9%	9.8%	14.7%
<b>Mathematics</b>													
2015-16	19.3%	20.4%	<b>26.9%</b>	18.5%	21.5%	29.4%	23.1%	34.0%	*	33.0%	3.9%	16.0%	4.7%
2014-15	19.4%	20.5%	<b>25.2%</b>	27.0%	20.0%	26.6%	38.5%	35.7%	*	23.9%	4.9%	16.5%	0.9%



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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Advanced Course/Dual-Credit Course Completion (Grades 9-12)</b>													
<b>Science</b>													
2015-16	5.1%	5.2%	<b>2.9%</b>	1.7%	2.4%	2.4%	0.0%	12.9%	*	0.0%	0.0%	1.2%	0.0%
2014-15	5.2%	5.4%	<b>4.0%</b>	4.3%	2.2%	3.6%	11.1%	14.8%	*	8.5%	0.0%	2.2%	0.0%
<b>Social Studies</b>													
2015-16	20.8%	21.1%	<b>23.8%</b>	10.8%	19.2%	24.9%	30.8%	43.2%	*	35.7%	0.4%	14.2%	2.3%
2014-15	19.5%	20.5%	<b>21.3%</b>	12.2%	15.5%	22.9%	30.8%	38.9%	*	26.6%	1.0%	10.4%	1.8%
<b>College-Ready Graduates</b>													
<b>English Language Arts</b>													
2015-16	50.6%	50.4%	<b>65.2%</b>	47.1%	56.5%	69.2%	*	69.7%	*	72.7%	36.8%	51.5%	28.6%
2014-15	42.0%	44.0%	<b>55.0%</b>	38.0%	48.0%	57.0%	*	78.0%	*	53.0%	*	37.0%	-
<b>Mathematics</b>													
2015-16	44.6%	46.2%	<b>60.0%</b>	51.5%	53.1%	61.9%	*	72.7%	*	63.6%	10.5%	41.2%	28.6%
2014-15	38.0%	40.0%	<b>55.0%</b>	38.0%	45.0%	58.0%	*	74.0%	*	56.0%	*	36.0%	-
<b>Both Subjects</b>													
2015-16	38.7%	40.1%	<b>55.5%</b>	42.4%	48.3%	58.0%	*	69.7%	*	54.5%	5.3%	36.4%	28.6%
2014-15	35.0%	37.0%	<b>51.0%</b>	35.0%	43.0%	53.0%	*	70.0%	*	53.0%	*	33.0%	-
<b>Either Subject</b>													
2015-16	56.4%	56.4%	<b>69.6%</b>	55.9%	61.1%	73.1%	*	72.7%	*	81.8%	42.1%	55.9%	28.6%
2014-15	45.0%	47.0%	<b>58.0%</b>	40.0%	50.0%	61.0%	*	81.0%	*	56.0%	*	39.0%	-
<b>College and Career Ready Graduates</b>													
2015-16	75.9%	74.2%	<b>77.9%</b>	61.4%	70.8%	81.4%	*	84.2%	*	88.5%	26.8%	52.0%	45.0%
2014-15	74.5%	73.0%	<b>76.5%</b>	67.9%	72.1%	78.8%	*	85.3%	*	65.2%	45.9%	58.1%	33.3%
<b>Texas Success Initiative Assessment (TSIA)</b>													
<b>English Language Arts</b>													
2015-16	22.6%	21.5%	<b>18.1%</b>	18.2%	17.9%	18.4%	*	5.3%	*	30.8%	17.1%	17.3%	5.0%
2014-15	10.6%	11.0%	<b>7.7%</b>	7.5%	8.9%	7.7%	*	2.9%	*	4.3%	0.0%	5.9%	0.0%
<b>Mathematics</b>													
2015-16	18.1%	18.5%	<b>14.4%</b>	18.2%	15.1%	13.8%	*	5.3%	*	23.1%	4.9%	11.8%	5.0%
2014-15	7.1%	8.0%	<b>7.5%</b>	5.7%	6.3%	8.5%	*	0.0%	*	8.7%	0.0%	5.9%	0.0%
<b>Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)</b>													
2015-16	48.7%	49.5%	<b>57.1%</b>	36.4%	54.2%	58.8%	*	71.1%	*	65.4%	2.4%	34.6%	20.0%
2014-15	48.1%	49.2%	<b>53.7%</b>	47.2%	44.7%	55.8%	*	76.5%	*	56.5%	8.1%	28.7%	0.0%
<b>Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)</b>													
<b>Any Subject</b>													
2015-16	12.2%	9.1%	<b>27.6%</b>	11.4%	20.8%	32.0%	*	26.3%	*	30.8%	0.0%	11.8%	0.0%
2014-15	10.6%	8.1%	<b>19.0%</b>	7.5%	11.6%	22.0%	*	35.3%	*	13.0%	2.7%	4.4%	0.0%
<b>AP/IB Course Completion (Annual Graduates)</b>													
2015-16	44.8%	51.6%	<b>55.3%</b>	34.1%	47.6%	58.6%	*	73.7%	*	65.4%	2.4%	30.7%	10.0%
2014-15	43.4%	48.3%	<b>48.9%</b>	47.2%	38.9%	50.8%	*	73.5%	*	52.2%	10.8%	28.7%	0.0%

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2015-16	47.8%	40.4%	<b>33.1%</b>	22.7%	29.2%	36.8%	*	18.4%	*	34.6%	26.8%	19.7%	20.0%
2014-15	46.6%	39.8%	<b>44.8%</b>	37.7%	44.2%	47.2%	*	41.2%	*	13.0%	37.8%	44.1%	33.3%
<b>AP/IB Results (Participation)</b>													
<b>All Subjects</b>													
2016	25.5%	26.9%	<b>33.9%</b>	22.2%	27.2%	35.0%	*	72.5%	*	31.7%	n/a	20.6%	n/a
2015	24.9%	26.2%	<b>31.0%</b>	25.3%	24.4%	32.0%	40.0%	61.3%	*	31.4%	n/a	15.0%	n/a
<b>English Language Arts</b>													
2016	15.5%	15.7%	<b>10.0%</b>	10.1%	8.3%	8.7%	*	35.0%	*	12.7%	n/a	6.9%	n/a
2015	15.1%	15.2%	<b>9.8%</b>	6.1%	8.0%	9.1%	20.0%	36.0%	*	7.8%	n/a	4.8%	n/a
<b>Mathematics</b>													
2016	6.8%	7.4%	<b>7.2%</b>	6.1%	6.5%	6.6%	*	22.5%	*	4.8%	n/a	3.4%	n/a
2015	6.8%	7.0%	<b>7.7%</b>	9.1%	6.3%	7.2%	20.0%	18.7%	*	7.8%	n/a	3.9%	n/a
<b>Science</b>													
2016	10.4%	11.0%	<b>12.0%</b>	5.1%	9.8%	11.3%	*	45.0%	*	9.5%	n/a	7.8%	n/a
2015	10.2%	10.5%	<b>13.2%</b>	12.1%	8.5%	13.3%	0.0%	36.0%	*	17.6%	n/a	6.0%	n/a
<b>Social Studies</b>													
2016	14.8%	16.6%	<b>26.8%</b>	14.1%	20.7%	27.9%	*	62.5%	*	27.0%	n/a	17.1%	n/a
2015	14.4%	15.9%	<b>23.1%</b>	18.2%	18.0%	23.5%	40.0%	49.3%	*	23.5%	n/a	11.4%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion)</b>													
<b>All Subjects</b>													
2016	49.5%	52.7%	<b>74.3%</b>	77.3%	75.2%	72.4%	*	86.2%	*	60.0%	n/a	78.8%	n/a
2015	49.1%	52.6%	<b>68.3%</b>	60.0%	66.0%	68.3%	*	71.7%	-	81.3%	n/a	64.0%	n/a
<b>English Language Arts</b>													
2016	43.3%	46.3%	<b>78.0%</b>	70.0%	78.9%	80.9%	-	71.4%	-	75.0%	n/a	81.8%	n/a
2015	43.7%	47.1%	<b>76.1%</b>	66.7%	63.6%	82.6%	*	74.1%	-	*	n/a	75.0%	n/a
<b>Mathematics</b>													
2016	54.0%	57.4%	<b>70.4%</b>	66.7%	66.7%	67.6%	-	88.9%	-	*	n/a	63.6%	n/a
2015	51.7%	57.4%	<b>66.1%</b>	55.6%	61.5%	67.1%	*	71.4%	-	*	n/a	46.2%	n/a
<b>Science</b>													
2016	35.1%	37.5%	<b>38.0%</b>	60.0%	33.3%	39.7%	-	38.9%	-	16.7%	n/a	40.0%	n/a
2015	35.4%	38.3%	<b>35.8%</b>	33.3%	37.1%	35.6%	-	44.4%	-	11.1%	n/a	30.0%	n/a
<b>Social Studies</b>													
2016	41.6%	45.8%	<b>80.0%</b>	92.9%	77.9%	79.4%	*	88.0%	*	64.7%	n/a	74.5%	n/a
2015	40.1%	45.4%	<b>76.4%</b>	61.1%	68.9%	77.8%	*	86.5%	-	83.3%	n/a	63.2%	n/a
<b>SAT/ACT Results</b>													
<b>Tested</b>													
Class of 2016	71.6%	78.3%	<b>67.5%</b>	65.9%	52.4%	72.2%	*	86.8%	*	76.9%	n/a	44.0%	n/a
Class of 2015	68.3%	72.1%	<b>63.8%</b>	73.6%	48.9%	66.7%	*	79.4%	*	69.6%	n/a	40.3%	n/a

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>SAT/ACT Results</b>													
<b>At/Above Criterion</b>													
Class of 2016	22.5%	22.7%	<b>44.3%</b>	27.6%	36.9%	46.7%	*	57.6%	*	45.0%	n/a	38.7%	n/a
Class of 2015	24.3%	25.0%	<b>39.1%</b>	23.1%	33.3%	40.5%	*	66.7%	*	37.5%	n/a	16.7%	n/a
<b>Average SAT Score</b>													
<b>All Subjects</b>													
Class of 2016	1375	1367	<b>1553</b>	1420	1508	1569	*	1680	*	1491	n/a	1514	n/a
Class of 2015	1394	1386	<b>1515</b>	1397	1463	1533	*	1644	-	1500	n/a	1383	n/a
<b>English Language Arts and Writing</b>													
Class of 2016	903	897	<b>1019</b>	935	983	1032	*	1084	*	1006	n/a	990	n/a
Class of 2015	912	905	<b>988</b>	908	958	999	*	1070	-	981	n/a	904	n/a
<b>Mathematics</b>													
Class of 2016	472	471	<b>534</b>	486	525	537	*	596	*	486	n/a	521	n/a
Class of 2015	482	481	<b>527</b>	488	505	534	*	574	-	519	n/a	479	n/a
<b>Average ACT Score</b>													
<b>All Subjects</b>													
Class of 2016	20.3	20.7	<b>23.3</b>	18.7	23.1	23.5	*	26.7	-	22.1	n/a	22.3	n/a
Class of 2015	20.6	21.5	<b>22.3</b>	20.0	20.6	22.7	*	24.2	*	23.6	n/a	18.9	n/a
<b>English Language Arts</b>													
Class of 2016	19.8	20.2	<b>23.0</b>	18.0	22.6	23.4	*	25.5	-	22.1	n/a	21.6	n/a
Class of 2015	20.1	21.0	<b>21.7</b>	19.4	20.0	22.1	*	23.9	*	23.8	n/a	18.4	n/a
<b>Mathematics</b>													
Class of 2016	20.5	21.1	<b>23.5</b>	19.1	23.9	23.5	*	27.7	-	21.7	n/a	22.5	n/a
Class of 2015	20.9	21.9	<b>22.8</b>	20.6	21.0	23.2	*	24.9	*	24.0	n/a	19.3	n/a
<b>Science</b>													
Class of 2016	20.5	20.9	<b>23.3</b>	19.1	23.2	23.3	*	27.5	-	21.8	n/a	22.8	n/a
Class of 2015	20.7	21.5	<b>22.2</b>	19.7	20.7	22.8	*	23.6	*	22.2	n/a	19.0	n/a
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2014-15	56.1%	58.4%	<b>62.3%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	60.0%	<b>63.7%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Graduates in TX IHE Completing One Year Without Remediation</b>													
2014-15	55.6%	56.3%	<b>72.2%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	71.7%	<b>82.4%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Profile**

Student Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Students:	14,882	100.0%	5,343,834	100.0%
Students by Grade:				
Early Childhood Education	40	0.3%	13,821	0.3%
Pre-Kindergarten	229	1.5%	223,833	4.2%
Kindergarten	1,160	7.8%	371,682	7.0%
Grade 1	1,166	7.8%	395,568	7.4%
Grade 2	1,197	8.0%	408,582	7.6%
Grade 3	1,233	8.3%	412,581	7.7%
Grade 4	1,202	8.1%	410,882	7.7%
Grade 5	1,206	8.1%	400,016	7.5%
Grade 6	1,159	7.8%	398,017	7.4%
Grade 7	1,166	7.8%	396,001	7.4%
Grade 8	1,117	7.5%	392,231	7.3%
Grade 9	1,126	7.6%	431,486	8.1%
Grade 10	1,004	6.7%	395,057	7.4%
Grade 11	957	6.4%	363,655	6.8%
Grade 12	920	6.2%	330,422	6.2%
Ethnic Distribution:				
African American	687	4.6%	673,291	12.6%
Hispanic	4,483	30.1%	2,802,180	52.4%
White	8,054	54.1%	1,499,559	28.1%
American Indian	33	0.2%	20,701	0.4%
Asian	1,047	7.0%	224,834	4.2%
Pacific Islander	7	0.0%	7,687	0.1%
Two or More Races	571	3.8%	115,582	2.2%
Economically Disadvantaged	3,236	21.7%	3,155,117	59.0%
Non-Educationally Disadvantaged	11,646	78.3%	2,188,717	41.0%
English Language Learners (ELL)	1,616	10.9%	1,010,168	18.9%
Students w/ Disciplinary Placements (2015-2016)	126	0.8%	74,803	1.4%
At-Risk	4,682	31.5%	2,685,789	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	1,188		467,611	
By Type of Primary Disability				
Students with Intellectual Disabilities	387	32.6%	207,935	44.5%
Students with Physical Disabilities	250	21.0%	102,283	21.9%
Students with Autism	160	13.5%	58,444	12.5%
Students with Behavioral Disabilities	362	30.5%	93,082	19.9%
Students with Non-Categorical Early Childhood	29	2.4%	5,867	1.3%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Profile**

<b>Student Information</b>	<b>----- District -----</b>		<b>----- State -----</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Graduates (Class of 2016):				
Total Graduates	800	100.0%	324,311	100.0%
By Ethnicity (incl. Special Ed.):				
African American	44	5.5%	41,084	12.7%
Hispanic	212	26.5%	157,633	48.6%
White	478	59.8%	104,551	32.2%
American Indian	1	0.1%	1,280	0.4%
Asian	38	4.8%	13,481	4.2%
Pacific Islander	1	0.1%	449	0.1%
Two or More Races	26	3.3%	5,833	1.8%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	96	12.0%	42,804	13.2%
Recommended H.S. Program/DAP	697	87.1%	254,625	78.5%
Foundation High School Plan (No Endorsement)	2	0.3%	11,477	3.5%
Foundation High School Plan (Endorsement)	0	0.0%	1,501	0.5%
Foundation High School Plan (DLA)	5	0.6%	13,904	4.3%
Special Education Graduates	41	5.1%	23,325	7.2%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Profile**

<b>Student Information</b>	<b>- Non-Special Education Rates -</b>		<b>- Special Education Rates -</b>	
	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:				
Kindergarten	2.4%	1.8%	4.2%	7.7%
Grade 1	2.8%	3.8%	4.5%	6.8%
Grade 2	1.3%	2.4%	0.8%	3.1%
Grade 3	2.2%	1.6%	0.8%	1.2%
Grade 4	0.6%	0.8%	1.0%	0.7%
Grade 5	0.3%	0.4%	0.0%	0.7%
Grade 6	0.3%	0.6%	0.8%	0.7%
Grade 7	0.2%	0.7%	1.2%	0.8%
Grade 8	0.0%	0.5%	0.0%	0.9%

	<b>----- District -----</b>		<b>----- State -----</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Data Quality:				
Underreported Students	5	0.1%	6,686	0.3%

<b>Class Size Information</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	19.5	18.8
Grade 1	19.2	18.8
Grade 2	19.4	18.9
Grade 3	28.8	19.0
Grade 4	27.1	19.0
Grade 5	28.2	20.9
Grade 6	23.3	20.4
Secondary:		
English/Language Arts	20.6	16.8
Foreign Languages	21.6	18.7
Mathematics	24.2	18.0
Science	24.7	19.0
Social Studies	25.8	19.4

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Profile**

Staff Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	1,983.2	100.0%	705,007.9	100.0%
Professional Staff:	1,167.6	58.9%	451,253.5	64.0%
Teachers	933.6	47.1%	352,756.1	50.0%
Professional Support	163.2	8.2%	70,392.1	10.0%
Campus Administration (School Leadership)	50.8	2.6%	20,492.1	2.9%
Central Administration	20.0	1.0%	7,613.2	1.1%
Educational Aides:	193.9	9.8%	67,934.0	9.6%
Auxiliary Staff:	621.7	31.3%	185,820.3	26.4%
Total Minority Staff:	524.6	26.5%	346,378.5	49.1%
Teachers by Ethnicity and Sex:				
African American	24.7	2.6%	35,986.3	10.2%
Hispanic	116.7	12.5%	93,694.5	26.6%
White	768.3	82.3%	211,028.1	59.8%
American Indian	4.0	0.4%	1,243.7	0.4%
Asian	10.0	1.1%	5,383.5	1.5%
Pacific Islander	0.0	0.0%	1,521.6	0.4%
Two or More Races	10.0	1.1%	3,898.4	1.1%
Males	154.4	16.5%	83,544.8	23.7%
Females	779.3	83.5%	269,211.3	76.3%
Teachers by Highest Degree Held:				
No Degree	8.4	0.9%	4,333.3	1.2%
Bachelors	684.2	73.3%	262,745.0	74.5%
Masters	238.5	25.5%	83,426.6	23.6%
Doctorate	2.6	0.3%	2,251.2	0.6%
Teachers by Years of Experience:				
Beginning Teachers	29.2	3.1%	27,413.0	7.8%
1-5 Years Experience	230.9	24.7%	98,846.9	28.0%
6-10 Years Experience	240.8	25.8%	73,646.0	20.9%
11-20 Years Experience	301.9	32.3%	98,156.2	27.8%
Over 20 Years Experience	130.9	14.0%	54,694.0	15.5%
Number of Students per Teacher	15.9	n/a	15.1	n/a

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Profile**

<b>Staff Information</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:		
Average Years Experience of Principals	25.2	19.5
Average Years Experience of Principals with District	10.7	12.2
Average Years Experience of Assistant Principals	19.5	15.7
Average Years Experience of Assistant Principals with District	9.8	10.1
Average Years Experience of Teachers:	11.5	10.9
Average Years Experience of Teachers with District:	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$49,088	\$46,199
1-5 Years Experience	\$52,467	\$48,779
6-10 Years Experience	\$54,398	\$51,184
11-20 Years Experience	\$57,433	\$54,396
Over 20 Years Experience	\$64,831	\$60,913
Average Actual Salaries (regular duties only):		
Teachers	\$56,198	\$52,525
Professional Support	\$65,969	\$61,728
Campus Administration (School Leadership)	\$84,100	\$76,471
Central Administration	\$116,325	\$100,397
Instructional Staff Percent:	60.4%	64.6%
Turnover Rate for Teachers:	12.1%	16.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,112.5
Educational Aides	0.0	216.4
Auxiliary Staff	0.0	454.3
Contracted Instructional Staff:	4.4	2,110.5



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Profile**

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	1,568	10.5%	1,005,219	18.8%
Career & Technical Education	4,158	27.9%	1,336,684	25.0%
Gifted & Talented Education	1,299	8.7%	415,641	7.8%
Special Education	1,188	8.0%	467,611	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	53.7	5.8%	21,143.9	6.0%
Career & Technical Education	35.0	3.7%	15,992.3	4.5%
Compensatory Education	6.1	0.7%	9,777.0	2.8%
Gifted & Talented Education	7.9	0.8%	6,556.8	1.9%
Regular Education	679.7	72.8%	256,918.3	72.8%
Special Education	75.5	8.1%	30,361.9	8.6%
Other	75.7	8.1%	12,005.8	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.  
 'B' Indicates results are masked due to small numbers to protect student confidentiality.  
 'C' When only one group is masked, then the second smallest group is masked (regardless of size).  
 'D' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.  
 '\*\*\*' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL H S**

Campus Number: **101921001**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Top 25 Percent: Closing Performance Gaps**

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 1,875  
 Grade Span: 09 - 12  
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above End of Course</b>														
English I	2017	64%	85%	<b>80%</b>	54%	77%	84%	*	89%	-	73%	24%	65%	42%
	2016	65%	82%	<b>76%</b>	50%	70%	80%	*	100%	-	80%	28%	64%	51%
English II	2017	66%	83%	<b>79%</b>	42%	74%	84%	*	100%	-	73%	34%	68%	59%
	2016	67%	83%	<b>78%</b>	50%	73%	85%	*	90%	*	67%	35%	65%	42%
Algebra I	2017	83%	93%	<b>84%</b>	74%	82%	86%	-	*	-	77%	41%	75%	75%
	2016	78%	90%	<b>79%</b>	50%	79%	82%	*	*	*	71%	37%	69%	76%
Biology	2017	86%	95%	<b>92%</b>	74%	92%	94%	*	83%	-	93%	54%	83%	88%
	2016	87%	93%	<b>89%</b>	68%	88%	92%	*	100%	-	88%	47%	83%	81%
U.S. History	2017	91%	98%	<b>96%</b>	94%	93%	98%	*	100%	-	100%	72%	92%	71%
	2016	91%	97%	<b>96%</b>	88%	96%	96%	*	86%	*	100%	60%	88%	83%
<b>STAAR Percent at Approaches Grade Level or Above All Grades</b>														
All Subjects	2017	75%	90%	<b>86%</b>	66%	83%	89%	*	92%	-	82%	41%	76%	64%
	2016	75%	90%	<b>83%</b>	61%	79%	87%	100%	94%	*	82%	39%	72%	62%
Reading	2017	72%	88%	<b>80%</b>	49%	75%	84%	*	95%	-	73%	28%	67%	52%
	2016	73%	89%	<b>77%</b>	50%	72%	82%	100%	95%	*	73%	31%	64%	47%
Mathematics	2017	79%	93%	<b>84%</b>	74%	82%	86%	-	*	-	77%	41%	75%	75%
	2016	76%	92%	<b>79%</b>	50%	79%	82%	*	*	*	71%	37%	69%	76%
Science	2017	79%	91%	<b>92%</b>	74%	92%	94%	*	83%	-	93%	54%	83%	88%
	2016	79%	91%	<b>89%</b>	68%	88%	92%	*	100%	-	88%	47%	83%	81%
Social Studies	2017	77%	89%	<b>96%</b>	94%	93%	98%	*	100%	-	100%	72%	92%	71%
	2016	77%	89%	<b>96%</b>	88%	96%	96%	*	86%	*	100%	60%	88%	83%
<b>STAAR Percent at Meets Grade Level All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>77%</b>	50%	72%	81%	*	88%	-	67%	22%	59%	20%
	2016	45%	67%	<b>70%</b>	42%	61%	75%	100%	90%	*	79%	12%	52%	30%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 1,875  
 Grade Span: 09 - 12  
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Reading	2017	48%	68%	<b>71%</b>	41%	67%	74%	*	82%	-	58%	14%	49%	*
	2016	46%	66%	<b>61%</b>	19%	54%	67%	100%	88%	*	63%	*	42%	*
Mathematics	2017	48%	74%	<b>65%</b>	*	68%	68%	-	*	-	42%	*	45%	*
	2016	43%	68%	<b>47%</b>	*	44%	51%	*	*	-	*	*	31%	*
Science	2017	52%	71%	<b>74%</b>	44%	74%	74%	*	83%	-	85%	21%	52%	*
	2016	47%	65%	<b>70%</b>	*	63%	77%	*	86%	-	86%	*	54%	*
Social Studies	2017	51%	68%	<b>88%</b>	80%	81%	93%	*	100%	-	80%	41%	78%	*
	2016	47%	68%	<b>86%</b>	76%	81%	88%	*	100%	*	100%	32%	79%	62%
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>26%</b>	9%	26%	28%	*	45%	-	24%	4%	14%	7%
	2016	18%	33%	<b>22%</b>	7%	16%	26%	50%	44%	*	33%	4%	10%	8%
Reading	2017	19%	34%	<b>13%</b>	*	11%	14%	*	26%	-	*	*	4%	*
	2016	17%	30%	<b>10%</b>	*	7%	12%	*	*	*	23%	*	3%	*
Mathematics	2017	23%	45%	<b>27%</b>	*	34%	24%	-	*	-	*	*	14%	*
	2016	19%	37%	<b>13%</b>	*	12%	15%	*	*	*	*	*	7%	*
Science	2017	19%	34%	<b>31%</b>	*	29%	33%	*	*	-	*	*	13%	*
	2016	16%	28%	<b>27%</b>	*	21%	31%	*	*	-	*	*	10%	*
Social Studies	2017	27%	45%	<b>57%</b>	*	49%	65%	*	80%	-	60%	17%	42%	*
	2016	22%	41%	<b>55%</b>	24%	50%	58%	*	71%	*	71%	*	39%	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>63%</b>	*	64%	65%	*	*	-	*	*	57%	61%
	2016	62%	67%	<b>49%</b>	*	49%	51%	*	*	*	*	*	40%	*
Reading	2017	59%	65%	<b>61%</b>	*	*	62%	*	*	-	*	*	*	*
	2016	60%	63%	<b>51%</b>	*	*	*	*	*	*	*	*	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 1,875  
 Grade Span: 09 - 12  
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
Mathematics	2017	64%	76%	<b>66%</b>	*	68%	69%	-	*	-	*	*	52%	61%
	2016	63%	71%	<b>47%</b>	*	46%	50%	*	*	-	*	*	35%	*
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>14%</b>	*	18%	13%	*	*	-	*	*	7%	17%
	2016	17%	19%	<b>4%</b>	*	3%	6%	*	*	*	*	*	4%	*
Reading	2017	17%	21%	<b>4%</b>	*	*	3%	*	*	-	*	*	*	*
	2016	16%	17%	<b>1%</b>	*	*	*	*	*	*	*	*	*	*
Mathematics	2017	20%	33%	<b>29%</b>	*	37%	26%	-	*	-	*	*	14%	34%
	2016	17%	22%	<b>9%</b>	*	7%	11%	*	*	-	*	*	8%	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 1,875  
 Grade Span: 09 - 12  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>86%</b>	-	-	-	-	-	64%	-	64%	-	64%	64%
	2016	75%	90%	<b>83%</b>	-	-	-	-	-	61%	-	61%	*	61%	62%
Reading	2017	72%	88%	<b>80%</b>	-	-	-	-	-	52%	-	52%	-	52%	52%
	2016	73%	89%	<b>77%</b>	-	-	-	-	-	47%	-	47%	-	47%	47%
Mathematics	2017	79%	93%	<b>84%</b>	-	-	-	-	-	75%	-	75%	-	75%	75%
	2016	76%	92%	<b>79%</b>	-	-	-	-	-	76%	-	76%	-	76%	76%
Science	2017	79%	91%	<b>92%</b>	-	-	-	-	-	88%	-	88%	-	88%	88%
	2016	79%	91%	<b>89%</b>	-	-	-	-	-	81%	-	81%	-	81%	81%
Social Studies	2017	77%	89%	<b>96%</b>	-	-	-	-	-	71%	-	71%	-	71%	71%
	2016	77%	89%	<b>96%</b>	-	-	-	-	-	81%	-	81%	*	81%	83%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>77%</b>	-	-	-	-	-	20%	-	20%	-	20%	20%
	2016	45%	67%	<b>70%</b>	-	-	-	-	-	26%	-	26%	*	26%	30%
Reading	2017	48%	68%	<b>71%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	46%	66%	<b>61%</b>	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	48%	74%	<b>65%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	43%	68%	<b>47%</b>	-	-	-	-	-	*	-	*	-	*	*
Science	2017	52%	71%	<b>74%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	47%	65%	<b>70%</b>	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	51%	68%	<b>88%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	47%	68%	<b>86%</b>	-	-	-	-	-	55%	-	55%	*	55%	62%
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>26%</b>	-	-	-	-	-	7%	-	7%	-	7%	7%
	2016	18%	33%	<b>22%</b>	-	-	-	-	-	7%	-	7%	*	7%	8%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 1,875  
 Grade Span: 09 - 12  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Reading	2017	19%	34%	<b>13%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	17%	30%	<b>10%</b>	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	23%	45%	<b>27%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	19%	37%	<b>13%</b>	-	-	-	-	-	*	-	*	-	*	*
Science	2017	19%	34%	<b>31%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	16%	28%	<b>27%</b>	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	27%	45%	<b>57%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	22%	41%	<b>55%</b>	-	-	-	-	-	*	-	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>63%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	62%	67%	<b>49%</b>	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	59%	65%	<b>61%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	60%	63%	<b>51%</b>	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	64%	76%	<b>66%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	63%	71%	<b>47%</b>	-	-	-	-	-	*	-	*	-	*	*
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>14%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	17%	19%	<b>4%</b>	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	17%	21%	<b>4%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	16%	17%	<b>1%</b>	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	20%	33%	<b>29%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	17%	22%	<b>9%</b>	-	-	-	-	-	*	-	*	-	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 1,875  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	97%	99%	98%	100%	100%	-	96%	98%	99%	99%
Included in Accountability	94%	95%	<b>93%</b>	84%	91%	95%	67%	100%	-	87%	94%	93%	65%
Not Included in Accountability													
Mobile	4%	4%	<b>4%</b>	13%	4%	3%	33%	0%	-	9%	3%	3%	11%
Other Exclusions	1%	1%	<b>2%</b>	0%	4%	0%	0%	0%	-	0%	2%	3%	22%
Not Tested	1%	1%	<b>1%</b>	3%	1%	2%	0%	0%	-	4%	2%	1%	1%
Absent	1%	1%	<b>1%</b>	3%	1%	2%	0%	0%	-	4%	2%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
<b>2016 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	98%	98%	99%	100%	100%	*	100%	99%	98%	100%
Included in Accountability	94%	96%	<b>94%</b>	96%	91%	95%	80%	82%	*	100%	95%	93%	78%
Not Included in Accountability													
Mobile	4%	3%	<b>3%</b>	2%	4%	3%	20%	2%	*	0%	2%	4%	6%
Other Exclusions	1%	1%	<b>1%</b>	0%	3%	0%	0%	16%	*	0%	2%	2%	16%
Not Tested	1%	1%	<b>1%</b>	2%	2%	1%	0%	0%	*	0%	1%	2%	0%
Absent	1%	0%	<b>1%</b>	2%	2%	1%	0%	0%	*	0%	1%	2%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 1,875  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>94.9%</b>	93.0%	94.6%	95.1%	97.1%	97.6%	*	95.1%	92.4%	93.5%	94.5%
2014-15	95.7%	96.4%	<b>94.8%</b>	94.3%	94.5%	95.0%	95.7%	96.6%	*	95.3%	92.8%	93.4%	93.5%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2015-16	2.0%	0.5%	<b>0.8%</b>	2.4%	1.8%	0.3%	0.0%	0.0%	*	0.0%	0.6%	2.1%	3.3%
2014-15	2.1%	0.3%	<b>0.5%</b>	0.0%	0.6%	0.5%	0.0%	0.0%	*	2.6%	0.0%	0.6%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2016</b>													
Graduated	89.1%	96.6%	<b>94.4%</b>	85.7%	92.1%	95.9%	*	100.0%	-	88.9%	92.0%	88.9%	100.0%
Received GED	0.5%	0.5%	<b>0.8%</b>	0.0%	0.0%	0.8%	*	0.0%	-	11.1%	0.0%	0.0%	0.0%
Continued HS	4.2%	1.8%	<b>2.7%</b>	7.1%	4.0%	2.0%	*	0.0%	-	0.0%	8.0%	3.3%	0.0%
Dropped Out	6.2%	1.1%	<b>2.1%</b>	7.1%	4.0%	1.2%	*	0.0%	-	0.0%	0.0%	7.8%	0.0%
Graduates and GED	89.6%	97.1%	<b>95.2%</b>	85.7%	92.1%	96.7%	*	100.0%	-	100.0%	92.0%	88.9%	100.0%
Grads, GED, & Cont	93.8%	98.9%	<b>97.9%</b>	92.9%	96.0%	98.8%	*	100.0%	-	100.0%	100.0%	92.2%	100.0%
<b>Class of 2015</b>													
Graduated	89.0%	96.8%	<b>95.4%</b>	85.7%	95.8%	96.6%	*	*	-	77.8%	80.0%	92.1%	80.0%
Received GED	0.6%	0.4%	<b>0.5%</b>	0.0%	1.0%	0.4%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	4.1%	1.7%	<b>1.9%</b>	4.8%	1.0%	2.1%	*	*	-	0.0%	20.0%	2.2%	10.0%
Dropped Out	6.3%	1.1%	<b>2.2%</b>	9.5%	2.1%	0.9%	*	*	-	22.2%	0.0%	5.6%	10.0%
Graduates and GED	89.6%	97.2%	<b>95.9%</b>	85.7%	96.9%	97.0%	*	*	-	77.8%	80.0%	92.1%	80.0%
Grads, GED, & Cont	93.7%	98.9%	<b>97.8%</b>	90.5%	97.9%	99.1%	*	*	-	77.8%	100.0%	94.4%	90.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2015</b>													
Graduated	91.3%	97.8%	<b>96.4%</b>	90.0%	94.8%	98.3%	*	*	-	77.8%	100.0%	92.1%	80.0%
Received GED	0.8%	0.5%	<b>0.8%</b>	0.0%	1.0%	0.9%	*	*	-	0.0%	0.0%	1.1%	0.0%
Continued HS	1.2%	0.4%	<b>0.3%</b>	0.0%	1.0%	0.0%	*	*	-	0.0%	0.0%	1.1%	0.0%
Dropped Out	6.7%	1.4%	<b>2.5%</b>	10.0%	3.1%	0.9%	*	*	-	22.2%	0.0%	5.6%	20.0%
Graduates and GED	92.1%	98.3%	<b>97.2%</b>	90.0%	95.9%	99.1%	*	*	-	77.8%	100.0%	93.3%	80.0%
Grads, GED, & Cont	93.3%	98.6%	<b>97.5%</b>	90.0%	96.9%	99.1%	*	*	-	77.8%	100.0%	94.4%	80.0%
<b>Class of 2014</b>													
Graduated	90.4%	96.6%	<b>95.0%</b>	100.0%	96.0%	94.7%	*	*	-	85.7%	92.0%	88.2%	*
Received GED	1.0%	0.9%	<b>1.1%</b>	0.0%	1.0%	0.8%	*	*	-	7.1%	0.0%	2.2%	*
Continued HS	1.3%	0.4%	<b>0.5%</b>	0.0%	0.0%	0.8%	*	*	-	0.0%	4.0%	1.1%	*
Dropped Out	7.2%	2.2%	<b>3.4%</b>	0.0%	3.0%	3.6%	*	*	-	7.1%	4.0%	8.6%	*
Graduates and GED	91.5%	97.4%	<b>96.1%</b>	100.0%	97.0%	95.5%	*	*	-	92.9%	92.0%	90.3%	*
Grads, GED, & Cont	92.8%	97.8%	<b>96.6%</b>	100.0%	97.0%	96.4%	*	*	-	92.9%	96.0%	91.4%	*

District Name: TOMBALL ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 1,875  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2014</b>													
Graduated	90.9%	96.9%	<b>95.5%</b>	100.0%	96.0%	95.5%	*	*	-	85.7%	95.8%	89.1%	*
Received GED	1.2%	1.0%	<b>1.3%</b>	0.0%	1.0%	1.2%	*	*	-	7.1%	0.0%	2.2%	*
Continued HS	0.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Dropped Out	7.2%	2.0%	<b>3.2%</b>	0.0%	3.0%	3.3%	*	*	-	7.1%	4.2%	8.7%	*
Graduates and GED	92.2%	98.0%	<b>96.8%</b>	100.0%	97.0%	96.7%	*	*	-	92.9%	95.8%	91.3%	*
Grads, GED, & Cont	92.8%	98.0%	<b>96.8%</b>	100.0%	97.0%	96.7%	*	*	-	92.9%	95.8%	91.3%	*
<b>Class of 2013</b>													
Graduated	90.9%	97.5%	<b>97.4%</b>	95.8%	95.7%	97.9%	*	100.0%	-	100.0%	94.2%	91.7%	*
Received GED	1.4%	0.7%	<b>0.7%</b>	0.0%	0.0%	1.1%	*	0.0%	-	0.0%	0.0%	2.5%	*
Continued HS	0.6%	0.3%	<b>0.3%</b>	0.0%	0.6%	0.2%	*	0.0%	-	0.0%	3.8%	0.0%	*
Dropped Out	7.2%	1.6%	<b>1.6%</b>	4.2%	3.7%	0.8%	*	0.0%	-	0.0%	1.9%	5.8%	*
Graduates and GED	92.3%	98.2%	<b>98.2%</b>	95.8%	95.7%	98.9%	*	100.0%	-	100.0%	94.2%	94.2%	*
Grads, GED, & Cont	92.8%	98.4%	<b>98.4%</b>	95.8%	96.3%	99.2%	*	100.0%	-	100.0%	98.1%	94.2%	*
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2016	89.1%	95.6%	<b>93.1%</b>	80.0%	90.3%	95.5%	*	100.0%	-	80.0%	82.1%	86.0%	88.9%
Class of 2015	89.0%	96.6%	<b>94.8%</b>	85.7%	95.8%	95.8%	*	*	-	77.8%	80.0%	91.1%	80.0%
<b>5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2015	91.3%	96.9%	<b>94.9%</b>	85.7%	93.9%	96.6%	*	*	-	77.8%	80.0%	91.1%	72.7%
Class of 2014	90.4%	95.5%	<b>93.3%</b>	92.3%	94.1%	93.6%	*	*	-	80.0%	88.5%	85.4%	*
<b>6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2014	90.9%	95.7%	<b>93.8%</b>	92.3%	94.1%	94.4%	*	*	-	80.0%	88.5%	87.2%	*
Class of 2013	90.9%	96.6%	<b>96.6%</b>	95.8%	94.6%	97.1%	*	100.0%	-	100.0%	94.2%	90.3%	50.0%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2016	87.4%	88.5%	<b>87.7%</b>	66.7%	85.9%	90.0%	*	60.0%	-	87.5%	36.4%	79.7%	42.9%
Class of 2015	86.1%	87.4%	<b>86.3%</b>	83.3%	84.6%	86.5%	*	*	-	100.0%	35.0%	77.8%	62.5%
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2016	5.5%	0.0%	*	-	*	*	-	-	-	-	*	*	*
Class of 2015	3.5%	0.0%	<b>0.0%</b>	-	*	*	-	-	-	-	-	*	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2016	54.0%	71.4%	*	-	*	*	-	-	-	-	*	*	*
Class of 2015	38.7%	55.6%	<b>40.0%</b>	-	*	*	-	-	-	-	-	*	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2016	85.1%	88.3%	<b>87.3%</b>	66.7%	84.9%	89.7%	*	60.0%	-	87.5%	34.8%	78.8%	37.5%
Class of 2015	84.1%	87.0%	<b>85.7%</b>	83.3%	83.7%	85.8%	*	*	-	100.0%	35.0%	78.0%	62.5%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 1,875  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2015-16	85.6%	87.9%	<b>87.2%</b>	66.7%	84.5%	89.8%	*	60.0%	-	87.5%	33.3%	80.3%	54.5%
2014-15	84.3%	85.5%	<b>83.3%</b>	83.3%	81.7%	83.0%	*	*	-	100.0%	28.0%	75.9%	50.0%
<b>FHSP-E Graduates (Annual Rate)</b>													
2015-16	5.6%	0.0%	*	-	*	*	-	-	-	-	*	*	-
2014-15	3.5%	0.0%	<b>0.0%</b>	-	*	*	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2015-16	51.9%	71.4%	*	-	*	*	-	-	-	-	*	*	-
2014-15	37.3%	55.6%	<b>40.0%</b>	-	*	*	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2015-16	83.3%	87.8%	<b>86.7%</b>	66.7%	83.7%	89.5%	*	60.0%	-	87.5%	32.0%	79.2%	54.5%
2014-15	82.2%	85.1%	<b>82.7%</b>	83.3%	80.9%	82.5%	*	*	-	100.0%	28.0%	75.9%	50.0%
<b>Advanced Course/Dual-Credit Course Completion (Grades 11-12)</b>													
<b>Any Subject</b>													
2015-16	55.0%	67.6%	<b>64.1%</b>	36.6%	61.9%	66.5%	*	57.1%	*	81.0%	19.3%	49.7%	36.0%
2014-15	54.5%	62.7%	<b>56.1%</b>	50.0%	50.0%	57.6%	*	75.0%	-	81.3%	16.0%	38.5%	4.2%
<b>English Language Arts</b>													
2015-16	30.1%	40.5%	<b>35.4%</b>	17.9%	26.8%	38.6%	*	57.1%	*	57.1%	0.0%	16.1%	4.2%
2014-15	29.0%	35.1%	<b>32.4%</b>	19.4%	23.3%	35.7%	*	57.1%	-	43.8%	0.0%	9.8%	4.3%
<b>Mathematics</b>													
2015-16	43.1%	58.1%	<b>52.5%</b>	21.6%	50.0%	55.7%	*	70.0%	*	52.4%	15.8%	36.7%	26.3%
2014-15	43.8%	54.4%	<b>48.8%</b>	57.1%	40.0%	50.9%	*	75.0%	-	56.3%	17.9%	31.4%	0.0%
<b>Science</b>													
2015-16	12.2%	7.1%	<b>4.7%</b>	0.0%	2.6%	5.9%	*	20.0%	*	0.0%	0.0%	0.8%	0.0%
2014-15	12.7%	10.2%	<b>8.1%</b>	14.3%	5.3%	7.7%	-	33.3%	-	33.3%	0.0%	3.6%	0.0%
<b>Social Studies</b>													
2015-16	29.0%	36.5%	<b>41.1%</b>	12.5%	35.5%	44.1%	*	57.1%	*	66.7%	2.0%	25.6%	5.0%
2014-15	28.4%	31.5%	<b>36.5%</b>	23.3%	26.2%	40.4%	*	62.5%	-	43.8%	4.5%	16.1%	4.5%
<b>Advanced Course/Dual-Credit Course Completion (Grades 9-12)</b>													
<b>Any Subject</b>													
2015-16	35.9%	42.0%	<b>41.2%</b>	26.3%	38.8%	42.7%	44.4%	44.1%	*	61.0%	14.8%	30.4%	27.5%
2014-15	34.6%	39.7%	<b>37.0%</b>	29.7%	35.0%	37.1%	37.5%	60.9%	*	56.8%	19.8%	26.9%	21.9%
<b>English Language Arts</b>													
2015-16	16.2%	20.4%	<b>18.3%</b>	13.2%	13.1%	20.4%	33.3%	26.5%	*	35.0%	7.4%	9.4%	9.2%
2014-15	15.7%	18.2%	<b>17.2%</b>	12.9%	14.6%	18.4%	37.5%	22.7%	*	18.9%	12.6%	8.5%	15.5%
<b>Mathematics</b>													
2015-16	19.3%	26.9%	<b>24.3%</b>	10.8%	20.0%	27.1%	33.3%	26.7%	*	35.0%	5.0%	14.0%	7.0%
2014-15	19.4%	25.2%	<b>22.3%</b>	23.9%	16.2%	24.8%	37.5%	30.4%	*	24.3%	7.3%	13.4%	0.0%

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
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Total Students: 1,875  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Advanced Course/Dual-Credit Course Completion (Grades 9-12)</b>													
<b>Science</b>													
2015-16	5.1%	2.9%	<b>2.0%</b>	0.0%	0.9%	2.6%	0.0%	10.0%	*	0.0%	0.0%	0.3%	0.0%
2014-15	5.2%	4.0%	<b>3.0%</b>	3.8%	1.7%	3.1%	0.0%	10.0%	*	10.0%	0.0%	1.2%	0.0%
<b>Social Studies</b>													
2015-16	20.8%	23.8%	<b>26.7%</b>	7.8%	22.4%	28.8%	33.3%	41.2%	*	50.0%	0.8%	15.5%	4.3%
2014-15	19.5%	21.3%	<b>23.9%</b>	13.0%	16.4%	27.0%	37.5%	47.8%	*	37.8%	2.0%	9.9%	2.9%
<b>College-Ready Graduates</b>													
<b>English Language Arts</b>													
2015-16	50.6%	65.2%	<b>56.6%</b>	57.1%	42.4%	60.7%	*	*	-	80.0%	28.6%	41.9%	*
2014-15	42.0%	55.0%	<b>56.0%</b>	43.0%	57.0%	58.0%	*	*	-	*	*	24.0%	-
<b>Mathematics</b>													
2015-16	44.6%	60.0%	<b>56.1%</b>	71.4%	47.5%	57.1%	*	*	-	80.0%	28.6%	33.3%	*
2014-15	38.0%	55.0%	<b>55.0%</b>	43.0%	55.0%	56.0%	*	*	-	60.0%	*	27.0%	-
<b>Both Subjects</b>													
2015-16	38.7%	55.5%	<b>47.4%</b>	57.1%	37.3%	49.7%	*	*	-	60.0%	14.3%	22.6%	*
2014-15	35.0%	51.0%	<b>52.0%</b>	43.0%	52.0%	53.0%	*	*	-	*	*	24.0%	-
<b>Either Subject</b>													
2015-16	56.4%	69.6%	<b>65.2%</b>	71.4%	52.5%	68.0%	*	*	-	100.0%	42.9%	51.5%	*
2014-15	45.0%	58.0%	<b>60.0%</b>	43.0%	60.0%	61.0%	*	*	-	60.0%	*	27.0%	-
<b>College and Career Ready Graduates</b>													
2015-16	75.9%	77.9%	<b>70.4%</b>	58.3%	61.2%	74.4%	*	60.0%	-	87.5%	24.0%	43.1%	54.5%
2014-15	74.5%	76.5%	<b>73.0%</b>	72.2%	66.0%	75.2%	*	*	-	85.7%	48.0%	53.2%	50.0%
<b>Texas Success Initiative Assessment (TSIA)</b>													
<b>English Language Arts</b>													
2015-16	22.6%	18.1%	<b>14.6%</b>	8.3%	11.2%	16.4%	*	0.0%	-	25.0%	8.0%	11.1%	0.0%
2014-15	10.6%	7.7%	<b>7.5%</b>	5.6%	8.5%	7.7%	*	*	-	0.0%	0.0%	3.8%	0.0%
<b>Mathematics</b>													
2015-16	18.1%	14.4%	<b>14.4%</b>	16.7%	15.3%	13.9%	*	0.0%	-	25.0%	8.0%	8.3%	0.0%
2014-15	7.1%	7.5%	<b>7.8%</b>	5.6%	6.4%	8.5%	*	*	-	14.3%	0.0%	5.1%	0.0%
<b>Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)</b>													
2015-16	48.7%	57.1%	<b>49.7%</b>	25.0%	50.0%	50.4%	*	40.0%	-	62.5%	4.0%	31.9%	27.3%
2014-15	48.1%	53.7%	<b>48.7%</b>	38.9%	36.2%	53.0%	*	*	-	85.7%	12.0%	20.3%	0.0%
<b>Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)</b>													
<b>Any Subject</b>													
2015-16	12.2%	27.6%	<b>29.6%</b>	8.3%	24.5%	31.9%	*	20.0%	-	50.0%	0.0%	15.3%	0.0%
2014-15	10.6%	19.0%	<b>21.7%</b>	16.7%	10.6%	25.6%	*	*	-	14.3%	4.0%	3.8%	0.0%
<b>AP/IB Course Completion (Annual Graduates)</b>													
2015-16	44.8%	55.3%	<b>49.7%</b>	33.3%	41.8%	52.9%	*	60.0%	-	62.5%	4.0%	29.2%	9.1%
2014-15	43.4%	48.9%	<b>47.6%</b>	38.9%	34.0%	52.6%	*	*	-	71.4%	12.0%	22.8%	0.0%

District Name: TOMBALL ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 1,875  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2015-16	47.8%	33.1%	<b>29.8%</b>	25.0%	21.4%	34.0%	*	0.0%	-	37.5%	24.0%	11.1%	27.3%
2014-15	46.6%	44.8%	<b>44.6%</b>	55.6%	41.5%	45.3%	*	*	-	0.0%	36.0%	44.3%	50.0%
<b>AP/IB Results (Participation)</b>													
<b>All Subjects</b>													
2016	25.5%	33.9%	<b>28.1%</b>	15.4%	22.7%	29.6%	*	57.1%	*	45.5%	n/a	13.7%	n/a
2015	24.9%	31.0%	<b>25.6%</b>	18.8%	19.4%	27.8%	*	44.4%	-	37.5%	n/a	8.6%	n/a
<b>English Language Arts</b>													
2016	15.5%	10.0%	<b>5.7%</b>	5.1%	4.5%	5.3%	*	28.6%	*	13.6%	n/a	1.5%	n/a
2015	15.1%	9.8%	<b>3.7%</b>	0.0%	3.5%	4.1%	*	11.1%	-	0.0%	n/a	0.0%	n/a
<b>Mathematics</b>													
2016	6.8%	7.2%	<b>5.1%</b>	5.1%	3.2%	5.7%	*	14.3%	*	4.5%	n/a	1.0%	n/a
2015	6.8%	7.7%	<b>3.2%</b>	9.4%	2.0%	3.5%	*	0.0%	-	0.0%	n/a	1.0%	n/a
<b>Science</b>													
2016	10.4%	12.0%	<b>5.1%</b>	0.0%	3.6%	5.5%	*	28.6%	*	4.5%	n/a	2.0%	n/a
2015	10.2%	13.2%	<b>8.3%</b>	6.3%	5.0%	9.3%	*	22.2%	-	18.8%	n/a	2.0%	n/a
<b>Social Studies</b>													
2016	14.8%	26.8%	<b>26.2%</b>	10.3%	20.9%	27.6%	*	57.1%	*	45.5%	n/a	12.7%	n/a
2015	14.4%	23.1%	<b>23.6%</b>	18.8%	17.9%	25.5%	*	44.4%	-	31.3%	n/a	8.1%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion)</b>													
<b>All Subjects</b>													
2016	49.5%	74.3%	<b>69.7%</b>	50.0%	72.0%	70.2%	*	75.0%	*	50.0%	n/a	66.7%	n/a
2015	49.1%	68.3%	<b>67.5%</b>	50.0%	61.5%	68.9%	*	*	-	83.3%	n/a	41.2%	n/a
<b>English Language Arts</b>													
2016	43.3%	78.0%	<b>65.2%</b>	*	80.0%	66.7%	-	*	-	*	n/a	*	n/a
2015	43.7%	76.1%	<b>92.9%</b>	-	85.7%	95.0%	-	*	-	-	n/a	-	n/a
<b>Mathematics</b>													
2016	54.0%	70.4%	<b>48.8%</b>	*	28.6%	51.7%	-	*	-	*	n/a	*	n/a
2015	51.7%	66.1%	<b>58.3%</b>	*	*	58.8%	-	-	-	-	n/a	*	n/a
<b>Science</b>													
2016	35.1%	38.0%	<b>61.0%</b>	-	50.0%	64.3%	-	*	-	*	n/a	*	n/a
2015	35.4%	35.8%	<b>50.0%</b>	*	40.0%	51.1%	-	*	-	*	n/a	*	n/a
<b>Social Studies</b>													
2016	41.6%	80.0%	<b>69.8%</b>	*	71.7%	70.2%	*	62.5%	*	50.0%	n/a	68.0%	n/a
2015	40.1%	76.4%	<b>65.9%</b>	50.0%	55.6%	68.5%	*	*	-	80.0%	n/a	31.3%	n/a
<b>SAT/ACT Results</b>													
<b>Tested</b>													
Class of 2016	71.6%	67.5%	<b>59.4%</b>	50.0%	50.0%	63.9%	*	60.0%	-	50.0%	n/a	38.0%	n/a
Class of 2015	68.3%	63.8%	<b>57.1%</b>	77.8%	40.4%	61.5%	*	*	-	57.1%	n/a	34.1%	n/a

District Name: TOMBALL ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 1,875  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>SAT/ACT Results</b>													
<b>At/Above Criterion</b>													
Class of 2016	22.5%	44.3%	<b>38.6%</b>	50.0%	24.5%	41.4%	*	*	-	*	n/a	26.7%	n/a
Class of 2015	24.3%	39.1%	<b>40.0%</b>	28.6%	39.5%	40.3%	*	*	-	*	n/a	10.3%	n/a
<b>Average SAT Score</b>													
<b>All Subjects</b>													
Class of 2016	1375	1553	<b>1499</b>	1530	1412	1524	*	*	-	*	n/a	1437	n/a
Class of 2015	1394	1515	<b>1502</b>	1433	1478	1510	*	*	-	*	n/a	1321	n/a
<b>English Language Arts and Writing</b>													
Class of 2016	903	1019	<b>981</b>	998	925	998	*	*	-	*	n/a	935	n/a
Class of 2015	912	988	<b>978</b>	948	965	981	*	*	-	*	n/a	863	n/a
<b>Mathematics</b>													
Class of 2016	472	534	<b>518</b>	532	486	526	*	*	-	*	n/a	497	n/a
Class of 2015	482	527	<b>524</b>	486	513	529	*	*	-	*	n/a	458	n/a
<b>Average ACT Score</b>													
<b>All Subjects</b>													
Class of 2016	20.3	23.3	<b>22.4</b>	*	20.4	22.9	*	*	-	*	n/a	20.3	n/a
Class of 2015	20.6	22.3	<b>22.4</b>	21.3	21.9	22.4	*	*	-	*	n/a	19.2	n/a
<b>English Language Arts</b>													
Class of 2016	19.8	23.0	<b>22.0</b>	*	19.7	22.6	*	*	-	*	n/a	19.5	n/a
Class of 2015	20.1	21.7	<b>22.0</b>	21.4	21.1	22.1	*	*	-	*	n/a	18.9	n/a
<b>Mathematics</b>													
Class of 2016	20.5	23.5	<b>22.8</b>	*	21.0	23.2	*	*	-	*	n/a	20.6	n/a
Class of 2015	20.9	22.8	<b>22.7</b>	20.8	22.4	22.8	*	*	-	*	n/a	18.8	n/a
<b>Science</b>													
Class of 2016	20.5	23.3	<b>22.6</b>	*	20.9	22.8	*	*	-	*	n/a	21.0	n/a
Class of 2015	20.7	22.2	<b>22.4</b>	21.3	22.2	22.4	*	*	-	*	n/a	19.5	n/a
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2014-15	56.1%	62.3%	<b>62.7%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	63.7%	<b>62.7%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Graduates in TX IHE Completing One Year Without Remediation</b>													
2014-15	55.6%	72.2%	<b>66.8%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	82.4%	<b>77.3%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: TOMBALL ISD  
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Campus Number: 101921001

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1,875  
Grade Span: 09 - 12  
School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	1,875	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.2%
Kindergarten	0	0.0%	7.8%	7.0%
Grade 1	0	0.0%	7.8%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	8.3%	7.7%
Grade 4	0	0.0%	8.1%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	553	29.5%	7.6%	8.1%
Grade 10	462	24.6%	6.7%	7.4%
Grade 11	421	22.5%	6.4%	6.8%
Grade 12	439	23.4%	6.2%	6.2%
Ethnic Distribution:				
African American	76	4.1%	4.6%	12.6%
Hispanic	609	32.5%	30.1%	52.4%
White	1,089	58.1%	54.1%	28.1%
American Indian	6	0.3%	0.2%	0.4%
Asian	37	2.0%	7.0%	4.2%
Pacific Islander	1	0.1%	0.0%	0.1%
Two or More Races	57	3.0%	3.8%	2.2%
Economically Disadvantaged	470	25.1%	21.7%	59.0%
Non-Educationally Disadvantaged	1,405	74.9%	78.3%	41.0%
English Language Learners (ELL)	72	3.8%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	72	4.0%	0.8%	1.4%
At-Risk	691	36.9%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	163			
By Type of Primary Disability				
Students with Intellectual Disabilities	92	56.4%	32.6%	44.5%
Students with Physical Disabilities	*	*	21.0%	21.9%
Students with Autism	**	**	13.5%	12.5%
Students with Behavioral Disabilities	48	29.4%	30.5%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1,875  
 Grade Span: 09 - 12  
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	177	9.9%	9.2%	16.2%
By Ethnicity:				
African American	11	0.6%		
Hispanic	65	3.6%		
White	97	5.4%		
American Indian	1	0.1%		
Asian	1	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.1%		
Graduates (Class of 2016):				
Total Graduates	362	100.0%	800	324,311
By Ethnicity (incl. Special Ed.):				
African American	12	3.3%	44	41,084
Hispanic	98	27.1%	212	157,633
White	238	65.7%	478	104,551
American Indian	1	0.3%	1	1,280
Asian	5	1.4%	38	13,481
Pacific Islander	0	0.0%	1	449
Two or More Races	8	2.2%	26	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	46	12.7%	96	42,804
Recommended H.S. Program/DAP	312	86.2%	697	254,625
Foundation High School Plan (No Endorsement)	2	0.6%	2	11,477
Foundation High School Plan (Endorsement)	0	0.0%	0	1,501
Foundation High School Plan (DLA)	2	0.6%	5	13,904
Special Education Graduates	25	6.9%	41	23,325



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TEXAS EDUCATION AGENCY  
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<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.5	18.8
Grade 1	-	19.2	18.8
Grade 2	-	19.4	18.9
Grade 3	-	28.8	19.0
Grade 4	-	27.1	19.0
Grade 5	-	28.2	20.9
Grade 6	-	23.3	20.4
Secondary:			
English/Language Arts	18.9	20.6	16.8
Foreign Languages	20.3	21.6	18.7
Mathematics	25.2	24.2	18.0
Science	25.1	24.7	19.0
Social Studies	24.9	25.8	19.4

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1,875  
 Grade Span: 09 - 12  
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	144.1	100.0%	100.0%	100.0%
Professional Staff:	127.8	88.7%	58.9%	64.0%
Teachers	109.0	75.6%	47.1%	50.0%
Professional Support	12.8	8.9%	8.2%	10.0%
Campus Administration (School Leadership)	6.0	4.2%	2.6%	2.9%
Educational Aides:	16.3	11.3%	9.8%	9.6%
Total Minority Staff:	22.4	15.5%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.6	2.4%	2.6%	10.2%
Hispanic	11.9	10.9%	12.5%	26.6%
White	90.5	83.1%	82.3%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	2.0	1.8%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	2.0	1.8%	1.1%	1.1%
Males	39.9	36.6%	16.5%	23.7%
Females	69.1	63.4%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	2.0	1.8%	0.9%	1.2%
Bachelors	70.4	64.6%	73.3%	74.5%
Masters	35.5	32.6%	25.5%	23.6%
Doctorate	1.0	0.9%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.6	3.3%	3.1%	7.8%
1-5 Years Experience	22.7	20.9%	24.7%	28.0%
6-10 Years Experience	29.3	26.9%	25.8%	20.9%
11-20 Years Experience	33.6	30.8%	32.3%	27.8%
Over 20 Years Experience	19.7	18.1%	14.0%	15.5%
Number of Students per Teacher	17.2	n/a	15.9	15.1

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<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	23.0	25.2	19.5
Average Years Experience of Principals with District	17.0	10.7	12.2
Average Years Experience of Assistant Principals	16.4	19.5	15.7
Average Years Experience of Assistant Principals with District	11.0	9.8	10.1
Average Years Experience of Teachers:	12.6	11.5	10.9
Average Years Experience of Teachers with District:	6.7	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,000	\$49,088	\$46,199
1-5 Years Experience	\$52,863	\$52,467	\$48,779
6-10 Years Experience	\$55,474	\$54,398	\$51,184
11-20 Years Experience	\$57,518	\$57,433	\$54,396
Over 20 Years Experience	\$65,046	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$57,175	\$56,198	\$52,525
Professional Support	\$70,012	\$65,969	\$61,728
Campus Administration (School Leadership)	\$88,485	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.4	4.4	2,110.5

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1,875  
 Grade Span: 09 - 12  
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	71	3.8%	10.5%	18.8%
Career & Technical Education	1,229	65.5%	27.9%	25.0%
Gifted & Talented Education	148	7.9%	8.7%	7.8%
Special Education	163	8.7%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	1.8	1.6%	5.8%	6.0%
Career & Technical Education	12.1	11.1%	3.7%	4.5%
Compensatory Education	0.0	0.0%	0.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.8%	1.9%
Regular Education	63.8	58.5%	72.8%	72.8%
Special Education	11.3	10.3%	8.1%	8.6%
Other	20.1	18.4%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/  
 2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '\*1' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*1' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '\*\*\*1' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL MEMORIAL H S**

Campus Number: **101921002**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in English Language Arts/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Social Studies**

**Top 25 Percent: Student Progress**

**Top 25 Percent: Closing Performance Gaps**

District Name: TOMBALL ISD  
 Campus Name: TOMBALL MEMORIAL H S  
 Campus Number: 101921002

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 2,131  
 Grade Span: 09 - 12  
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above End of Course</b>														
English I	2017	64%	85%	<b>90%</b>	74%	84%	93%	-	96%	*	93%	43%	77%	54%
	2016	65%	82%	<b>89%</b>	86%	81%	93%	*	90%	*	86%	43%	77%	47%
English II	2017	66%	83%	<b>87%</b>	70%	82%	91%	*	92%	*	88%	44%	76%	41%
	2016	67%	83%	<b>88%</b>	83%	81%	91%	*	91%	-	95%	37%	75%	38%
Algebra I	2017	83%	93%	<b>98%</b>	88%	97%	99%	-	95%	*	100%	78%	91%	86%
	2016	78%	90%	<b>94%</b>	80%	94%	96%	*	95%	*	91%	61%	91%	90%
Biology	2017	86%	95%	<b>97%</b>	86%	96%	98%	*	97%	*	100%	65%	90%	86%
	2016	87%	93%	<b>95%</b>	86%	92%	98%	*	97%	*	85%	62%	90%	64%
U.S. History	2017	91%	98%	<b>99%</b>	94%	100%	99%	*	98%	-	100%	83%	100%	100%
	2016	91%	97%	<b>98%</b>	91%	95%	99%	-	100%	-	100%	74%	93%	77%
<b>STAAR Percent at Approaches Grade Level or Above All Grades</b>														
All Subjects	2017	75%	90%	<b>93%</b>	81%	91%	96%	100%	95%	*	96%	61%	86%	66%
	2016	75%	90%	<b>92%</b>	85%	88%	95%	90%	94%	*	92%	55%	85%	60%
Reading	2017	72%	88%	<b>88%</b>	72%	83%	92%	*	94%	*	91%	44%	76%	47%
	2016	73%	89%	<b>88%</b>	85%	81%	92%	*	91%	*	92%	41%	76%	43%
Mathematics	2017	79%	93%	<b>98%</b>	88%	97%	99%	-	95%	*	100%	78%	91%	86%
	2016	76%	92%	<b>94%</b>	80%	94%	96%	*	95%	*	91%	61%	91%	90%
Science	2017	79%	91%	<b>97%</b>	86%	96%	98%	*	97%	*	100%	65%	90%	86%
	2016	79%	91%	<b>95%</b>	86%	92%	98%	*	97%	*	85%	62%	90%	64%
Social Studies	2017	77%	89%	<b>99%</b>	94%	100%	99%	*	98%	-	100%	83%	100%	100%
	2016	77%	89%	<b>98%</b>	91%	95%	99%	-	100%	-	100%	74%	93%	77%
<b>STAAR Percent at Meets Grade Level All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>86%</b>	77%	80%	89%	*	92%	*	93%	40%	69%	28%
	2016	45%	67%	<b>82%</b>	69%	75%	85%	*	93%	*	85%	15%	65%	24%

District Name: TOMBALL ISD  
 Campus Name: TOMBALL MEMORIAL H S  
 Campus Number: 101921002

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 2,131  
 Grade Span: 09 - 12  
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Reading	2017	48%	68%	<b>81%</b>	68%	74%	84%	*	87%	*	87%	31%	61%	*
	2016	46%	66%	<b>78%</b>	67%	71%	81%	*	87%	*	80%	*	60%	18%
Mathematics	2017	48%	74%	<b>89%</b>	69%	87%	90%	-	100%	*	100%	52%	75%	67%
	2016	43%	68%	<b>72%</b>	71%	67%	76%	*	71%	*	64%	18%	59%	*
Science	2017	52%	71%	<b>87%</b>	73%	83%	89%	-	94%	*	100%	38%	68%	42%
	2016	47%	65%	<b>82%</b>	74%	74%	88%	*	89%	*	69%	21%	64%	*
Social Studies	2017	51%	68%	<b>89%</b>	94%	83%	91%	*	95%	-	95%	50%	78%	50%
	2016	47%	68%	<b>88%</b>	69%	81%	91%	-	100%	-	100%	38%	75%	*
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>38%</b>	25%	34%	38%	*	58%	*	43%	8%	24%	9%
	2016	18%	33%	<b>32%</b>	21%	24%	35%	*	51%	*	41%	5%	20%	6%
Reading	2017	19%	34%	<b>19%</b>	11%	15%	18%	*	44%	*	23%	*	8%	*
	2016	17%	30%	<b>17%</b>	*	11%	17%	*	35%	*	31%	*	6%	*
Mathematics	2017	23%	45%	<b>53%</b>	33%	55%	53%	-	85%	*	53%	12%	40%	*
	2016	19%	37%	<b>36%</b>	30%	29%	39%	*	53%	*	*	*	29%	*
Science	2017	19%	34%	<b>40%</b>	23%	35%	41%	*	65%	*	46%	*	27%	*
	2016	16%	28%	<b>38%</b>	33%	25%	42%	*	57%	*	38%	*	18%	*
Social Studies	2017	27%	45%	<b>66%</b>	53%	64%	67%	*	72%	-	75%	17%	49%	*
	2016	22%	41%	<b>59%</b>	41%	47%	63%	-	88%	-	67%	*	49%	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>74%</b>	59%	71%	76%	*	83%	*	90%	*	64%	54%
	2016	62%	67%	<b>61%</b>	58%	59%	59%	*	77%	*	*	*	60%	*
Reading	2017	59%	65%	<b>64%</b>	*	60%	66%	*	76%	-	*	*	*	*
	2016	60%	63%	<b>54%</b>	*	*	*	*	*	-	*	*	*	*

District Name: TOMBALL ISD  
 Campus Name: TOMBALL MEMORIAL H S  
 Campus Number: 101921002

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 2,131  
 Grade Span: 09 - 12  
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
Mathematics	2017	64%	76%	<b>88%</b>	70%	88%	88%	-	100%	*	100%	*	75%	68%
	2016	63%	71%	<b>73%</b>	78%	66%	77%	*	72%	*	*	*	62%	*
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>25%</b>	17%	22%	27%	*	28%	*	34%	*	19%	12%
	2016	17%	19%	<b>14%</b>	14%	13%	15%	*	17%	*	*	*	13%	*
Reading	2017	17%	21%	<b>6%</b>	*	4%	7%	*	11%	-	*	*	*	*
	2016	16%	17%	<b>1%</b>	*	*	*	*	*	-	*	*	*	*
Mathematics	2017	20%	33%	<b>51%</b>	43%	52%	50%	-	72%	*	59%	*	43%	32%
	2016	17%	22%	<b>34%</b>	30%	27%	38%	*	56%	*	*	*	24%	*



District Name: TOMBALL ISD  
 Campus Name: TOMBALL MEMORIAL H S  
 Campus Number: 101921002

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 2,131  
 Grade Span: 09 - 12  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>93%</b>	-	-	-	-	-	66%	-	66%	*	66%	66%
	2016	75%	90%	<b>92%</b>	-	-	-	-	-	58%	-	58%	*	58%	60%
Reading	2017	72%	88%	<b>88%</b>	-	-	-	-	-	48%	-	48%	*	48%	47%
	2016	73%	89%	<b>88%</b>	-	-	-	-	-	39%	-	39%	*	39%	43%
Mathematics	2017	79%	93%	<b>98%</b>	-	-	-	-	-	85%	-	85%	*	85%	86%
	2016	76%	92%	<b>94%</b>	-	-	-	-	-	90%	-	90%	-	90%	90%
Science	2017	79%	91%	<b>97%</b>	-	-	-	-	-	85%	-	85%	*	85%	86%
	2016	79%	91%	<b>95%</b>	-	-	-	-	-	64%	-	64%	-	64%	64%
Social Studies	2017	77%	89%	<b>99%</b>	-	-	-	-	-	100%	-	100%	-	100%	100%
	2016	77%	89%	<b>98%</b>	-	-	-	-	-	75%	-	75%	*	75%	77%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>86%</b>	-	-	-	-	-	26%	-	26%	*	26%	28%
	2016	45%	67%	<b>82%</b>	-	-	-	-	-	22%	-	22%	*	22%	24%
Reading	2017	48%	68%	<b>81%</b>	-	-	-	-	-	*	-	*	*	*	*
	2016	46%	66%	<b>78%</b>	-	-	-	-	-	*	-	*	*	*	18%
Mathematics	2017	48%	74%	<b>89%</b>	-	-	-	-	-	64%	-	64%	*	64%	67%
	2016	43%	68%	<b>72%</b>	-	-	-	-	-	*	-	*	-	*	*
Science	2017	52%	71%	<b>87%</b>	-	-	-	-	-	*	-	*	*	*	42%
	2016	47%	65%	<b>82%</b>	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	51%	68%	<b>89%</b>	-	-	-	-	-	50%	-	50%	-	50%	50%
	2016	47%	68%	<b>88%</b>	-	-	-	-	-	*	-	*	*	*	*
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>38%</b>	-	-	-	-	-	9%	-	9%	*	9%	9%
	2016	18%	33%	<b>32%</b>	-	-	-	-	-	6%	-	6%	*	6%	6%

District Name: TOMBALL ISD  
 Campus Name: TOMBALL MEMORIAL H S  
 Campus Number: 101921002

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 2,131  
 Grade Span: 09 - 12  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Reading	2017	19%	34%	<b>19%</b>	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	30%	<b>17%</b>	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	45%	<b>53%</b>	-	-	-	-	-	*	-	*	*	*	*
	2016	19%	37%	<b>36%</b>	-	-	-	-	-	*	-	*	-	*	*
Science	2017	19%	34%	<b>40%</b>	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	28%	<b>38%</b>	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	27%	45%	<b>66%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	22%	41%	<b>59%</b>	-	-	-	-	-	*	-	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>74%</b>	-	-	-	-	-	*	-	*	*	*	*
	2016	62%	67%	<b>61%</b>	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	59%	65%	<b>64%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	60%	63%	<b>54%</b>	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	64%	76%	<b>88%</b>	-	-	-	-	-	*	-	*	*	*	*
	2016	63%	71%	<b>73%</b>	-	-	-	-	-	*	-	*	-	*	*
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>25%</b>	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	19%	<b>14%</b>	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	17%	21%	<b>6%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	16%	17%	<b>1%</b>	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	20%	33%	<b>51%</b>	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	22%	<b>34%</b>	-	-	-	-	-	*	-	*	-	*	*

District Name: TOMBALL ISD  
 Campus Name: TOMBALL MEMORIAL H S  
 Campus Number: 101921002

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 2,131  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	99%	100%	100%	100%	*	100%	97%	99%	98%
Included in Accountability	94%	95%	<b>96%</b>	90%	92%	98%	100%	97%	*	99%	93%	93%	78%
Not Included in Accountability													
Mobile	4%	4%	<b>3%</b>	9%	5%	2%	0%	2%	*	1%	3%	3%	5%
Other Exclusions	1%	1%	<b>1%</b>	0%	2%	0%	0%	1%	*	0%	2%	2%	16%
Not Tested	1%	1%	<b>0%</b>	0%	1%	0%	0%	0%	*	0%	3%	1%	2%
Absent	1%	1%	<b>0%</b>	0%	1%	0%	0%	0%	*	0%	3%	1%	2%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
<b>2016 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	99%	100%	100%	100%	*	100%	99%	99%	100%
Included in Accountability	94%	96%	<b>97%</b>	97%	94%	98%	100%	99%	*	100%	91%	96%	79%
Not Included in Accountability													
Mobile	4%	3%	<b>2%</b>	2%	3%	2%	0%	1%	*	0%	5%	2%	6%
Other Exclusions	1%	1%	<b>1%</b>	1%	2%	0%	0%	1%	*	0%	3%	2%	15%
Not Tested	1%	1%	<b>0%</b>	0%	1%	0%	0%	0%	*	0%	1%	1%	0%
Absent	1%	0%	<b>0%</b>	0%	1%	0%	0%	0%	*	0%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: TOMBALL ISD  
 Campus Name: TOMBALL MEMORIAL H S  
 Campus Number: 101921002

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 2,131  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>96.7%</b>	96.7%	96.4%	96.6%	*	97.8%	*	96.3%	95.2%	95.6%	96.3%
2014-15	95.7%	96.4%	<b>96.3%</b>	97.0%	96.2%	96.1%	*	97.7%	*	96.2%	95.6%	95.3%	96.5%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2015-16	2.0%	0.5%	<b>0.1%</b>	0.0%	0.2%	0.2%	0.0%	0.0%	*	0.0%	0.0%	1.0%	0.0%
2014-15	2.1%	0.3%	<b>0.1%</b>	0.0%	0.2%	0.2%	0.0%	0.0%	*	0.0%	0.0%	1.0%	2.1%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2016</b>													
Graduated	89.1%	96.6%	<b>98.4%</b>	94.1%	97.4%	99.2%	-	100.0%	*	100.0%	89.5%	98.5%	100.0%
Received GED	0.5%	0.5%	<b>0.2%</b>	0.0%	0.9%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	4.2%	1.8%	<b>1.1%</b>	5.9%	1.7%	0.4%	-	0.0%	*	0.0%	10.5%	0.0%	0.0%
Dropped Out	6.2%	1.1%	<b>0.2%</b>	0.0%	0.0%	0.4%	-	0.0%	*	0.0%	0.0%	1.5%	0.0%
Graduates and GED	89.6%	97.1%	<b>98.6%</b>	94.1%	98.3%	99.2%	-	100.0%	*	100.0%	89.5%	98.5%	100.0%
Grads, GED, & Cont	93.8%	98.9%	<b>99.8%</b>	100.0%	100.0%	99.6%	-	100.0%	*	100.0%	100.0%	98.5%	100.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2016	89.1%	95.6%	<b>97.8%</b>	94.1%	95.0%	99.2%	-	100.0%	*	100.0%	89.5%	94.2%	90.0%
Class of 2015	89.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2016	87.4%	88.5%	<b>89.1%</b>	78.1%	83.2%	92.0%	-	97.0%	*	93.8%	35.3%	75.4%	33.3%
Class of 2015	86.1%	87.4%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2016	5.5%	0.0%	*	-	*	*	-	-	-	*	-	-	-
Class of 2015	3.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2016	54.0%	71.4%	*	-	*	*	-	-	-	*	-	-	-
Class of 2015	38.7%	55.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2016	85.1%	88.3%	<b>89.2%</b>	78.1%	83.3%	92.0%	-	97.0%	*	94.1%	35.3%	75.4%	33.3%
Class of 2015	84.1%	87.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2015-16	85.6%	87.9%	<b>88.5%</b>	78.1%	83.2%	91.2%	-	97.0%	*	88.2%	37.5%	74.5%	33.3%
2014-15	84.3%	85.5%	<b>87.2%</b>	82.9%	88.4%	85.7%	*	93.3%	*	100.0%	8.3%	73.2%	*
<b>FHSP-E Graduates (Annual Rate)</b>													
2015-16	5.6%	0.0%	*	-	*	*	-	-	-	*	-	-	-
2014-15	3.5%	0.0%	*	-	*	*	-	-	-	-	-	*	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2015-16	51.9%	71.4%	*	-	*	*	-	-	-	*	-	-	-
2014-15	37.3%	55.6%	*	-	*	*	-	-	-	-	-	*	-

District Name: TOMBALL ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 2,131  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2015-16	83.3%	87.8%	<b>88.6%</b>	78.1%	83.3%	91.3%	-	97.0%	*	88.9%	37.5%	74.5%	33.3%
2014-15	82.2%	85.1%	<b>87.1%</b>	82.9%	87.5%	85.9%	*	93.3%	*	100.0%	8.3%	71.9%	*
<b>Advanced Course/Dual-Credit Course Completion (Grades 11-12)</b>													
<b>Any Subject</b>													
2015-16	55.0%	67.6%	<b>70.8%</b>	50.8%	64.3%	74.0%	-	90.9%	*	65.9%	7.7%	59.3%	8.3%
2014-15	54.5%	62.7%	<b>67.9%</b>	58.0%	63.0%	69.5%	*	81.8%	*	65.7%	13.2%	51.2%	23.1%
<b>English Language Arts</b>													
2015-16	30.1%	40.5%	<b>44.8%</b>	24.2%	33.9%	49.6%	-	67.2%	*	44.7%	0.0%	24.0%	0.0%
2014-15	29.0%	35.1%	<b>37.3%</b>	19.1%	29.2%	39.9%	*	66.2%	*	26.5%	0.0%	16.7%	0.0%
<b>Mathematics</b>													
2015-16	43.1%	58.1%	<b>62.6%</b>	47.5%	52.7%	67.1%	-	80.0%	*	55.3%	8.3%	50.0%	5.9%
2014-15	43.8%	54.4%	<b>58.7%</b>	55.6%	52.7%	60.2%	*	73.8%	*	48.5%	8.0%	44.0%	8.3%
<b>Science</b>													
2015-16	12.2%	7.1%	<b>9.1%</b>	6.5%	11.3%	5.9%	-	34.0%	-	0.0%	0.0%	8.7%	0.0%
2014-15	12.7%	10.2%	<b>11.8%</b>	10.2%	7.2%	10.5%	*	32.0%	*	16.0%	0.0%	9.6%	0.0%
<b>Social Studies</b>													
2015-16	29.0%	36.5%	<b>32.6%</b>	20.0%	26.0%	33.1%	-	67.2%	*	27.0%	0.0%	23.1%	0.0%
2014-15	28.4%	31.5%	<b>27.4%</b>	17.6%	22.7%	27.5%	*	53.1%	*	24.2%	0.0%	16.0%	0.0%
<b>Advanced Course/Dual-Credit Course Completion (Grades 9-12)</b>													
<b>Any Subject</b>													
2015-16	35.9%	42.0%	<b>42.6%</b>	30.3%	39.2%	43.5%	20.0%	56.5%	*	48.7%	5.5%	35.0%	18.5%
2014-15	34.6%	39.7%	<b>41.9%</b>	35.7%	40.1%	41.7%	40.0%	54.1%	*	44.6%	7.5%	34.0%	28.3%
<b>English Language Arts</b>													
2015-16	16.2%	20.4%	<b>22.0%</b>	13.2%	18.4%	24.0%	*	28.0%	*	23.6%	0.0%	15.2%	12.9%
2014-15	15.7%	18.2%	<b>18.9%</b>	12.6%	15.2%	20.1%	20.0%	30.3%	*	13.7%	1.0%	11.9%	13.3%
<b>Mathematics</b>													
2015-16	19.3%	26.9%	<b>28.9%</b>	23.0%	22.9%	31.5%	*	35.4%	*	31.9%	2.8%	19.4%	1.8%
2014-15	19.4%	25.2%	<b>27.6%</b>	28.7%	23.7%	28.2%	40.0%	36.6%	*	23.6%	2.2%	21.5%	2.3%
<b>Science</b>													
2015-16	5.1%	2.9%	<b>3.6%</b>	2.7%	3.9%	2.2%	*	13.6%	*	0.0%	0.0%	2.8%	0.0%
2014-15	5.2%	4.0%	<b>4.8%</b>	4.6%	2.7%	3.9%	*	15.5%	*	7.8%	0.0%	4.0%	0.0%
<b>Social Studies</b>													
2015-16	20.8%	23.8%	<b>21.4%</b>	12.6%	16.1%	21.4%	*	43.6%	*	27.8%	0.0%	12.1%	0.0%
2014-15	19.5%	21.3%	<b>19.1%</b>	11.8%	14.6%	19.3%	20.0%	37.5%	*	20.8%	0.0%	11.3%	0.0%
<b>College-Ready Graduates</b>													
<b>English Language Arts</b>													
2015-16	50.6%	65.2%	<b>71.0%</b>	44.4%	65.9%	76.2%	-	72.4%	*	70.6%	41.7%	60.0%	20.0%
2014-15	42.0%	55.0%	<b>53.0%</b>	35.0%	41.0%	56.0%	*	79.0%	*	55.0%	-	48.0%	-

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Total Students: 2,131  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>College-Ready Graduates</b>													
<b>Mathematics</b>													
2015-16	44.6%	60.0%	<b>62.7%</b>	46.2%	57.0%	65.9%	-	72.4%	*	58.8%	0.0%	48.6%	20.0%
2014-15	38.0%	55.0%	<b>54.0%</b>	35.0%	38.0%	59.0%	*	75.0%	*	55.0%	-	43.0%	-
<b>Both Subjects</b>													
2015-16	38.7%	55.5%	<b>61.0%</b>	38.5%	55.8%	64.8%	-	72.4%	*	52.9%	0.0%	48.6%	20.0%
2014-15	35.0%	51.0%	<b>50.0%</b>	31.0%	36.0%	53.0%	*	71.0%	*	55.0%	-	41.0%	-
<b>Either Subject</b>													
2015-16	56.4%	69.6%	<b>72.7%</b>	51.9%	67.0%	77.3%	-	72.4%	*	76.5%	41.7%	60.0%	20.0%
2014-15	45.0%	58.0%	<b>58.0%</b>	38.0%	43.0%	61.0%	*	83.0%	*	55.0%	-	50.0%	-
<b>College and Career Ready Graduates</b>													
2015-16	75.9%	77.9%	<b>84.0%</b>	62.5%	78.9%	88.3%	-	87.9%	*	88.9%	31.3%	63.6%	33.3%
2014-15	74.5%	76.5%	<b>79.4%</b>	65.7%	78.1%	82.1%	*	86.7%	*	56.3%	41.7%	64.9%	*
<b>Texas Success Initiative Assessment (TSIA)</b>													
<b>English Language Arts</b>													
2015-16	22.6%	18.1%	<b>21.0%</b>	21.9%	23.7%	20.4%	-	6.1%	*	33.3%	31.3%	25.5%	11.1%
2014-15	10.6%	7.7%	<b>7.9%</b>	8.6%	9.4%	7.6%	*	3.3%	*	6.3%	0.0%	8.8%	*
<b>Mathematics</b>													
2015-16	18.1%	14.4%	<b>14.4%</b>	18.8%	14.9%	13.8%	-	6.1%	*	22.2%	0.0%	16.4%	11.1%
2014-15	7.1%	7.5%	<b>7.2%</b>	5.7%	6.3%	8.4%	*	0.0%	*	6.3%	0.0%	7.0%	*
<b>Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)</b>													
2015-16	48.7%	57.1%	<b>63.2%</b>	40.6%	57.9%	67.1%	-	75.8%	*	66.7%	0.0%	38.2%	11.1%
2014-15	48.1%	53.7%	<b>57.7%</b>	51.4%	53.1%	58.4%	*	80.0%	*	43.8%	0.0%	40.4%	*
<b>Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)</b>													
<b>Any Subject</b>													
2015-16	12.2%	27.6%	<b>26.0%</b>	12.5%	17.5%	32.1%	-	27.3%	*	22.2%	0.0%	7.3%	0.0%
2014-15	10.6%	19.0%	<b>16.7%</b>	2.9%	12.5%	18.7%	*	33.3%	*	12.5%	0.0%	5.3%	*
<b>AP/IB Course Completion (Annual Graduates)</b>													
2015-16	44.8%	55.3%	<b>59.8%</b>	34.4%	52.6%	64.2%	-	75.8%	*	66.7%	0.0%	32.7%	11.1%
2014-15	43.4%	48.9%	<b>50.0%</b>	51.4%	43.8%	49.2%	*	76.7%	*	43.8%	8.3%	36.8%	*
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2015-16	47.8%	33.1%	<b>35.8%</b>	21.9%	36.0%	39.6%	-	21.2%	*	33.3%	31.3%	30.9%	11.1%
2014-15	46.6%	44.8%	<b>45.0%</b>	28.6%	46.9%	48.9%	*	36.7%	*	18.8%	41.7%	43.9%	*
<b>AP/IB Results (Participation)</b>													
<b>All Subjects</b>													
2016	25.5%	33.9%	<b>38.9%</b>	26.7%	31.3%	40.4%	-	75.8%	*	24.4%	n/a	31.5%	n/a
2015	24.9%	31.0%	<b>35.5%</b>	28.4%	29.2%	35.9%	*	63.6%	*	28.6%	n/a	24.4%	n/a
<b>English Language Arts</b>													
2016	15.5%	10.0%	<b>13.8%</b>	13.3%	11.7%	12.0%	-	36.4%	*	12.2%	n/a	15.3%	n/a
2015	15.1%	9.8%	<b>14.8%</b>	9.0%	12.4%	13.6%	*	39.4%	*	11.4%	n/a	11.9%	n/a

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TEXAS EDUCATION AGENCY  
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Total Students: 2,131  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>AP/IB Results (Participation)</b>													
<b>Mathematics</b>													
2016	6.8%	7.2%	<b>9.1%</b>	6.7%	9.6%	7.6%	-	24.2%	*	4.9%	n/a	7.3%	n/a
2015	6.8%	7.7%	<b>11.3%</b>	9.0%	10.5%	10.6%	*	21.2%	*	11.4%	n/a	8.1%	n/a
<b>Science</b>													
2016	10.4%	12.0%	<b>18.1%</b>	8.3%	15.4%	17.1%	-	48.5%	*	12.2%	n/a	16.9%	n/a
2015	10.2%	13.2%	<b>17.1%</b>	14.9%	12.0%	17.0%	*	37.9%	*	17.1%	n/a	11.9%	n/a
<b>Social Studies</b>													
2016	14.8%	26.8%	<b>27.4%</b>	16.7%	20.4%	28.2%	-	63.6%	*	17.1%	n/a	24.2%	n/a
2015	14.4%	23.1%	<b>22.6%</b>	17.9%	18.2%	21.7%	*	50.0%	*	20.0%	n/a	16.3%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion)</b>													
<b>All Subjects</b>													
2016	49.5%	74.3%	<b>77.2%</b>	87.5%	77.3%	74.0%	-	88.0%	-	70.0%	n/a	87.2%	n/a
2015	49.1%	68.3%	<b>68.7%</b>	63.2%	68.9%	67.9%	*	71.4%	-	80.0%	n/a	75.8%	n/a
<b>English Language Arts</b>													
2016	43.3%	78.0%	<b>82.7%</b>	75.0%	78.6%	87.1%	-	75.0%	-	100.0%	n/a	89.5%	n/a
2015	43.7%	76.1%	<b>72.6%</b>	66.7%	57.7%	79.2%	*	73.1%	-	*	n/a	75.0%	n/a
<b>Mathematics</b>													
2016	54.0%	70.4%	<b>81.0%</b>	*	78.3%	79.5%	-	87.5%	-	*	n/a	77.8%	n/a
2015	51.7%	66.1%	<b>68.0%</b>	50.0%	63.6%	69.6%	*	71.4%	-	*	n/a	54.5%	n/a
<b>Science</b>													
2016	35.1%	38.0%	<b>32.3%</b>	60.0%	29.7%	31.8%	-	34.4%	-	20.0%	n/a	33.3%	n/a
2015	35.4%	35.8%	<b>30.1%</b>	20.0%	36.0%	27.8%	-	40.0%	-	16.7%	n/a	31.3%	n/a
<b>Social Studies</b>													
2016	41.6%	80.0%	<b>88.5%</b>	100.0%	83.7%	88.3%	-	92.9%	-	85.7%	n/a	80.0%	n/a
2015	40.1%	76.4%	<b>85.4%</b>	66.7%	81.6%	87.8%	*	87.9%	-	85.7%	n/a	86.4%	n/a
<b>SAT/ACT Results</b>													
<b>Tested</b>													
Class of 2016	71.6%	67.5%	<b>74.2%</b>	71.9%	54.4%	80.4%	-	90.9%	*	88.9%	n/a	51.6%	n/a
Class of 2015	68.3%	63.8%	<b>69.5%</b>	71.4%	57.3%	71.8%	*	80.0%	*	75.0%	n/a	48.4%	n/a
<b>At/Above Criterion</b>													
Class of 2016	22.5%	44.3%	<b>48.0%</b>	21.7%	46.8%	50.8%	-	56.7%	*	43.8%	n/a	50.0%	n/a
Class of 2015	24.3%	39.1%	<b>38.4%</b>	20.0%	29.1%	40.4%	*	66.7%	*	33.3%	n/a	22.6%	n/a
<b>Average SAT Score</b>													
<b>All Subjects</b>													
Class of 2016	1375	1553	<b>1588</b>	1393	1585	1604	-	1681	*	1506	n/a	1575	n/a
Class of 2015	1394	1515	<b>1524</b>	1377	1453	1550	*	1653	-	1482	n/a	1436	n/a
<b>English Language Arts and Writing</b>													
Class of 2016	903	1019	<b>1044</b>	919	1030	1059	-	1090	*	1016	n/a	1035	n/a
Class of 2015	912	988	<b>995</b>	888	953	1013	*	1079	-	961	n/a	939	n/a

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<b>Average SAT Score</b>													
<b>Mathematics</b>													
Class of 2016	472	534	<b>544</b>	475	556	545	-	591	*	489	n/a	541	n/a
Class of 2015	482	527	<b>529</b>	490	500	537	*	575	-	521	n/a	497	n/a
<b>Average ACT Score</b>													
<b>All Subjects</b>													
Class of 2016	20.3	23.3	<b>23.9</b>	18.8	24.8	23.9	-	26.8	-	21.6	n/a	25.1	n/a
Class of 2015	20.6	22.3	<b>22.1</b>	19.4	19.7	22.9	*	24.6	*	23.0	n/a	18.6	n/a
<b>English Language Arts</b>													
Class of 2016	19.8	23.0	<b>23.6</b>	18.1	24.4	23.9	-	25.9	-	21.6	n/a	24.4	n/a
Class of 2015	20.1	21.7	<b>21.5</b>	18.6	19.2	22.2	*	24.3	*	23.0	n/a	17.8	n/a
<b>Mathematics</b>													
Class of 2016	20.5	23.5	<b>24.0</b>	19.2	25.6	23.7	-	27.4	-	21.3	n/a	25.1	n/a
Class of 2015	20.9	22.8	<b>22.8</b>	20.6	20.1	23.5	*	25.3	*	23.8	n/a	19.8	n/a
<b>Science</b>													
Class of 2016	20.5	23.3	<b>23.7</b>	19.2	24.6	23.6	-	27.2	-	21.1	n/a	25.4	n/a
Class of 2015	20.7	22.2	<b>22.1</b>	19.1	19.7	23.0	*	23.8	*	21.5	n/a	18.5	n/a
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2014-15	56.1%	62.3%	<b>62.0%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	63.7%	<b>64.6%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Graduates in TX IHE Completing One Year Without Remediation</b>													
2014-15	55.6%	72.2%	<b>76.7%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	82.4%	<b>86.8%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



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Total Students: 2,131  
 Grade Span: 09 - 12  
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Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	2,131	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.2%
Kindergarten	0	0.0%	7.8%	7.0%
Grade 1	0	0.0%	7.8%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	8.3%	7.7%
Grade 4	0	0.0%	8.1%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	573	26.9%	7.6%	8.1%
Grade 10	542	25.4%	6.7%	7.4%
Grade 11	535	25.1%	6.4%	6.8%
Grade 12	481	22.6%	6.2%	6.2%
Ethnic Distribution:				
African American	134	6.3%	4.6%	12.6%
Hispanic	559	26.2%	30.1%	52.4%
White	1,184	55.6%	54.1%	28.1%
American Indian	4	0.2%	0.2%	0.4%
Asian	168	7.9%	7.0%	4.2%
Pacific Islander	2	0.1%	0.0%	0.1%
Two or More Races	80	3.8%	3.8%	2.2%
Economically Disadvantaged	315	14.8%	21.7%	59.0%
Non-Educationally Disadvantaged	1,816	85.2%	78.3%	41.0%
English Language Learners (ELL)	56	2.6%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	32	1.5%	0.8%	1.4%
At-Risk	547	25.7%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	122			
By Type of Primary Disability				
Students with Intellectual Disabilities	69	56.6%	32.6%	44.5%
Students with Physical Disabilities	5	4.1%	21.0%	21.9%
Students with Autism	14	11.5%	13.5%	12.5%
Students with Behavioral Disabilities	34	27.9%	30.5%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

District Name: TOMBALL ISD  
 Campus Name: TOMBALL MEMORIAL H S  
 Campus Number: 101921002

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 2,131  
 Grade Span: 09 - 12  
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	124	6.0%	9.2%	16.2%
By Ethnicity:				
African American	10	0.5%		
Hispanic	40	1.9%		
White	64	3.1%		
American Indian	1	0.0%		
Asian	6	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.1%		
Graduates (Class of 2016):				
Total Graduates	438	100.0%	800	324,311
By Ethnicity (incl. Special Ed.):				
African American	32	7.3%	44	41,084
Hispanic	114	26.0%	212	157,633
White	240	54.8%	478	104,551
American Indian	0	0.0%	1	1,280
Asian	33	7.5%	38	13,481
Pacific Islander	1	0.2%	1	449
Two or More Races	18	4.1%	26	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	50	11.4%	96	42,804
Recommended H.S. Program/DAP	385	87.9%	697	254,625
Foundation High School Plan (No Endorsement)	0	0.0%	2	11,477
Foundation High School Plan (Endorsement)	0	0.0%	0	1,501
Foundation High School Plan (DLA)	3	0.7%	5	13,904
Special Education Graduates	16	3.7%	41	23,325

District Name: TOMBALL ISD  
 Campus Name: TOMBALL MEMORIAL H S  
 Campus Number: 101921002

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 2,131  
 Grade Span: 09 - 12  
 School Type: High School

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.5	18.8
Grade 1	-	19.2	18.8
Grade 2	-	19.4	18.9
Grade 3	-	28.8	19.0
Grade 4	-	27.1	19.0
Grade 5	-	28.2	20.9
Grade 6	-	23.3	20.4
Secondary:			
English/Language Arts	21.8	20.6	16.8
Foreign Languages	22.5	21.6	18.7
Mathematics	24.7	24.2	18.0
Science	23.7	24.7	19.0
Social Studies	27.2	25.8	19.4

District Name: TOMBALL ISD  
Campus Name: TOMBALL MEMORIAL H S  
Campus Number: 101921002

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 2,131  
Grade Span: 09 - 12  
School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	146.4	100.0%	100.0%	100.0%
Professional Staff:	137.0	93.6%	58.9%	64.0%
Teachers	115.1	78.6%	47.1%	50.0%
Professional Support	14.9	10.2%	8.2%	10.0%
Campus Administration (School Leadership)	7.0	4.8%	2.6%	2.9%
Educational Aides:	9.4	6.4%	9.8%	9.6%
Total Minority Staff:	29.3	20.0%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	7.4	6.4%	2.6%	10.2%
Hispanic	10.7	9.3%	12.5%	26.6%
White	91.0	79.0%	82.3%	59.8%
American Indian	1.0	0.9%	0.4%	0.4%
Asian	2.0	1.7%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	3.0	2.6%	1.1%	1.1%
Males	38.5	33.4%	16.5%	23.7%
Females	76.6	66.6%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	4.3	3.7%	0.9%	1.2%
Bachelors	66.6	57.9%	73.3%	74.5%
Masters	44.2	38.4%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	8.5	7.4%	3.1%	7.8%
1-5 Years Experience	39.7	34.5%	24.7%	28.0%
6-10 Years Experience	23.5	20.4%	25.8%	20.9%
11-20 Years Experience	32.1	27.9%	32.3%	27.8%
Over 20 Years Experience	11.4	9.9%	14.0%	15.5%
Number of Students per Teacher	18.5	n/a	15.9	15.1

District Name: TOMBALL ISD  
 Campus Name: TOMBALL MEMORIAL H S  
 Campus Number: 101921002

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 2,131  
 Grade Span: 09 - 12  
 School Type: High School

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	18.0	25.2	19.5
Average Years Experience of Principals with District	3.0	10.7	12.2
Average Years Experience of Assistant Principals	23.8	19.5	15.7
Average Years Experience of Assistant Principals with District	9.3	9.8	10.1
Average Years Experience of Teachers:	9.4	11.5	10.9
Average Years Experience of Teachers with District:	4.5	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,608	\$49,088	\$46,199
1-5 Years Experience	\$52,447	\$52,467	\$48,779
6-10 Years Experience	\$56,331	\$54,398	\$51,184
11-20 Years Experience	\$58,096	\$57,433	\$54,396
Over 20 Years Experience	\$65,019	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$55,626	\$56,198	\$52,525
Professional Support	\$66,824	\$65,969	\$61,728
Campus Administration (School Leadership)	\$89,956	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.1	4.4	2,110.5

District Name: TOMBALL ISD  
 Campus Name: TOMBALL MEMORIAL H S  
 Campus Number: 101921002

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 2,131  
 Grade Span: 09 - 12  
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	54	2.5%	10.5%	18.8%
Career & Technical Education	1,618	75.9%	27.9%	25.0%
Gifted & Talented Education	195	9.2%	8.7%	7.8%
Special Education	122	5.7%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	0.9%	5.8%	6.0%
Career & Technical Education	13.3	11.5%	3.7%	4.5%
Compensatory Education	0.0	0.0%	0.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.8%	1.9%
Regular Education	64.5	56.0%	72.8%	72.8%
Special Education	9.3	8.1%	8.1%	8.6%
Other	27.0	23.5%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '\*1' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*1' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '\*\*\*1' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL J J A E P CAMPUS**

Campus Number: **101921003**

2017 Accountability Rating: **Not Rated**

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 1  
Grade Span: 11 - 11  
School Type: High School

**There is no assessment data for this campus.**



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 1  
 Grade Span: 11 - 11  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2016 STAAR Participation</b>													
<b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	*	-	-	*	-	-	-	-	-	-	-
Included in Accountability	94%	96%	*	-	-	*	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	3%	*	-	-	*	-	-	-	-	-	-	-
Other Exclusions	1%	1%	*	-	-	*	-	-	-	-	-	-	-
Not Tested	1%	1%	*	-	-	*	-	-	-	-	-	-	-
Absent	1%	0%	*	-	-	*	-	-	-	-	-	-	-
Other	0%	0%	*	-	-	*	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 1  
 Grade Span: 11 - 11  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	*	-	*	*	-	*	-	*	*	*	-
2014-15	95.7%	96.4%	*	*	-	-	-	-	-	-	*	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2015-16	2.0%	0.5%	<b>0.0%</b>	-	*	*	-	*	-	*	*	-	-
2014-15	2.1%	0.3%	*	*	-	-	-	-	-	-	*	*	-
<b>Advanced Course/Dual-Credit Course Completion (Grades 11-12)</b>													
<b>Any Subject</b>													
2015-16	55.0%	67.6%	*	-	*	-	-	-	-	-	*	-	-
2014-15	54.5%	62.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Social Studies</b>													
2015-16	29.0%	36.5%	*	-	*	-	-	-	-	-	*	-	-
2014-15	28.4%	31.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Advanced Course/Dual-Credit Course Completion (Grades 9-12)</b>													
<b>Any Subject</b>													
2015-16	35.9%	42.0%	<b>0.0%</b>	-	*	*	-	*	-	*	*	*	-
2014-15	34.6%	39.7%	-	-	-	-	-	-	-	-	-	-	-
<b>English Language Arts</b>													
2015-16	16.2%	20.4%	*	-	*	*	-	*	-	*	-	*	-
2014-15	15.7%	18.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Mathematics</b>													
2015-16	19.3%	26.9%	*	-	*	*	-	*	-	*	-	*	-
2014-15	19.4%	25.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Science</b>													
2015-16	5.1%	2.9%	*	-	*	*	-	-	-	*	-	*	-
2014-15	5.2%	4.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Social Studies</b>													
2015-16	20.8%	23.8%	<b>0.0%</b>	-	*	*	-	*	-	*	*	*	-
2014-15	19.5%	21.3%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1  
 Grade Span: 11 - 11  
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	1	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.2%
Kindergarten	0	0.0%	7.8%	7.0%
Grade 1	0	0.0%	7.8%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	8.3%	7.7%
Grade 4	0	0.0%	8.1%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	1	100.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	0	0.0%	4.6%	12.6%
Hispanic	0	0.0%	30.1%	52.4%
White	0	0.0%	54.1%	28.1%
American Indian	0	0.0%	0.2%	0.4%
Asian	1	100.0%	7.0%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	0	0.0%	3.8%	2.2%
Economically Disadvantaged	0	0.0%	21.7%	59.0%
Non-Educationally Disadvantaged	1	100.0%	78.3%	41.0%
English Language Learners (ELL)	0	0.0%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	1	20.0%	0.8%	1.4%
At-Risk	1	100.0%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	0			
By Type of Primary Disability				
Students with Intellectual Disabilities	0	0.0%	32.6%	44.5%
Students with Physical Disabilities	0	0.0%	21.0%	21.9%
Students with Autism	0	0.0%	13.5%	12.5%
Students with Behavioral Disabilities	0	0.0%	30.5%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1  
Grade Span: 11 - 11  
School Type: High School

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	5	100.0%	9.2%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	2	40.0%		
White	1	20.0%		
American Indian	0	0.0%		
Asian	1	20.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	20.0%		

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1  
 Grade Span: 11 - 11  
 School Type: High School

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.5	18.8
Grade 1	-	19.2	18.8
Grade 2	-	19.4	18.9
Grade 3	-	28.8	19.0
Grade 4	-	27.1	19.0
Grade 5	-	28.2	20.9
Grade 6	-	23.3	20.4
Secondary:			
English/Language Arts	-	20.6	16.8
Foreign Languages	-	21.6	18.7
Mathematics	-	24.2	18.0
Science	-	24.7	19.0
Social Studies	-	25.8	19.4

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1  
 Grade Span: 11 - 11  
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	58.9%	64.0%
Teachers	-	-	47.1%	50.0%
Professional Support	-	-	8.2%	10.0%
Campus Administration (School Leadership)	-	-	2.6%	2.9%
Educational Aides:	-	-	9.8%	9.6%
Total Minority Staff:	-	-	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	-	-	2.6%	10.2%
Hispanic	-	-	12.5%	26.6%
White	-	-	82.3%	59.8%
American Indian	-	-	0.4%	0.4%
Asian	-	-	1.1%	1.5%
Pacific Islander	-	-	0.0%	0.4%
Two or More Races	-	-	1.1%	1.1%
Males	-	-	16.5%	23.7%
Females	-	-	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	-	-	0.9%	1.2%
Bachelors	-	-	73.3%	74.5%
Masters	-	-	25.5%	23.6%
Doctorate	-	-	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	-	-	3.1%	7.8%
1-5 Years Experience	-	-	24.7%	28.0%
6-10 Years Experience	-	-	25.8%	20.9%
11-20 Years Experience	-	-	32.3%	27.8%
Over 20 Years Experience	-	-	14.0%	15.5%
Number of Students per Teacher	-	n/a	15.9	15.1

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1  
 Grade Span: 11 - 11  
 School Type: High School

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	-	25.2	19.5
Average Years Experience of Principals with District	-	10.7	12.2
Average Years Experience of Assistant Principals	-	19.5	15.7
Average Years Experience of Assistant Principals with District	-	9.8	10.1
Average Years Experience of Teachers:	-	11.5	10.9
Average Years Experience of Teachers with District:	-	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,088	\$46,199
1-5 Years Experience	-	\$52,467	\$48,779
6-10 Years Experience	-	\$54,398	\$51,184
11-20 Years Experience	-	\$57,433	\$54,396
Over 20 Years Experience	-	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	-	\$56,198	\$52,525
Professional Support	-	\$65,969	\$61,728
Campus Administration (School Leadership)	-	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	-	4.4	2,110.5

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1  
 Grade Span: 11 - 11  
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	10.5%	18.8%
Career & Technical Education	1	100.0%	27.9%	25.0%
Gifted & Talented Education	0	0.0%	8.7%	7.8%
Special Education	0	0.0%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	5.8%	6.0%
Career & Technical Education	-	-	3.7%	4.5%
Compensatory Education	-	-	0.7%	2.8%
Gifted & Talented Education	-	-	0.8%	1.9%
Regular Education	-	-	72.8%	72.8%
Special Education	-	-	8.1%	8.6%
Other	-	-	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.  
 '\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '\*\*' When only one group is masked, then the second smallest group is masked (regardless of size).  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.  
 '\*\*\*' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.



# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL J H**

Campus Number: **101921042**

2017 Accountability Rating: **Met Standard**

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 767  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above Grade 7</b>														
Reading	2017	73%	87%	<b>77%</b>	*	78%	79%	*	*	-	88%	42%	67%	53%
	2016	71%	89%	<b>87%</b>	84%	80%	91%	-	100%	-	88%	40%	72%	63%
Mathematics	2017	70%	89%	<b>81%</b>	50%	80%	83%	*	*	-	88%	44%	68%	63%
	2016	69%	93%	<b>90%</b>	84%	86%	94%	-	91%	-	80%	53%	78%	74%
Writing	2017	70%	85%	<b>75%</b>	*	74%	76%	*	*	-	100%	38%	63%	40%
	2016	69%	87%	<b>81%</b>	58%	75%	86%	-	93%	-	75%	36%	65%	47%
<b>STAAR Percent at Approaches Grade Level or Above Grade 8 ***</b>														
Reading	2017	86%	95%	<b>93%</b>	94%	87%	95%	-	100%	-	100%	70%	87%	73%
	2016	87%	95%	<b>93%</b>	81%	95%	93%	*	100%	-	92%	53%	86%	79%
Mathematics	2017	85%	97%	<b>95%</b>	93%	97%	94%	-	*	-	89%	75%	94%	100%
	2016	82%	95%	<b>91%</b>	79%	91%	92%	*	*	-	75%	44%	82%	86%
Science	2017	76%	88%	<b>79%</b>	63%	67%	86%	-	83%	-	69%	46%	64%	46%
	2016	75%	90%	<b>86%</b>	80%	83%	89%	*	100%	-	77%	40%	67%	50%
Social Studies	2017	63%	82%	<b>75%</b>	53%	63%	82%	-	*	-	75%	51%	57%	42%
	2016	63%	83%	<b>81%</b>	56%	80%	83%	*	100%	-	69%	38%	64%	48%
<b>STAAR Percent at Approaches Grade Level or Above End of Course</b>														
Algebra I	2017	83%	93%	<b>100%</b>	*	100%	100%	-	*	-	100%	-	100%	-
	2016	78%	90%	<b>100%</b>	*	100%	100%	-	100%	-	100%	*	100%	-
Biology	2017	86%	95%	<b>100%</b>	-	*	100%	-	-	-	-	-	-	-
	2016	87%	93%	<b>100%</b>	*	*	100%	-	*	-	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above All Grades</b>														
All Subjects	2017	75%	90%	<b>83%</b>	62%	78%	85%	100%	85%	-	87%	51%	71%	60%
	2016	75%	90%	<b>88%</b>	75%	85%	90%	*	96%	-	81%	44%	73%	63%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 767  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>All Grades</b>														
Reading	2017	72%	88%	<b>86%</b>	65%	83%	87%	*	100%	-	95%	55%	77%	63%
	2016	73%	89%	<b>90%</b>	83%	87%	92%	*	100%	-	90%	47%	78%	68%
Mathematics	2017	79%	93%	<b>89%</b>	77%	89%	89%	*	86%	-	91%	58%	81%	80%
	2016	76%	92%	<b>92%</b>	83%	90%	94%	*	91%	-	83%	50%	81%	78%
Writing	2017	67%	82%	<b>75%</b>	*	74%	76%	*	*	-	100%	38%	63%	40%
	2016	69%	85%	<b>81%</b>	58%	75%	86%	-	93%	-	75%	36%	65%	47%
Science	2017	79%	91%	<b>79%</b>	63%	68%	87%	-	83%	-	69%	46%	64%	46%
	2016	79%	91%	<b>87%</b>	81%	83%	89%	*	100%	-	77%	40%	67%	50%
Social Studies	2017	77%	89%	<b>75%</b>	53%	63%	82%	-	*	-	75%	51%	57%	42%
	2016	77%	89%	<b>81%</b>	56%	80%	83%	*	100%	-	69%	38%	64%	48%
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>56%</b>	27%	47%	61%	*	*	-	64%	21%	39%	12%
	2016	45%	67%	<b>63%</b>	40%	59%	67%	*	70%	-	46%	12%	32%	19%
Reading	2017	48%	68%	<b>55%</b>	31%	46%	61%	*	*	-	59%	22%	39%	12%
	2016	46%	66%	<b>63%</b>	49%	57%	67%	*	83%	-	54%	11%	37%	22%
Mathematics	2017	48%	74%	<b>64%</b>	42%	59%	68%	*	83%	-	68%	31%	51%	28%
	2016	43%	68%	<b>64%</b>	37%	62%	67%	*	77%	-	46%	14%	35%	28%
Writing	2017	38%	54%	<b>41%</b>	*	37%	44%	*	-	-	63%	16%	33%	*
	2016	41%	60%	<b>53%</b>	37%	45%	58%	-	57%	-	44%	*	25%	20%
Science	2017	52%	71%	<b>54%</b>	44%	38%	63%	-	*	-	38%	24%	34%	*
	2016	47%	65%	<b>56%</b>	31%	57%	56%	*	75%	-	42%	23%	26%	*
Social Studies	2017	51%	68%	<b>47%</b>	33%	33%	53%	-	*	-	50%	21%	21%	*
	2016	47%	68%	<b>53%</b>	38%	52%	54%	*	63%	-	*	13%	28%	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 767  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>25%</b>	11%	17%	29%	*	37%	-	30%	7%	12%	7%
	2016	18%	33%	<b>29%</b>	18%	24%	32%	*	47%	-	31%	5%	9%	9%
Reading	2017	19%	34%	<b>26%</b>	*	17%	31%	*	*	-	36%	6%	11%	*
	2016	17%	30%	<b>31%</b>	20%	23%	36%	*	43%	-	38%	*	10%	8%
Mathematics	2017	23%	45%	<b>29%</b>	*	20%	33%	*	*	-	36%	9%	15%	11%
	2016	19%	37%	<b>33%</b>	20%	29%	35%	*	55%	-	31%	*	10%	16%
Writing	2017	12%	22%	<b>13%</b>	*	13%	13%	*	*	-	*	*	10%	*
	2016	15%	26%	<b>14%</b>	*	11%	16%	-	*	-	*	*	*	*
Science	2017	19%	34%	<b>23%</b>	*	8%	31%	-	*	-	*	*	9%	*
	2016	16%	28%	<b>29%</b>	*	25%	31%	*	63%	-	*	*	10%	*
Social Studies	2017	27%	45%	<b>28%</b>	*	20%	31%	-	*	-	*	*	9%	*
	2016	22%	41%	<b>31%</b>	*	26%	33%	*	63%	-	38%	*	10%	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>66%</b>	*	67%	65%	*	71%	-	80%	61%	65%	70%
	2016	62%	67%	<b>68%</b>	76%	69%	68%	-	73%	-	67%	59%	64%	71%
Reading	2017	59%	65%	<b>64%</b>	*	64%	65%	*	*	-	75%	62%	62%	69%
	2016	60%	63%	<b>67%</b>	72%	66%	66%	-	82%	-	*	58%	62%	67%
Mathematics	2017	64%	76%	<b>68%</b>	*	70%	66%	*	*	-	85%	61%	68%	71%
	2016	63%	71%	<b>70%</b>	*	71%	70%	-	63%	-	67%	60%	66%	74%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>19%</b>	*	17%	19%	*	36%	-	30%	15%	15%	19%
	2016	17%	19%	<b>17%</b>	14%	17%	17%	-	39%	-	20%	11%	12%	15%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 767  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
Reading	2017	17%	21%	<b>20%</b>	*	18%	20%	*	*	-	30%	20%	19%	23%
	2016	16%	17%	<b>18%</b>	19%	19%	16%	-	41%	-	*	13%	19%	15%
Mathematics	2017	20%	33%	<b>18%</b>	*	16%	18%	*	*	-	30%	10%	11%	14%
	2016	17%	22%	<b>17%</b>	*	16%	17%	-	37%	-	26%	9%	5%	14%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	<b>48%</b>	*	53%	43%	-	*	-	*	26%	48%	49%
	2016	35%	46%	<b>49%</b>	56%	47%	50%	-	*	-	*	27%	48%	45%
Mathematics	2017	43%	58%	<b>52%</b>	*	64%	41%	-	*	-	*	26%	48%	68%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 767  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 8 Reading</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	76%	91%	<b>86%</b>	67%	78%	91%	-	100%	-	93%	47%	74%	46%
<b>Students Requiring Accelerated Instruction</b>													
2017	24%	9%	<b>14%</b>	33%	22%	9%	-	*	-	*	53%	26%	54%
<b>STAAR Cumulative Met Standard</b>													
2017	85%	95%	<b>93%</b>	93%	88%	95%	-	100%	-	100%	67%	86%	69%
<b>Grade 8 Mathematics</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	75%	92%	<b>86%</b>	57%	92%	86%	-	*	-	78%	47%	81%	92%
<b>Students Requiring Accelerated Instruction</b>													
2017	25%	8%	<b>14%</b>	43%	8%	14%	-	*	-	*	53%	19%	*
<b>STAAR Cumulative Met Standard</b>													
2017	85%	97%	<b>95%</b>	93%	97%	94%	-	*	-	89%	70%	94%	100%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 767  
 Grade Span: 07 - 08  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>83%</b>	-	-	-	-	-	60%	-	60%	*	60%	60%
	2016	75%	90%	<b>88%</b>	*	-	*	-	-	62%	-	62%	82%	63%	63%
Reading	2017	72%	88%	<b>86%</b>	-	-	-	-	-	64%	-	64%	*	64%	63%
	2016	73%	89%	<b>90%</b>	*	-	*	-	-	68%	-	68%	*	68%	68%
Mathematics	2017	79%	93%	<b>89%</b>	-	-	-	-	-	80%	-	80%	*	80%	80%
	2016	76%	92%	<b>92%</b>	*	-	*	-	-	76%	-	76%	*	77%	78%
Writing	2017	67%	82%	<b>75%</b>	-	-	-	-	-	41%	-	41%	*	41%	40%
	2016	69%	85%	<b>81%</b>	-	-	-	-	-	46%	-	46%	*	46%	47%
Science	2017	79%	91%	<b>79%</b>	-	-	-	-	-	46%	-	46%	-	46%	46%
	2016	79%	91%	<b>87%</b>	-	-	-	-	-	50%	-	50%	-	50%	50%
Social Studies	2017	77%	89%	<b>75%</b>	-	-	-	-	-	42%	-	42%	-	42%	42%
	2016	77%	89%	<b>81%</b>	-	-	-	-	-	48%	-	48%	-	48%	48%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>56%</b>	-	-	-	-	-	12%	-	12%	*	12%	12%
	2016	45%	67%	<b>63%</b>	*	-	*	-	-	21%	-	21%	*	20%	19%
Reading	2017	48%	68%	<b>55%</b>	-	-	-	-	-	12%	-	12%	*	12%	12%
	2016	46%	66%	<b>63%</b>	*	-	*	-	-	24%	-	24%	*	23%	22%
Mathematics	2017	48%	74%	<b>64%</b>	-	-	-	-	-	29%	-	29%	*	29%	28%
	2016	43%	68%	<b>64%</b>	*	-	*	-	-	29%	-	29%	*	28%	28%
Writing	2017	38%	54%	<b>41%</b>	-	-	-	-	-	*	-	*	*	*	*
	2016	41%	60%	<b>53%</b>	-	-	-	-	-	21%	-	21%	*	21%	20%
Science	2017	52%	71%	<b>54%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	47%	65%	<b>56%</b>	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	51%	68%	<b>47%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	47%	68%	<b>53%</b>	-	-	-	-	-	*	-	*	-	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
Bilingual Education/English as a Second Language

Total Students: 767  
Grade Span: 07 - 08  
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>25%</b>	-	-	-	-	-	7%	-	7%	*	7%	7%
	2016	18%	33%	<b>29%</b>	*	-	*	-	-	9%	-	9%	*	9%	9%
Reading	2017	19%	34%	<b>26%</b>	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	30%	<b>31%</b>	*	-	*	-	-	9%	-	9%	*	9%	8%
Mathematics	2017	23%	45%	<b>29%</b>	-	-	-	-	-	11%	-	11%	*	11%	11%
	2016	19%	37%	<b>33%</b>	*	-	*	-	-	16%	-	16%	*	16%	16%
Writing	2017	12%	22%	<b>13%</b>	-	-	-	-	-	*	-	*	*	*	*
	2016	15%	26%	<b>14%</b>	-	-	-	-	-	*	-	*	*	*	*
Science	2017	19%	34%	<b>23%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	16%	28%	<b>29%</b>	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	27%	45%	<b>28%</b>	-	-	-	-	-	*	-	*	-	*	*
	2016	22%	41%	<b>31%</b>	-	-	-	-	-	*	-	*	-	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>66%</b>	-	-	-	-	-	75%	-	75%	*	75%	73%
	2016	62%	67%	<b>68%</b>	*	-	*	-	-	71%	-	71%	*	70%	69%
Reading	2017	59%	65%	<b>64%</b>	-	-	-	-	-	76%	-	76%	*	76%	75%
	2016	60%	63%	<b>67%</b>	*	-	*	-	-	72%	-	72%	*	71%	70%
Mathematics	2017	64%	76%	<b>68%</b>	-	-	-	-	-	73%	-	73%	*	73%	71%
	2016	63%	71%	<b>70%</b>	*	-	*	-	-	70%	-	70%	*	69%	67%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>19%</b>	-	-	-	-	-	22%	-	22%	*	22%	21%
	2016	17%	19%	<b>17%</b>	*	-	*	-	-	13%	-	13%	*	13%	13%
Reading	2017	17%	21%	<b>20%</b>	-	-	-	-	-	27%	-	27%	*	27%	27%
	2016	16%	17%	<b>18%</b>	*	-	*	-	-	15%	-	15%	*	15%	14%



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 767  
 Grade Span: 07 - 08  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
Mathematics	2017	20%	33%	<b>18%</b>	-	-	-	-	-	16%	-	16%	*	16%	16%
	2016	17%	22%	<b>17%</b>	*	-	*	-	-	11%	-	11%	*	11%	12%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	<b>48%</b>	-	-	-	-	-	49%	-	49%	-	49%	49%
	2016	35%	46%	<b>49%</b>	-	-	-	-	-	46%	-	46%	*	46%	45%
Mathematics	2017	43%	58%	<b>52%</b>	-	-	-	-	-	68%	-	68%	-	68%	68%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 767  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	99%	98%	99%	100%	100%	-	99%	98%	98%	96%
Included in Accountability	94%	95%	<b>95%</b>	73%	95%	96%	100%	100%	-	94%	96%	96%	90%
Not Included in Accountability													
Mobile	4%	4%	<b>4%</b>	26%	3%	3%	0%	0%	-	5%	2%	2%	6%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	<b>1%</b>	1%	2%	1%	0%	0%	-	1%	2%	2%	4%
Absent	1%	1%	<b>1%</b>	1%	0%	1%	0%	0%	-	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	1%	0%	0%	0%	-	0%	1%	1%	4%
<b>2016 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	100%	100%	99%	*	100%	-	100%	99%	100%	100%
Included in Accountability	94%	96%	<b>95%</b>	80%	95%	95%	*	96%	-	100%	88%	91%	89%
Not Included in Accountability													
Mobile	4%	3%	<b>4%</b>	20%	4%	4%	*	0%	-	0%	10%	9%	7%
Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	*	4%	-	0%	1%	0%	4%
Not Tested	1%	1%	<b>1%</b>	0%	0%	1%	*	0%	-	0%	1%	0%	0%
Absent	1%	0%	<b>1%</b>	0%	0%	1%	*	0%	-	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 767  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>96.0%</b>	95.2%	96.7%	95.5%	*	98.1%	-	96.0%	94.5%	95.1%	96.2%
2014-15	95.7%	96.4%	<b>95.6%</b>	94.8%	96.2%	95.3%	*	98.4%	-	94.9%	93.7%	94.7%	96.1%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2015-16	0.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2014-15	0.3%	0.1%	<b>0.2%</b>	0.0%	0.3%	0.2%	*	0.0%	-	0.0%	0.0%	0.7%	0.0%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 767  
 Grade Span: 07 - 08  
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	767	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.2%
Kindergarten	0	0.0%	7.8%	7.0%
Grade 1	0	0.0%	7.8%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	8.3%	7.7%
Grade 4	0	0.0%	8.1%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	366	47.7%	7.8%	7.4%
Grade 8	401	52.3%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	33	4.3%	4.6%	12.6%
Hispanic	228	29.7%	30.1%	52.4%
White	475	61.9%	54.1%	28.1%
American Indian	2	0.3%	0.2%	0.4%
Asian	7	0.9%	7.0%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	22	2.9%	3.8%	2.2%
Economically Disadvantaged	275	35.9%	21.7%	59.0%
Non-Educationally Disadvantaged	492	64.1%	78.3%	41.0%
English Language Learners (ELL)	61	8.0%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	14	1.3%	0.8%	1.4%
At-Risk	290	37.8%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	90			
By Type of Primary Disability				
Students with Intellectual Disabilities	36	40.0%	32.6%	44.5%
Students with Physical Disabilities	8	8.9%	21.0%	21.9%
Students with Autism	8	8.9%	13.5%	12.5%
Students with Behavioral Disabilities	38	42.2%	30.5%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 767  
Grade Span: 07 - 08  
School Type: Middle

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	104	9.5%	9.2%	16.2%
By Ethnicity:				
African American	20	1.8%		
Hispanic	25	2.3%		
White	54	4.9%		
American Indian	0	0.0%		
Asian	1	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	4	0.4%		

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 767  
 Grade Span: 07 - 08  
 School Type: Middle

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	-	2.4%	1.8%	-	4.2%	7.7%
Grade 1	-	2.8%	3.8%	-	4.5%	6.8%
Grade 2	-	1.3%	2.4%	-	0.8%	3.1%
Grade 3	-	2.2%	1.6%	-	0.8%	1.2%
Grade 4	-	0.6%	0.8%	-	1.0%	0.7%
Grade 5	-	0.3%	0.4%	-	0.0%	0.7%
Grade 6	-	0.3%	0.6%	-	0.8%	0.7%
Grade 7	0.4%	0.2%	0.7%	2.0%	1.2%	0.8%
Grade 8	0.0%	0.0%	0.5%	0.0%	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.5	18.8
Grade 1	-	19.2	18.8
Grade 2	-	19.4	18.9
Grade 3	-	28.8	19.0
Grade 4	-	27.1	19.0
Grade 5	-	28.2	20.9
Grade 6	-	23.3	20.4
Secondary:			
English/Language Arts	19.0	20.6	16.8
Foreign Languages	19.7	21.6	18.7
Mathematics	23.4	24.2	18.0
Science	25.9	24.7	19.0
Social Studies	25.1	25.8	19.4

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 767  
 Grade Span: 07 - 08  
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	70.3	100.0%	100.0%	100.0%
Professional Staff:	60.8	86.5%	58.9%	64.0%
Teachers	50.4	71.8%	47.1%	50.0%
Professional Support	7.3	10.4%	8.2%	10.0%
Campus Administration (School Leadership)	3.0	4.3%	2.6%	2.9%
Educational Aides:	9.5	13.5%	9.8%	9.6%
Total Minority Staff:	16.6	23.7%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	4.0	7.9%	2.6%	10.2%
Hispanic	7.5	14.8%	12.5%	26.6%
White	38.0	75.3%	82.3%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	0.0	0.0%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.0%	1.1%	1.1%
Males	14.9	29.6%	16.5%	23.7%
Females	35.5	70.4%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	2.0%	0.9%	1.2%
Bachelors	40.8	80.9%	73.3%	74.5%
Masters	8.0	15.9%	25.5%	23.6%
Doctorate	0.6	1.2%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.7	3.4%	3.1%	7.8%
1-5 Years Experience	10.0	19.7%	24.7%	28.0%
6-10 Years Experience	16.0	31.7%	25.8%	20.9%
11-20 Years Experience	12.4	24.6%	32.3%	27.8%
Over 20 Years Experience	10.4	20.6%	14.0%	15.5%
Number of Students per Teacher	15.2	n/a	15.9	15.1

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 767  
 Grade Span: 07 - 08  
 School Type: Middle

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	26.0	25.2	19.5
Average Years Experience of Principals with District	4.0	10.7	12.2
Average Years Experience of Assistant Principals	17.0	19.5	15.7
Average Years Experience of Assistant Principals with District	3.5	9.8	10.1
Average Years Experience of Teachers:	12.7	11.5	10.9
Average Years Experience of Teachers with District:	6.7	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,000	\$49,088	\$46,199
1-5 Years Experience	\$53,015	\$52,467	\$48,779
6-10 Years Experience	\$54,578	\$54,398	\$51,184
11-20 Years Experience	\$58,171	\$57,433	\$54,396
Over 20 Years Experience	\$63,909	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$56,985	\$56,198	\$52,525
Professional Support	\$62,144	\$65,969	\$61,728
Campus Administration (School Leadership)	\$80,320	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.2	4.4	2,110.5



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 767  
 Grade Span: 07 - 08  
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	61	8.0%	10.5%	18.8%
Career & Technical Education	398	51.9%	27.9%	25.0%
Gifted & Talented Education	75	9.8%	8.7%	7.8%
Special Education	90	11.7%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	2.5	4.9%	5.8%	6.0%
Career & Technical Education	3.6	7.2%	3.7%	4.5%
Compensatory Education	0.8	1.7%	0.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.8%	1.9%
Regular Education	31.8	63.1%	72.8%	72.8%
Special Education	7.7	15.3%	8.1%	8.6%
Other	3.9	7.8%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.  
 '\*^' Indicates results are masked due to small numbers to protect student confidentiality.  
 '\*\*^' When only one group is masked, then the second smallest group is masked (regardless of size).  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.  
 '\*\*\*^' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **WILLOW WOOD J H**

Campus Number: **101921043**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Top 25 Percent: Closing Performance Gaps**

**Postsecondary Readiness**

District Name: TOMBALL ISD  
 Campus Name: WILLOW WOOD J H  
 Campus Number: 101921043

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 1,139  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above Grade 7</b>														
Reading	2017	73%	87%	<b>90%</b>	78%	86%	92%	*	95%	-	89%	48%	78%	63%
	2016	71%	89%	<b>90%</b>	96%	83%	93%	*	100%	*	81%	43%	78%	62%
Mathematics	2017	70%	89%	<b>92%</b>	88%	89%	93%	*	98%	-	89%	57%	86%	79%
	2016	69%	93%	<b>96%</b>	96%	91%	98%	*	100%	*	100%	68%	93%	86%
Writing	2017	70%	85%	<b>88%</b>	85%	82%	89%	*	97%	-	89%	54%	77%	63%
	2016	69%	87%	<b>92%</b>	96%	89%	93%	*	96%	*	90%	25%	74%	70%
<b>STAAR Percent at Approaches Grade Level or Above Grade 8 ***</b>														
Reading	2017	86%	95%	<b>96%</b>	100%	92%	98%	*	100%	-	100%	54%	91%	74%
	2016	87%	95%	<b>97%</b>	93%	95%	97%	-	100%	*	100%	67%	91%	71%
Mathematics	2017	85%	97%	<b>98%</b>	100%	92%	100%	*	100%	-	100%	73%	95%	95%
	2016	82%	95%	<b>98%</b>	92%	97%	98%	-	100%	*	100%	79%	94%	88%
Science	2017	76%	88%	<b>93%</b>	96%	88%	94%	*	100%	-	100%	62%	83%	67%
	2016	75%	90%	<b>93%</b>	81%	89%	94%	-	95%	*	100%	53%	81%	59%
Social Studies	2017	63%	82%	<b>83%</b>	93%	70%	87%	*	96%	-	79%	42%	66%	56%
	2016	63%	83%	<b>85%</b>	81%	75%	87%	-	96%	*	91%	53%	72%	41%
<b>STAAR Percent at Approaches Grade Level or Above End of Course</b>														
Algebra I	2017	83%	93%	<b>100%</b>	100%	100%	100%	-	100%	-	*	-	100%	-
	2016	78%	90%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	*	100%	-
Biology	2017	86%	95%	<b>100%</b>	*	*	100%	-	100%	-	*	-	-	-
	2016	87%	93%	<b>100%</b>	*	100%	100%	-	100%	-	*	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above All Grades</b>														
All Subjects	2017	75%	90%	<b>92%</b>	91%	86%	93%	78%	98%	-	92%	55%	82%	71%
	2016	75%	90%	<b>93%</b>	91%	89%	94%	*	98%	100%	95%	57%	84%	68%

District Name: TOMBALL ISD  
 Campus Name: WILLOW WOOD J H  
 Campus Number: 101921043

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 1,139  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>All Grades</b>														
Reading	2017	72%	88%	<b>93%</b>	88%	89%	95%	*	97%	-	95%	50%	84%	68%
	2016	73%	89%	<b>94%</b>	94%	89%	95%	*	100%	*	91%	55%	85%	66%
Mathematics	2017	79%	93%	<b>95%</b>	93%	91%	96%	100%	99%	-	95%	63%	90%	87%
	2016	76%	92%	<b>97%</b>	94%	94%	98%	*	100%	*	100%	74%	94%	87%
Writing	2017	67%	82%	<b>88%</b>	85%	82%	89%	*	97%	-	89%	54%	77%	63%
	2016	69%	85%	<b>92%</b>	96%	89%	93%	*	96%	*	90%	25%	74%	70%
Science	2017	79%	91%	<b>93%</b>	96%	88%	94%	*	100%	-	100%	62%	83%	67%
	2016	79%	91%	<b>93%</b>	81%	90%	95%	-	96%	*	100%	53%	81%	59%
Social Studies	2017	77%	89%	<b>83%</b>	93%	70%	87%	*	96%	-	79%	42%	66%	56%
	2016	77%	89%	<b>85%</b>	81%	75%	87%	-	96%	*	91%	53%	72%	41%
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>72%</b>	62%	61%	76%	*	89%	-	73%	30%	48%	19%
	2016	45%	67%	<b>75%</b>	71%	66%	77%	*	85%	*	80%	16%	51%	16%
Reading	2017	48%	68%	<b>66%</b>	63%	55%	69%	*	80%	-	68%	30%	47%	16%
	2016	46%	66%	<b>67%</b>	69%	56%	69%	*	77%	*	69%	14%	48%	*
Mathematics	2017	48%	74%	<b>77%</b>	68%	65%	81%	*	92%	-	70%	31%	56%	57%
	2016	43%	68%	<b>77%</b>	71%	69%	78%	*	97%	*	82%	14%	59%	48%
Writing	2017	38%	54%	<b>66%</b>	55%	58%	69%	*	81%	-	72%	29%	47%	*
	2016	41%	60%	<b>74%</b>	83%	68%	75%	*	80%	*	67%	*	48%	*
Science	2017	52%	71%	<b>69%</b>	61%	55%	74%	*	86%	-	74%	23%	42%	*
	2016	47%	65%	<b>68%</b>	50%	62%	70%	-	84%	*	71%	20%	53%	*
Social Studies	2017	51%	68%	<b>47%</b>	57%	31%	50%	*	66%	-	58%	23%	26%	*
	2016	47%	68%	<b>48%</b>	48%	40%	48%	-	70%	*	65%	*	35%	*

District Name: TOMBALL ISD  
 Campus Name: WILLOW WOOD J H  
 Campus Number: 101921043

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 1,139  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>36%</b>	31%	24%	40%	*	52%	-	37%	9%	18%	5%
	2016	18%	33%	<b>34%</b>	32%	28%	34%	*	55%	*	34%	10%	20%	6%
Reading	2017	19%	34%	<b>37%</b>	35%	26%	41%	*	50%	-	41%	8%	21%	*
	2016	17%	30%	<b>33%</b>	38%	30%	32%	*	49%	*	33%	*	20%	*
Mathematics	2017	23%	45%	<b>45%</b>	28%	33%	50%	*	66%	-	35%	8%	26%	*
	2016	19%	37%	<b>40%</b>	30%	30%	40%	*	70%	*	38%	9%	23%	*
Writing	2017	12%	22%	<b>29%</b>	30%	15%	33%	*	41%	-	50%	11%	16%	*
	2016	15%	26%	<b>36%</b>	36%	26%	38%	*	45%	*	38%	*	14%	*
Science	2017	19%	34%	<b>32%</b>	25%	21%	35%	*	46%	-	32%	*	8%	*
	2016	16%	28%	<b>32%</b>	26%	29%	30%	-	59%	*	42%	*	25%	*
Social Studies	2017	27%	45%	<b>27%</b>	32%	15%	29%	*	43%	-	26%	*	8%	*
	2016	22%	41%	<b>23%</b>	27%	18%	23%	-	43%	*	*	*	16%	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>69%</b>	63%	69%	70%	*	73%	-	61%	66%	67%	65%
	2016	62%	67%	<b>69%</b>	79%	69%	67%	-	81%	*	65%	62%	68%	66%
Reading	2017	59%	65%	<b>66%</b>	63%	66%	66%	*	68%	-	67%	61%	63%	58%
	2016	60%	63%	<b>65%</b>	72%	65%	63%	-	77%	*	64%	69%	69%	58%
Mathematics	2017	64%	76%	<b>73%</b>	62%	72%	75%	*	78%	-	56%	71%	70%	72%
	2016	63%	71%	<b>72%</b>	86%	72%	70%	-	85%	*	66%	*	68%	75%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>24%</b>	20%	21%	25%	*	31%	-	21%	13%	18%	18%
	2016	17%	19%	<b>18%</b>	23%	19%	15%	-	33%	*	16%	11%	17%	18%

District Name: TOMBALL ISD  
 Campus Name: WILLOW WOOD J H  
 Campus Number: 101921043

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 1,139  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
Reading	2017	17%	21%	<b>21%</b>	19%	21%	22%	*	21%	-	25%	16%	19%	21%
	2016	16%	17%	<b>17%</b>	20%	20%	14%	-	23%	*	14%	19%	16%	19%
Mathematics	2017	20%	33%	<b>27%</b>	20%	21%	28%	*	42%	-	18%	10%	17%	15%
	2016	17%	22%	<b>20%</b>	27%	17%	16%	-	45%	*	20%	*	17%	18%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	<b>52%</b>	*	49%	55%	*	*	-	*	21%	50%	43%
	2016	35%	46%	<b>56%</b>	*	58%	48%	-	*	-	*	39%	52%	53%
Mathematics	2017	43%	58%	<b>47%</b>	*	40%	50%	*	*	-	*	31%	40%	*

District Name: TOMBALL ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 1,139  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 8 Reading</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	76%	91%	<b>92%</b>	100%	85%	93%	*	98%	-	95%	35%	79%	56%
<b>Students Requiring Accelerated Instruction</b>													
2017	24%	9%	<b>8%</b>	*	15%	7%	33%	*	-	*	65%	21%	44%
<b>STAAR Cumulative Met Standard</b>													
2017	85%	95%	<b>96%</b>	100%	92%	98%	*	100%	-	100%	48%	91%	74%
<b>Grade 8 Mathematics</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	75%	92%	<b>95%</b>	95%	89%	97%	*	100%	-	93%	61%	90%	89%
<b>Students Requiring Accelerated Instruction</b>													
2017	25%	8%	<b>5%</b>	*	11%	3%	0%	*	-	*	39%	10%	*
<b>STAAR Cumulative Met Standard</b>													
2017	85%	97%	<b>98%</b>	100%	92%	100%	*	100%	-	100%	70%	94%	95%

District Name: TOMBALL ISD  
 Campus Name: WILLOW WOOD J H  
 Campus Number: 101921043

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 1,139  
 Grade Span: 07 - 08  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>92%</b>	-	-	-	-	-	71%	71%	-	-	71%	71%
	2016	75%	90%	<b>93%</b>	-	-	-	-	-	69%	69%	-	*	69%	68%
Reading	2017	72%	88%	<b>93%</b>	-	-	-	-	-	68%	68%	-	-	68%	68%
	2016	73%	89%	<b>94%</b>	-	-	-	-	-	68%	68%	-	*	68%	66%
Mathematics	2017	79%	93%	<b>95%</b>	-	-	-	-	-	87%	87%	-	-	87%	87%
	2016	76%	92%	<b>97%</b>	-	-	-	-	-	86%	86%	-	*	86%	87%
Writing	2017	67%	82%	<b>88%</b>	-	-	-	-	-	63%	63%	-	-	63%	63%
	2016	69%	85%	<b>92%</b>	-	-	-	-	-	70%	70%	-	-	70%	70%
Science	2017	79%	91%	<b>93%</b>	-	-	-	-	-	67%	67%	-	-	67%	67%
	2016	79%	91%	<b>93%</b>	-	-	-	-	-	56%	56%	-	*	56%	59%
Social Studies	2017	77%	89%	<b>83%</b>	-	-	-	-	-	56%	56%	-	-	56%	56%
	2016	77%	89%	<b>85%</b>	-	-	-	-	-	44%	44%	-	*	44%	41%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>72%</b>	-	-	-	-	-	19%	19%	-	-	19%	19%
	2016	45%	67%	<b>75%</b>	-	-	-	-	-	17%	17%	-	*	17%	16%
Reading	2017	48%	68%	<b>66%</b>	-	-	-	-	-	16%	16%	-	-	16%	16%
	2016	46%	66%	<b>67%</b>	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	48%	74%	<b>77%</b>	-	-	-	-	-	57%	57%	-	-	57%	57%
	2016	43%	68%	<b>77%</b>	-	-	-	-	-	50%	50%	-	*	50%	48%
Writing	2017	38%	54%	<b>66%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	41%	60%	<b>74%</b>	-	-	-	-	-	*	*	-	-	*	*
Science	2017	52%	71%	<b>69%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	47%	65%	<b>68%</b>	-	-	-	-	-	*	*	-	*	*	*
Social Studies	2017	51%	68%	<b>47%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	47%	68%	<b>48%</b>	-	-	-	-	-	*	*	-	*	*	*



District Name: TOMBALL ISD  
 Campus Name: WILLOW WOOD J H  
 Campus Number: 101921043

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 1,139  
 Grade Span: 07 - 08  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>36%</b>	-	-	-	-	-	5%	5%	-	-	5%	5%
	2016	18%	33%	<b>34%</b>	-	-	-	-	-	6%	6%	-	*	6%	6%
Reading	2017	19%	34%	<b>37%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	17%	30%	<b>33%</b>	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	23%	45%	<b>45%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	19%	37%	<b>40%</b>	-	-	-	-	-	*	*	-	*	*	*
Writing	2017	12%	22%	<b>29%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	15%	26%	<b>36%</b>	-	-	-	-	-	*	*	-	-	*	*
Science	2017	19%	34%	<b>32%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	16%	28%	<b>32%</b>	-	-	-	-	-	*	*	-	*	*	*
Social Studies	2017	27%	45%	<b>27%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	22%	41%	<b>23%</b>	-	-	-	-	-	*	*	-	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>69%</b>	-	-	-	-	-	64%	64%	-	-	64%	64%
	2016	62%	67%	<b>69%</b>	-	-	-	-	-	67%	67%	-	*	67%	68%
Reading	2017	59%	65%	<b>66%</b>	-	-	-	-	-	54%	54%	-	-	54%	54%
	2016	60%	63%	<b>65%</b>	-	-	-	-	-	62%	62%	-	*	62%	63%
Mathematics	2017	64%	76%	<b>73%</b>	-	-	-	-	-	74%	74%	-	-	74%	74%
	2016	63%	71%	<b>72%</b>	-	-	-	-	-	71%	71%	-	*	71%	72%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>24%</b>	-	-	-	-	-	21%	21%	-	-	21%	21%
	2016	17%	19%	<b>18%</b>	-	-	-	-	-	23%	23%	-	*	23%	23%
Reading	2017	17%	21%	<b>21%</b>	-	-	-	-	-	27%	27%	-	-	27%	27%
	2016	16%	17%	<b>17%</b>	-	-	-	-	-	26%	26%	-	*	26%	26%

District Name: TOMBALL ISD  
 Campus Name: WILLOW WOOD J H  
 Campus Number: 101921043

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 1,139  
 Grade Span: 07 - 08  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
Mathematics	2017	20%	33%	<b>27%</b>	-	-	-	-	-	16%	16%	-	-	16%	16%
	2016	17%	22%	<b>20%</b>	-	-	-	-	-	20%	20%	-	*	20%	19%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	<b>52%</b>	-	-	-	-	-	43%	43%	-	-	43%	43%
	2016	35%	46%	<b>56%</b>	-	-	-	-	-	56%	56%	-	*	56%	53%
Mathematics	2017	43%	58%	<b>47%</b>	-	-	-	-	-	*	*	-	-	*	*

District Name: TOMBALL ISD  
 Campus Name: WILLOW WOOD J H  
 Campus Number: 101921043

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 1,139  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	99%	99%	99%	100%	100%	-	100%	100%	99%	100%
Included in Accountability	94%	95%	<b>96%</b>	90%	95%	95%	100%	98%	-	100%	97%	98%	92%
Not Included in Accountability													
Mobile	4%	4%	<b>4%</b>	9%	4%	3%	0%	1%	-	0%	2%	1%	6%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	0%	1%	-	0%	0%	0%	2%
Not Tested	1%	1%	<b>1%</b>	1%	1%	1%	0%	0%	-	0%	0%	1%	0%
Absent	1%	1%	<b>1%</b>	1%	1%	1%	0%	0%	-	0%	0%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
<b>2016 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	98%	99%	99%	*	100%	100%	99%	99%	99%	100%
Included in Accountability	94%	96%	<b>97%</b>	95%	97%	96%	*	97%	100%	99%	99%	93%	96%
Not Included in Accountability													
Mobile	4%	3%	<b>3%</b>	4%	2%	3%	*	3%	0%	0%	0%	6%	4%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	<b>1%</b>	2%	1%	1%	*	0%	0%	1%	1%	1%	0%
Absent	1%	0%	<b>1%</b>	2%	1%	1%	*	0%	0%	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	0%	0%	0%	0%	0%

District Name: TOMBALL ISD  
 Campus Name: WILLOW WOOD J H  
 Campus Number: 101921043

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 1,139  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.6%	96.7%	97.1%	96.4%	96.4%	*	98.6%	*	97.2%	95.4%	95.5%	96.1%
2014-15	95.7%	96.4%	96.7%	96.8%	96.5%	96.4%	*	98.7%	*	97.4%	94.9%	95.8%	96.4%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2014-15	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%

District Name: TOMBALL ISD  
Campus Name: WILLOW WOOD J H  
Campus Number: 101921043

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1,139  
Grade Span: 07 - 08  
School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	1,139	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.2%
Kindergarten	0	0.0%	7.8%	7.0%
Grade 1	0	0.0%	7.8%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	8.3%	7.7%
Grade 4	0	0.0%	8.1%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	596	52.3%	7.8%	7.4%
Grade 8	543	47.7%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	64	5.6%	4.6%	12.6%
Hispanic	304	26.7%	30.1%	52.4%
White	611	53.6%	54.1%	28.1%
American Indian	5	0.4%	0.2%	0.4%
Asian	118	10.4%	7.0%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	37	3.2%	3.8%	2.2%
Economically Disadvantaged	178	15.6%	21.7%	59.0%
Non-Educationally Disadvantaged	961	84.4%	78.3%	41.0%
English Language Learners (ELL)	42	3.7%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	4	0.4%	0.8%	1.4%
At-Risk	322	28.3%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	78			
By Type of Primary Disability				
Students with Intellectual Disabilities	29	37.2%	32.6%	44.5%
Students with Physical Disabilities	*	*	21.0%	21.9%
Students with Autism	**	**	13.5%	12.5%
Students with Behavioral Disabilities	28	35.9%	30.5%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

District Name: TOMBALL ISD  
Campus Name: WILLOW WOOD J H  
Campus Number: 101921043

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1,139  
Grade Span: 07 - 08  
School Type: Middle

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	74	6.6%	9.2%	16.2%
By Ethnicity:				
African American	6	0.5%		
Hispanic	21	1.9%		
White	37	3.3%		
American Indian	0	0.0%		
Asian	7	0.6%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.3%		

District Name: TOMBALL ISD  
 Campus Name: WILLOW WOOD J H  
 Campus Number: 101921043

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1,139  
 Grade Span: 07 - 08  
 School Type: Middle

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	-	2.4%	1.8%	-	4.2%	7.7%
Grade 1	-	2.8%	3.8%	-	4.5%	6.8%
Grade 2	-	1.3%	2.4%	-	0.8%	3.1%
Grade 3	-	2.2%	1.6%	-	0.8%	1.2%
Grade 4	-	0.6%	0.8%	-	1.0%	0.7%
Grade 5	-	0.3%	0.4%	-	0.0%	0.7%
Grade 6	-	0.3%	0.6%	-	0.8%	0.7%
Grade 7	0.0%	0.2%	0.7%	0.0%	1.2%	0.8%
Grade 8	0.0%	0.0%	0.5%	0.0%	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.5	18.8
Grade 1	-	19.2	18.8
Grade 2	-	19.4	18.9
Grade 3	-	28.8	19.0
Grade 4	-	27.1	19.0
Grade 5	-	28.2	20.9
Grade 6	-	23.3	20.4
Secondary:			
English/Language Arts	22.0	20.6	16.8
Foreign Languages	23.9	21.6	18.7
Mathematics	23.1	24.2	18.0
Science	25.6	24.7	19.0
Social Studies	24.9	25.8	19.4

District Name: TOMBALL ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1,139  
 Grade Span: 07 - 08  
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	80.3	100.0%	100.0%	100.0%
Professional Staff:	69.7	86.8%	58.9%	64.0%
Teachers	59.0	73.5%	47.1%	50.0%
Professional Support	7.7	9.6%	8.2%	10.0%
Campus Administration (School Leadership)	3.0	3.7%	2.6%	2.9%
Educational Aides:	10.6	13.2%	9.8%	9.6%
Total Minority Staff:	16.1	20.0%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.7	4.5%	2.6%	10.2%
Hispanic	7.8	13.2%	12.5%	26.6%
White	48.5	82.3%	82.3%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	0.0	0.0%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	12.4	21.1%	16.5%	23.7%
Females	46.6	78.9%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	47.4	80.4%	73.3%	74.5%
Masters	11.6	19.6%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.7	6.2%	3.1%	7.8%
1-5 Years Experience	15.9	26.9%	24.7%	28.0%
6-10 Years Experience	16.4	27.8%	25.8%	20.9%
11-20 Years Experience	18.3	31.1%	32.3%	27.8%
Over 20 Years Experience	4.7	7.9%	14.0%	15.5%
Number of Students per Teacher	19.3	n/a	15.9	15.1



District Name: TOMBALL ISD  
 Campus Name: WILLOW WOOD J H  
 Campus Number: 101921043

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1,139  
 Grade Span: 07 - 08  
 School Type: Middle

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	23.0	25.2	19.5
Average Years Experience of Principals with District	6.0	10.7	12.2
Average Years Experience of Assistant Principals	17.5	19.5	15.7
Average Years Experience of Assistant Principals with District	8.5	9.8	10.1
Average Years Experience of Teachers:	10.0	11.5	10.9
Average Years Experience of Teachers with District:	6.9	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,000	\$49,088	\$46,199
1-5 Years Experience	\$53,039	\$52,467	\$48,779
6-10 Years Experience	\$53,304	\$54,398	\$51,184
11-20 Years Experience	\$58,091	\$57,433	\$54,396
Over 20 Years Experience	\$62,405	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$55,360	\$56,198	\$52,525
Professional Support	\$63,810	\$65,969	\$61,728
Campus Administration (School Leadership)	\$87,947	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.2	4.4	2,110.5

District Name: TOMBALL ISD  
 Campus Name: WILLOW WOOD J H  
 Campus Number: 101921043

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 1,139  
 Grade Span: 07 - 08  
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	42	3.7%	10.5%	18.8%
Career & Technical Education	705	61.9%	27.9%	25.0%
Gifted & Talented Education	122	10.7%	8.7%	7.8%
Special Education	78	6.8%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	2.7	4.5%	5.8%	6.0%
Career & Technical Education	4.2	7.1%	3.7%	4.5%
Compensatory Education	1.4	2.4%	0.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.8%	1.9%
Regular Education	36.2	61.5%	72.8%	72.8%
Special Education	6.3	10.8%	8.1%	8.6%
Other	8.1	13.8%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '\*1' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*1' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '\*\*\*1' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CREEKSIDE PARK J H**

Campus Number: **101921044**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in English Language Arts/Reading**

**Academic Achievement in Mathematics**

**Top 25 Percent: Student Progress**

**Postsecondary Readiness**

District Name: TOMBALL ISD  
 Campus Name: CREEKSIDE PARK J H  
 Campus Number: 101921044

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 596  
 Grade Span: 06 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above Grade 6</b>														
Reading	2017	69%	88%	<b>96%</b>	100%	95%	95%	-	100%	-	100%	78%	82%	95%
Mathematics	2017	76%	95%	<b>98%</b>	100%	98%	98%	-	100%	-	100%	78%	88%	95%
<b>STAAR Percent at Approaches Grade Level or Above Grade 7</b>														
Reading	2017	73%	87%	<b>96%</b>	88%	95%	96%	-	100%	-	100%	58%	80%	92%
Mathematics	2017	70%	89%	<b>96%</b>	88%	96%	95%	-	100%	-	100%	69%	80%	92%
Writing	2017	70%	85%	<b>95%</b>	100%	93%	95%	-	100%	-	100%	46%	80%	83%
<b>STAAR Percent at Approaches Grade Level or Above Grade 8 ***</b>														
Reading	2017	86%	95%	<b>97%</b>	*	99%	96%	-	100%	-	*	*	94%	100%
Mathematics	2017	85%	97%	<b>99%</b>	*	98%	100%	-	100%	-	*	86%	94%	100%
Science	2017	76%	88%	<b>97%</b>	*	93%	99%	-	100%	-	*	*	83%	86%
Social Studies	2017	63%	82%	<b>92%</b>	*	97%	87%	-	100%	-	*	*	83%	93%
<b>STAAR Percent at Approaches Grade Level or Above End of Course</b>														
Algebra I	2017	83%	93%	<b>100%</b>	*	100%	100%	-	100%	-	*	-	*	*
Biology	2017	86%	95%	<b>100%</b>	-	100%	100%	-	*	-	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above All Grades</b>														
All Subjects	2017	75%	90%	<b>96%</b>	96%	96%	96%	-	100%	-	96%	65%	86%	92%
Reading	2017	72%	88%	<b>96%</b>	94%	96%	96%	-	100%	-	94%	64%	87%	95%
Mathematics	2017	79%	93%	<b>98%</b>	94%	97%	98%	-	100%	-	100%	76%	89%	95%

District Name: TOMBALL ISD  
 Campus Name: CREEKSIDE PARK J H  
 Campus Number: 101921044

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 596  
 Grade Span: 06 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>All Grades</b>														
Writing	2017	67%	82%	<b>95%</b>	100%	93%	95%	-	100%	-	100%	46%	80%	83%
Science	2017	79%	91%	<b>97%</b>	*	94%	99%	-	100%	-	*	*	83%	86%
Social Studies	2017	77%	89%	<b>92%</b>	*	97%	87%	-	100%	-	*	*	83%	93%
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>82%</b>	65%	80%	83%	-	92%	-	76%	28%	47%	56%
Reading	2017	48%	68%	<b>80%</b>	71%	79%	82%	-	89%	-	65%	26%	49%	53%
Mathematics	2017	48%	74%	<b>89%</b>	76%	88%	90%	-	95%	-	94%	51%	64%	74%
Writing	2017	38%	54%	<b>80%</b>	63%	72%	87%	-	92%	-	100%	*	*	50%
Science	2017	52%	71%	<b>86%</b>	*	83%	90%	-	82%	-	*	*	61%	58%
Social Studies	2017	51%	68%	<b>65%</b>	*	62%	69%	-	64%	-	*	*	*	42%
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>55%</b>	46%	53%	56%	-	66%	-	48%	10%	22%	31%
Reading	2017	19%	34%	<b>56%</b>	53%	55%	57%	-	65%	-	41%	*	24%	27%
Mathematics	2017	23%	45%	<b>61%</b>	41%	59%	62%	-	76%	-	65%	18%	22%	42%
Writing	2017	12%	22%	<b>44%</b>	*	35%	51%	-	69%	-	*	*	*	*
Science	2017	19%	34%	<b>54%</b>	*	51%	56%	-	55%	-	*	*	*	*
Social Studies	2017	27%	45%	<b>43%</b>	*	45%	42%	-	45%	-	*	*	*	*

District Name: TOMBALL ISD  
 Campus Name: CREEKSIDE PARK J H  
 Campus Number: 101921044

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 596  
 Grade Span: 06 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>74%</b>	*	75%	73%	-	80%	-	74%	52%	55%	75%
Reading	2017	59%	65%	<b>71%</b>	*	74%	68%	-	78%	-	*	*	48%	74%
Mathematics	2017	64%	76%	<b>77%</b>	*	77%	79%	-	82%	-	82%	*	61%	77%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>30%</b>	*	28%	31%	-	42%	-	32%	9%	15%	24%
Reading	2017	17%	21%	<b>28%</b>	*	27%	29%	-	33%	-	*	*	14%	24%
Mathematics	2017	20%	33%	<b>33%</b>	*	29%	34%	-	52%	-	41%	*	16%	24%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	<b>45%</b>	-	58%	*	-	-	-	*	*	*	71%
Mathematics	2017	43%	58%	<b>54%</b>	-	67%	*	-	-	-	-	*	*	*

District Name: TOMBALL ISD  
 Campus Name: CREEKSIDE PARK J H  
 Campus Number: 101921044

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 596  
 Grade Span: 06 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 8 Reading</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	76%	91%	<b>97%</b>	*	97%	97%	-	100%	-	*	*	94%	94%
<b>Students Requiring Accelerated Instruction</b>													
2017	24%	9%	<b>3%</b>	*	*	*	-	*	-	*	*	*	*
<b>STAAR Cumulative Met Standard</b>													
2017	85%	95%	<b>98%</b>	*	97%	99%	-	100%	-	*	*	94%	94%
<b>Grade 8 Mathematics</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	75%	92%	<b>99%</b>	*	98%	100%	-	100%	-	*	86%	94%	100%
<b>Students Requiring Accelerated Instruction</b>													
2017	25%	8%	*	*	*	*	-	*	-	*	*	*	*
<b>STAAR Cumulative Met Standard</b>													
2017	85%	97%	<b>99%</b>	*	98%	100%	-	100%	-	*	86%	94%	100%

District Name: TOMBALL ISD  
 Campus Name: CREEKSIDE PARK J H  
 Campus Number: 101921044

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 596  
 Grade Span: 06 - 08  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>96%</b>	-	-	-	-	-	93%	91%	96%	90%	93%	92%
Reading	2017	72%	88%	<b>96%</b>	-	-	-	-	-	94%	93%	100%	100%	94%	95%
Mathematics	2017	79%	93%	<b>98%</b>	-	-	-	-	-	94%	93%	100%	100%	94%	95%
Writing	2017	67%	82%	<b>95%</b>	-	-	-	-	-	86%	86%	-	*	86%	83%
Science	2017	79%	91%	<b>97%</b>	-	-	-	-	-	92%	*	91%	*	92%	86%
Social Studies	2017	77%	89%	<b>92%</b>	-	-	-	-	-	92%	*	91%	*	92%	93%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>82%</b>	-	-	-	-	-	51%	47%	67%	86%	51%	56%
Reading	2017	48%	68%	<b>80%</b>	-	-	-	-	-	45%	45%	*	100%	45%	53%
Mathematics	2017	48%	74%	<b>89%</b>	-	-	-	-	-	73%	71%	78%	86%	73%	74%
Writing	2017	38%	54%	<b>80%</b>	-	-	-	-	-	53%	53%	-	*	53%	50%
Science	2017	52%	71%	<b>86%</b>	-	-	-	-	-	60%	*	67%	*	60%	58%
Social Studies	2017	51%	68%	<b>65%</b>	-	-	-	-	-	*	*	*	*	*	42%
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>55%</b>	-	-	-	-	-	32%	32%	30%	24%	32%	31%
Reading	2017	19%	34%	<b>56%</b>	-	-	-	-	-	27%	28%	*	*	27%	27%
Mathematics	2017	23%	45%	<b>61%</b>	-	-	-	-	-	44%	45%	42%	*	44%	42%
Writing	2017	12%	22%	<b>44%</b>	-	-	-	-	-	*	*	-	*	*	*
Science	2017	19%	34%	<b>54%</b>	-	-	-	-	-	*	*	*	*	*	*



District Name: TOMBALL ISD  
 Campus Name: CREEKSIDE PARK J H  
 Campus Number: 101921044

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 596  
 Grade Span: 06 - 08  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Social Studies	2017	27%	45%	<b>43%</b>	-	-	-	-	-	*	*	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>74%</b>	-	-	-	-	-	71%	64%	92%	*	71%	71%
Reading	2017	59%	65%	<b>71%</b>	-	-	-	-	-	71%	67%	*	*	71%	70%
Mathematics	2017	64%	76%	<b>77%</b>	-	-	-	-	-	71%	62%	*	*	71%	72%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>30%</b>	-	-	-	-	-	24%	22%	29%	*	24%	23%
Reading	2017	17%	21%	<b>28%</b>	-	-	-	-	-	24%	21%	*	*	24%	25%
Mathematics	2017	20%	33%	<b>33%</b>	-	-	-	-	-	24%	23%	*	*	24%	21%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	<b>45%</b>	-	-	-	-	-	71%	*	*	-	71%	71%
Mathematics	2017	43%	58%	<b>54%</b>	-	-	-	-	-	*	*	*	-	*	*

District Name: TOMBALL ISD  
 Campus Name: CREEKSIDE PARK J H  
 Campus Number: 101921044

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 596  
 Grade Span: 06 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	99%	100%	-	100%	-	100%	99%	100%	100%
Included in Accountability	94%	95%	<b>95%</b>	100%	94%	96%	-	96%	-	88%	96%	100%	83%
Not Included in Accountability													
Mobile	4%	4%	<b>3%</b>	0%	2%	4%	-	0%	-	12%	3%	0%	2%
Other Exclusions	1%	1%	<b>2%</b>	0%	3%	0%	-	4%	-	0%	0%	0%	14%
Not Tested	1%	1%	<b>0%</b>	0%	1%	0%	-	0%	-	0%	1%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	1%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	1%	0%	0%

District Name: TOMBALL ISD  
 Campus Name: CREEKSIDE PARK J H  
 Campus Number: 101921044

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 596  
 Grade Span: 06 - 08  
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	596	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.2%
Kindergarten	0	0.0%	7.8%	7.0%
Grade 1	0	0.0%	7.8%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	8.3%	7.7%
Grade 4	0	0.0%	8.1%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	219	36.7%	7.8%	7.4%
Grade 7	204	34.2%	7.8%	7.4%
Grade 8	173	29.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	17	2.9%	4.6%	12.6%
Hispanic	253	42.4%	30.1%	52.4%
White	266	44.6%	54.1%	28.1%
American Indian	0	0.0%	0.2%	0.4%
Asian	42	7.0%	7.0%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	18	3.0%	3.8%	2.2%
Economically Disadvantaged	44	7.4%	21.7%	59.0%
Non-Educationally Disadvantaged	552	92.6%	78.3%	41.0%
English Language Learners (ELL)	72	12.1%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	0.8%	1.4%
At-Risk	109	18.3%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	41			
By Type of Primary Disability				
Students with Intellectual Disabilities	12	29.3%	32.6%	44.5%
Students with Physical Disabilities	**	**	21.0%	21.9%
Students with Autism	*	*	13.5%	12.5%
Students with Behavioral Disabilities	19	46.3%	30.5%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

District Name: TOMBALL ISD  
Campus Name: CREEKSIDE PARK J H  
Campus Number: 101921044

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 596  
Grade Span: 06 - 08  
School Type: Middle

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	0	0.0%	9.2%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	0	0.0%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

District Name: TOMBALL ISD  
 Campus Name: CREEKSIDE PARK J H  
 Campus Number: 101921044

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 596  
 Grade Span: 06 - 08  
 School Type: Middle

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.5	18.8
Grade 1	-	19.2	18.8
Grade 2	-	19.4	18.9
Grade 3	-	28.8	19.0
Grade 4	-	27.1	19.0
Grade 5	-	28.2	20.9
Grade 6	23.9	23.3	20.4
Secondary:			
English/Language Arts	23.7	20.6	16.8
Foreign Languages	22.2	21.6	18.7
Mathematics	21.8	24.2	18.0
Science	23.4	24.7	19.0
Social Studies	26.8	25.8	19.4

District Name: TOMBALL ISD  
 Campus Name: CREEKSIDE PARK J H  
 Campus Number: 101921044

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 596  
 Grade Span: 06 - 08  
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	49.5	100.0%	100.0%	100.0%
Professional Staff:	41.9	84.6%	58.9%	64.0%
Teachers	32.7	66.0%	47.1%	50.0%
Professional Support	6.2	12.5%	8.2%	10.0%
Campus Administration (School Leadership)	3.0	6.1%	2.6%	2.9%
Educational Aides:	7.6	15.4%	9.8%	9.6%
Total Minority Staff:	9.2	18.5%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.6%	10.2%
Hispanic	3.4	10.4%	12.5%	26.6%
White	27.3	83.5%	82.3%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	2.0	6.1%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	6.2	19.0%	16.5%	23.7%
Females	26.5	81.0%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	21.3	65.2%	73.3%	74.5%
Masters	11.4	34.8%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.1%	7.8%
1-5 Years Experience	6.6	20.3%	24.7%	28.0%
6-10 Years Experience	11.3	34.7%	25.8%	20.9%
11-20 Years Experience	10.5	32.1%	32.3%	27.8%
Over 20 Years Experience	4.2	12.8%	14.0%	15.5%
Number of Students per Teacher	18.2	n/a	15.9	15.1

District Name: TOMBALL ISD  
 Campus Name: CREEKSIDE PARK J H  
 Campus Number: 101921044

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 596  
 Grade Span: 06 - 08  
 School Type: Middle

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	19.0	25.2	19.5
Average Years Experience of Principals with District	8.0	10.7	12.2
Average Years Experience of Assistant Principals	14.0	19.5	15.7
Average Years Experience of Assistant Principals with District	7.5	9.8	10.1
Average Years Experience of Teachers:	10.8	11.5	10.9
Average Years Experience of Teachers with District:	3.5	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,088	\$46,199
1-5 Years Experience	\$52,988	\$52,467	\$48,779
6-10 Years Experience	\$54,726	\$54,398	\$51,184
11-20 Years Experience	\$56,934	\$57,433	\$54,396
Over 20 Years Experience	\$63,898	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$56,259	\$56,198	\$52,525
Professional Support	\$58,817	\$65,969	\$61,728
Campus Administration (School Leadership)	\$72,903	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.2	4.4	2,110.5

District Name: TOMBALL ISD  
 Campus Name: CREEKSIDE PARK J H  
 Campus Number: 101921044

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 596  
 Grade Span: 06 - 08  
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	65	10.9%	10.5%	18.8%
Career & Technical Education	207	34.7%	27.9%	25.0%
Gifted & Talented Education	66	11.1%	8.7%	7.8%
Special Education	41	6.9%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.6%	5.8%	6.0%
Career & Technical Education	1.5	4.5%	3.7%	4.5%
Compensatory Education	0.0	0.0%	0.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.8%	1.9%
Regular Education	19.4	59.4%	72.8%	72.8%
Special Education	3.1	9.5%	8.1%	8.6%
Other	8.2	25.0%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '\*\*\*' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.



# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **DECKER PRAIRIE EL**

Campus Number: **101921102**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in Mathematics**

**Top 25 Percent: Student Progress**

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 620  
 Grade Span: EE - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above Grade 3</b>														
Reading	2017	73%	89%	<b>78%</b>	*	79%	75%	*	*	-	100%	54%	68%	75%
	2016	73%	88%	<b>87%</b>	*	82%	93%	*	-	-	*	67%	77%	81%
Mathematics	2017	78%	91%	<b>80%</b>	*	80%	79%	*	*	-	100%	50%	73%	81%
	2016	75%	89%	<b>85%</b>	83%	77%	91%	*	-	-	*	75%	73%	71%
<b>STAAR Percent at Approaches Grade Level or Above Grade 4</b>														
Reading	2017	70%	87%	<b>88%</b>	*	84%	94%	*	-	-	*	*	79%	76%
	2016	75%	90%	<b>88%</b>	*	82%	89%	*	*	-	*	100%	87%	69%
Mathematics	2017	76%	92%	<b>89%</b>	*	86%	95%	*	-	-	*	*	81%	82%
	2016	73%	90%	<b>88%</b>	*	91%	87%	*	*	-	*	86%	81%	92%
Writing	2017	65%	80%	<b>75%</b>	*	70%	83%	*	-	-	*	*	77%	88%
	2016	69%	84%	<b>78%</b>	*	73%	78%	*	*	-	*	*	73%	77%
<b>STAAR Percent at Approaches Grade Level or Above All Grades</b>														
All Subjects	2017	75%	90%	<b>82%</b>	41%	80%	86%	*	*	-	68%	43%	75%	81%
	2016	75%	90%	<b>85%</b>	67%	81%	88%	88%	100%	-	72%	75%	78%	78%
Reading	2017	72%	88%	<b>84%</b>	*	82%	86%	*	*	-	75%	42%	73%	76%
	2016	73%	89%	<b>87%</b>	71%	82%	91%	*	*	-	*	79%	81%	76%
Mathematics	2017	79%	93%	<b>85%</b>	*	83%	88%	*	*	-	75%	53%	77%	82%
	2016	76%	92%	<b>86%</b>	71%	82%	89%	*	*	-	71%	79%	76%	80%
Writing	2017	67%	82%	<b>75%</b>	*	70%	83%	*	-	-	*	*	77%	88%
	2016	69%	85%	<b>78%</b>	*	73%	78%	*	*	-	*	*	73%	77%
<b>STAAR Percent at Meets Grade Level All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>45%</b>	*	44%	47%	*	*	-	*	*	38%	34%
	2016	45%	67%	<b>49%</b>	*	50%	52%	*	*	-	*	39%	43%	48%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 620  
 Grade Span: EE - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Reading	2017	48%	68%	<b>55%</b>	*	52%	55%	*	*	-	63%	*	48%	41%
	2016	46%	66%	<b>57%</b>	*	50%	63%	*	*	-	*	44%	46%	48%
Mathematics	2017	48%	74%	<b>58%</b>	*	64%	59%	*	*	-	*	*	55%	70%
	2016	43%	68%	<b>57%</b>	*	54%	58%	*	*	-	*	47%	51%	50%
Writing	2017	38%	54%	<b>37%</b>	*	35%	40%	*	-	-	*	*	35%	47%
	2016	41%	60%	<b>46%</b>	*	62%	43%	*	*	-	*	*	45%	67%
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>30%</b>	*	29%	32%	*	*	-	32%	*	27%	30%
	2016	18%	33%	<b>26%</b>	*	25%	27%	*	*	-	*	23%	24%	28%
Reading	2017	19%	34%	<b>33%</b>	*	27%	37%	*	*	-	*	*	29%	27%
	2016	17%	30%	<b>27%</b>	*	20%	32%	*	*	-	*	26%	21%	*
Mathematics	2017	23%	45%	<b>38%</b>	*	39%	38%	*	*	-	*	*	33%	42%
	2016	19%	37%	<b>25%</b>	*	25%	26%	*	*	-	*	*	24%	36%
Writing	2017	12%	22%	<b>12%</b>	*	14%	12%	*	-	-	*	*	12%	*
	2016	15%	26%	<b>24%</b>	*	36%	20%	*	*	-	*	*	30%	46%
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>64%</b>	*	59%	69%	*	-	-	*	*	59%	59%
	2016	62%	67%	<b>64%</b>	*	67%	63%	*	*	-	*	93%	66%	73%
Reading	2017	59%	65%	<b>55%</b>	*	*	62%	*	-	-	*	*	50%	*
	2016	60%	63%	<b>68%</b>	*	61%	72%	*	*	-	*	*	66%	*
Mathematics	2017	64%	76%	<b>73%</b>	*	74%	76%	*	-	-	*	*	67%	76%
	2016	63%	71%	<b>60%</b>	*	71%	54%	*	*	-	*	*	67%	79%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 620  
 Grade Span: EE - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>29%</b>	*	28%	32%	*	-	-	*	*	30%	34%
	2016	17%	19%	<b>22%</b>	*	26%	22%	*	*	-	*	33%	28%	27%
Reading	2017	17%	21%	<b>24%</b>	*	*	33%	*	-	-	*	*	28%	*
	2016	16%	17%	<b>24%</b>	*	22%	25%	*	*	-	*	*	31%	*
Mathematics	2017	20%	33%	<b>34%</b>	*	45%	32%	*	-	-	*	*	33%	48%
	2016	17%	22%	<b>21%</b>	*	29%	18%	*	*	-	*	*	26%	32%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	*	*	*	*	-	-	-	*	*	*	*
	2016	35%	46%	<b>64%</b>	-	*	*	-	-	-	*	*	83%	*
Mathematics	2017	43%	58%	<b>58%</b>	*	100%	*	*	-	-	*	*	71%	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 620  
 Grade Span: EE - 04  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>82%</b>	80%	-	-	-	80%	*	*	-	*	80%	81%
	2016	75%	90%	<b>85%</b>	77%	-	-	-	77%	88%	83%	*	-	78%	78%
Reading	2017	72%	88%	<b>84%</b>	77%	-	-	-	77%	*	*	-	*	75%	76%
	2016	73%	89%	<b>87%</b>	73%	-	-	-	73%	*	*	*	-	76%	76%
Mathematics	2017	79%	93%	<b>85%</b>	80%	-	-	-	80%	*	*	-	*	81%	82%
	2016	76%	92%	<b>86%</b>	78%	-	-	-	78%	*	*	*	-	80%	80%
Writing	2017	67%	82%	<b>75%</b>	88%	-	-	-	88%	*	*	-	-	88%	88%
	2016	69%	85%	<b>78%</b>	82%	-	-	-	82%	*	*	-	-	77%	77%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>45%</b>	37%	-	-	-	37%	*	*	-	*	35%	34%
	2016	45%	67%	<b>49%</b>	52%	-	-	-	52%	*	*	-	-	48%	48%
Reading	2017	48%	68%	<b>55%</b>	43%	-	-	-	43%	*	*	-	*	42%	41%
	2016	46%	66%	<b>57%</b>	52%	-	-	-	52%	*	*	-	-	48%	48%
Mathematics	2017	48%	74%	<b>58%</b>	72%	-	-	-	72%	*	*	-	*	68%	70%
	2016	43%	68%	<b>57%</b>	60%	-	-	-	60%	*	*	-	-	50%	50%
Writing	2017	38%	54%	<b>37%</b>	50%	-	-	-	50%	*	*	-	-	47%	47%
	2016	41%	60%	<b>46%</b>	80%	-	-	-	80%	*	*	-	-	67%	67%
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>30%</b>	29%	-	-	-	29%	*	*	-	*	30%	30%
	2016	18%	33%	<b>26%</b>	32%	-	-	-	32%	*	*	*	-	28%	28%
Reading	2017	19%	34%	<b>33%</b>	27%	-	-	-	27%	*	*	-	*	28%	27%
	2016	17%	30%	<b>27%</b>	*	-	-	-	*	*	*	*	-	*	*
Mathematics	2017	23%	45%	<b>38%</b>	40%	-	-	-	40%	*	*	-	*	41%	42%
	2016	19%	37%	<b>25%</b>	41%	-	-	-	41%	*	*	*	-	36%	36%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 620  
 Grade Span: EE - 04  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Writing	2017	12%	22%	<b>12%</b>	*	-	-	-	*	*	*	-	-	*	*
	2016	15%	26%	<b>24%</b>	55%	-	-	-	55%	*	*	-	-	46%	46%
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>64%</b>	54%	-	-	-	54%	*	*	-	-	56%	56%
	2016	62%	67%	<b>64%</b>	76%	-	-	-	76%	*	*	*	-	80%	80%
Reading	2017	59%	65%	<b>55%</b>	*	-	-	-	*	*	*	-	-	*	*
	2016	60%	63%	<b>68%</b>	*	-	-	-	*	*	*	*	-	*	*
Mathematics	2017	64%	76%	<b>73%</b>	73%	-	-	-	73%	*	*	-	-	75%	75%
	2016	63%	71%	<b>60%</b>	83%	-	-	-	83%	*	*	*	-	85%	85%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>29%</b>	31%	-	-	-	31%	*	*	-	-	33%	33%
	2016	17%	19%	<b>22%</b>	35%	-	-	-	35%	*	*	*	-	30%	30%
Reading	2017	17%	21%	<b>24%</b>	*	-	-	-	*	*	*	-	-	*	*
	2016	16%	17%	<b>24%</b>	*	-	-	-	*	*	*	*	-	*	*
Mathematics	2017	20%	33%	<b>34%</b>	45%	-	-	-	45%	*	*	-	-	46%	46%
	2016	17%	22%	<b>21%</b>	39%	-	-	-	39%	*	*	*	-	35%	35%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	*	*	-	-	-	*	-	-	-	-	*	*
	2016	35%	46%	<b>64%</b>	*	-	-	-	*	-	-	-	-	*	*
Mathematics	2017	43%	58%	<b>58%</b>	*	-	-	-	*	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 620  
 Grade Span: EE - 04  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	100%	99%	99%	100%	*	-	100%	92%	99%	100%
Included in Accountability	94%	95%	<b>94%</b>	100%	93%	94%	100%	*	-	90%	85%	91%	92%
Not Included in Accountability													
Mobile	4%	4%	<b>5%</b>	0%	5%	5%	0%	*	-	10%	8%	7%	7%
Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	0%	*	-	0%	0%	0%	1%
Not Tested	1%	1%	<b>1%</b>	0%	1%	1%	0%	*	-	0%	8%	1%	0%
Absent	1%	1%	<b>1%</b>	0%	0%	1%	0%	*	-	0%	4%	1%	0%
Other	0%	0%	<b>0%</b>	0%	1%	0%	0%	*	-	0%	4%	0%	0%
<b>2016 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	99%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	<b>92%</b>	83%	89%	94%	100%	100%	-	100%	96%	88%	95%
Not Included in Accountability													
Mobile	4%	3%	<b>7%</b>	17%	11%	6%	0%	0%	-	0%	4%	11%	4%
Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	0%	0%	-	0%	0%	1%	1%
Not Tested	1%	1%	<b>0%</b>	0%	0%	1%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	1%	0%	0%	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 620  
Grade Span: EE - 04  
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>96.6%</b>	96.8%	96.7%	96.5%	*	*	-	96.5%	95.6%	96.4%	96.9%
2014-15	95.7%	96.4%	<b>96.3%</b>	96.0%	96.5%	96.3%	*	*	-	94.7%	95.7%	95.9%	96.9%



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 620  
Grade Span: EE - 04  
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	620	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	10	1.6%	0.3%	0.3%
Pre-Kindergarten	27	4.4%	1.5%	4.2%
Kindergarten	112	18.1%	7.8%	7.0%
Grade 1	103	16.6%	7.8%	7.4%
Grade 2	128	20.6%	8.0%	7.6%
Grade 3	105	16.9%	8.3%	7.7%
Grade 4	135	21.8%	8.1%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	18	2.9%	4.6%	12.6%
Hispanic	193	31.1%	30.1%	52.4%
White	378	61.0%	54.1%	28.1%
American Indian	3	0.5%	0.2%	0.4%
Asian	2	0.3%	7.0%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	26	4.2%	3.8%	2.2%
Economically Disadvantaged	252	40.6%	21.7%	59.0%
Non-Educationally Disadvantaged	368	59.4%	78.3%	41.0%
English Language Learners (ELL)	105	16.9%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	1	0.1%	0.8%	1.4%
At-Risk	246	39.7%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	65			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	32.6%	44.5%
Students with Physical Disabilities	33	50.8%	21.0%	21.9%
Students with Autism	*	*	13.5%	12.5%
Students with Behavioral Disabilities	17	26.2%	30.5%	19.9%
Students with Non-Categorical Early Childhood	6	9.2%	2.4%	1.3%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 620  
Grade Span: EE - 04  
School Type: Elementary

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	89	17.4%	9.2%	16.2%
By Ethnicity:				
African American	6	1.2%		
Hispanic	31	6.1%		
White	46	9.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	6	1.2%		

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 620  
 Grade Span: EE - 04  
 School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	3.5%	2.4%	1.8%	0.0%	4.2%	7.7%
Grade 1	4.3%	2.8%	3.8%	5.9%	4.5%	6.8%
Grade 2	3.9%	1.3%	2.4%	0.0%	0.8%	3.1%
Grade 3	6.8%	2.2%	1.6%	6.7%	0.8%	1.2%
Grade 4	3.2%	0.6%	0.8%	0.0%	1.0%	0.7%
Grade 5	-	0.3%	0.4%	-	0.0%	0.7%
Grade 6	-	0.3%	0.6%	-	0.8%	0.7%
Grade 7	-	0.2%	0.7%	-	1.2%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.9	19.5	18.8
Grade 1	20.9	19.2	18.8
Grade 2	21.6	19.4	18.9
Grade 3	34.1	28.8	19.0
Grade 4	25.2	27.1	19.0
Grade 5	-	28.2	20.9
Grade 6	-	23.3	20.4
Secondary:			
English/Language Arts	-	20.6	16.8
Foreign Languages	-	21.6	18.7
Mathematics	-	24.2	18.0
Science	-	24.7	19.0
Social Studies	-	25.8	19.4

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 620  
 Grade Span: EE - 04  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	63.2	100.0%	100.0%	100.0%
Professional Staff:	53.2	84.1%	58.9%	64.0%
Teachers	45.6	72.1%	47.1%	50.0%
Professional Support	5.6	8.8%	8.2%	10.0%
Campus Administration (School Leadership)	2.0	3.2%	2.6%	2.9%
Educational Aides:	10.0	15.9%	9.8%	9.6%
Total Minority Staff:	15.0	23.8%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.2%	2.6%	10.2%
Hispanic	9.1	19.9%	12.5%	26.6%
White	35.5	77.9%	82.3%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	0.0	0.0%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	2.3	4.9%	16.5%	23.7%
Females	43.3	95.1%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	36.2	79.3%	73.3%	74.5%
Masters	9.5	20.7%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.2%	3.1%	7.8%
1-5 Years Experience	12.9	28.3%	24.7%	28.0%
6-10 Years Experience	9.4	20.5%	25.8%	20.9%
11-20 Years Experience	12.4	27.1%	32.3%	27.8%
Over 20 Years Experience	10.0	21.9%	14.0%	15.5%
Number of Students per Teacher	13.6	n/a	15.9	15.1

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 620  
 Grade Span: EE - 04  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	31.0	25.2	19.5
Average Years Experience of Principals with District	14.0	10.7	12.2
Average Years Experience of Assistant Principals	31.0	19.5	15.7
Average Years Experience of Assistant Principals with District	22.0	9.8	10.1
Average Years Experience of Teachers:	12.0	11.5	10.9
Average Years Experience of Teachers with District:	6.3	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,000	\$49,088	\$46,199
1-5 Years Experience	\$53,409	\$52,467	\$48,779
6-10 Years Experience	\$50,836	\$54,398	\$51,184
11-20 Years Experience	\$57,915	\$57,433	\$54,396
Over 20 Years Experience	\$64,407	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$56,482	\$56,198	\$52,525
Professional Support	\$57,765	\$65,969	\$61,728
Campus Administration (School Leadership)	\$90,196	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.2	4.4	2,110.5

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 620  
 Grade Span: EE - 04  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	102	16.5%	10.5%	18.8%
Career & Technical Education	0	0.0%	27.9%	25.0%
Gifted & Talented Education	28	4.5%	8.7%	7.8%
Special Education	65	10.5%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	5.9	12.9%	5.8%	6.0%
Career & Technical Education	0.0	0.0%	3.7%	4.5%
Compensatory Education	0.1	0.3%	0.7%	2.8%
Gifted & Talented Education	0.1	0.2%	0.8%	1.9%
Regular Education	34.8	76.4%	72.8%	72.8%
Special Education	4.7	10.3%	8.1%	8.6%
Other	0.0	0.0%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.  
 '\*1' Indicates results are masked due to small numbers to protect student confidentiality.  
 '\*\*1' When only one group is masked, then the second smallest group is masked (regardless of size).  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.  
 '\*\*\*1' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **LAKEWOOD EL**

Campus Number: **101921103**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Top 25 Percent: Closing Performance Gaps**

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 793  
 Grade Span: PK - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above Grade 3</b>														
Reading	2017	73%	89%	<b>93%</b>	75%	90%	95%	-	100%	-	100%	65%	86%	*
	2016	73%	88%	<b>83%</b>	56%	84%	83%	*	87%	-	100%	*	72%	73%
Mathematics	2017	78%	91%	<b>93%</b>	63%	93%	95%	-	100%	-	100%	76%	90%	*
	2016	75%	89%	<b>92%</b>	67%	91%	93%	*	93%	-	100%	67%	78%	82%
<b>STAAR Percent at Approaches Grade Level or Above Grade 4</b>														
Reading	2017	70%	87%	<b>82%</b>	*	76%	87%	*	94%	-	78%	*	74%	58%
	2016	75%	90%	<b>89%</b>	*	79%	91%	-	100%	-	*	50%	74%	*
Mathematics	2017	76%	92%	<b>90%</b>	70%	88%	93%	*	100%	-	78%	*	91%	75%
	2016	73%	90%	<b>96%</b>	*	89%	96%	-	100%	-	*	86%	89%	*
Writing	2017	65%	80%	<b>75%</b>	*	74%	77%	*	94%	-	67%	*	70%	67%
	2016	69%	84%	<b>85%</b>	*	79%	85%	-	100%	-	*	64%	58%	*
<b>STAAR Percent at Approaches Grade Level or Above All Grades</b>														
All Subjects	2017	75%	90%	<b>87%</b>	57%	85%	90%	*	97%	-	82%	43%	82%	70%
	2016	75%	90%	<b>89%</b>	70%	84%	90%	*	96%	-	96%	61%	74%	79%
Reading	2017	72%	88%	<b>88%</b>	56%	84%	91%	*	97%	-	87%	48%	80%	63%
	2016	73%	89%	<b>86%</b>	67%	82%	87%	*	93%	-	92%	42%	73%	77%
Mathematics	2017	79%	93%	<b>92%</b>	67%	91%	94%	*	100%	-	87%	55%	91%	81%
	2016	76%	92%	<b>94%</b>	75%	90%	95%	*	97%	-	100%	77%	84%	85%
Writing	2017	67%	82%	<b>75%</b>	*	74%	77%	*	94%	-	67%	*	70%	67%
	2016	69%	85%	<b>85%</b>	*	79%	85%	-	100%	-	*	64%	58%	*
<b>STAAR Percent at Meets Grade Level All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>61%</b>	39%	54%	61%	*	86%	-	73%	24%	41%	42%
	2016	45%	67%	<b>57%</b>	*	46%	61%	-	81%	-	*	*	29%	*



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 793  
 Grade Span: PK - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Reading	2017	48%	68%	<b>63%</b>	44%	55%	65%	*	79%	-	73%	31%	41%	42%
	2016	46%	66%	<b>59%</b>	*	52%	63%	-	70%	-	42%	24%	34%	*
Mathematics	2017	48%	74%	<b>74%</b>	44%	72%	73%	*	97%	-	80%	38%	64%	50%
	2016	43%	68%	<b>67%</b>	*	52%	71%	-	93%	-	58%	40%	40%	*
Writing	2017	38%	54%	<b>49%</b>	*	52%	48%	*	75%	-	*	*	35%	*
	2016	41%	60%	<b>61%</b>	*	43%	64%	-	93%	-	*	36%	37%	*
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>43%</b>	28%	36%	44%	*	63%	-	46%	18%	26%	30%
	2016	18%	33%	<b>37%</b>	*	23%	40%	*	56%	-	29%	*	22%	29%
Reading	2017	19%	34%	<b>44%</b>	*	37%	45%	*	58%	-	60%	16%	27%	*
	2016	17%	30%	<b>37%</b>	*	22%	40%	*	55%	-	*	*	16%	*
Mathematics	2017	23%	45%	<b>56%</b>	39%	47%	57%	*	81%	-	53%	29%	34%	56%
	2016	19%	37%	<b>41%</b>	*	23%	46%	*	59%	-	*	*	27%	38%
Writing	2017	12%	22%	<b>18%</b>	*	*	18%	*	41%	-	*	*	*	*
	2016	15%	26%	<b>30%</b>	*	25%	30%	-	50%	-	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>66%</b>	*	62%	70%	*	82%	-	*	*	50%	54%
	2016	62%	67%	<b>58%</b>	*	*	62%	*	68%	-	*	*	*	64%
Reading	2017	59%	65%	<b>64%</b>	*	64%	68%	*	76%	-	*	*	*	*
	2016	60%	63%	<b>58%</b>	*	*	63%	*	*	-	*	*	*	*
Mathematics	2017	64%	76%	<b>68%</b>	*	61%	72%	*	88%	-	*	*	55%	62%
	2016	63%	71%	<b>58%</b>	*	*	61%	*	*	-	*	*	*	72%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 793  
 Grade Span: PK - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>34%</b>	*	36%	35%	*	47%	-	*	*	20%	23%
	2016	17%	19%	<b>13%</b>	*	*	13%	*	18%	-	*	*	*	22%
Reading	2017	17%	21%	<b>35%</b>	*	39%	38%	*	35%	-	*	*	*	*
	2016	16%	17%	<b>12%</b>	*	*	12%	*	*	-	*	*	*	*
Mathematics	2017	20%	33%	<b>33%</b>	*	33%	32%	*	59%	-	*	*	23%	38%
	2016	17%	22%	<b>13%</b>	*	*	13%	*	*	-	*	*	*	28%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	<b>32%</b>	*	*	43%	-	*	-	-	*	*	*
	2016	35%	46%	*	-	*	*	-	-	-	-	*	*	-
Mathematics	2017	43%	58%	<b>42%</b>	*	*	*	-	*	-	-	*	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 793  
 Grade Span: PK - 04  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>87%</b>	-	-	-	-	-	70%	70%	-	-	70%	70%
	2016	75%	90%	<b>89%</b>	-	-	-	-	-	79%	70%	100%	-	79%	79%
Reading	2017	72%	88%	<b>88%</b>	-	-	-	-	-	63%	63%	-	-	63%	63%
	2016	73%	89%	<b>86%</b>	-	-	-	-	-	77%	67%	*	-	77%	77%
Mathematics	2017	79%	93%	<b>92%</b>	-	-	-	-	-	81%	81%	-	-	81%	81%
	2016	76%	92%	<b>94%</b>	-	-	-	-	-	85%	78%	*	-	85%	85%
Writing	2017	67%	82%	<b>75%</b>	-	-	-	-	-	67%	67%	-	-	67%	67%
	2016	69%	85%	<b>85%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>61%</b>	-	-	-	-	-	42%	42%	-	-	42%	42%
	2016	45%	67%	<b>57%</b>	-	-	-	-	-	*	*	*	-	*	*
Reading	2017	48%	68%	<b>63%</b>	-	-	-	-	-	42%	42%	-	-	42%	42%
	2016	46%	66%	<b>59%</b>	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2017	48%	74%	<b>74%</b>	-	-	-	-	-	50%	50%	-	-	50%	50%
	2016	43%	68%	<b>67%</b>	-	-	-	-	-	*	*	*	-	*	*
Writing	2017	38%	54%	<b>49%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	41%	60%	<b>61%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>43%</b>	-	-	-	-	-	30%	30%	-	-	30%	30%
	2016	18%	33%	<b>37%</b>	-	-	-	-	-	29%	*	*	-	29%	29%
Reading	2017	19%	34%	<b>44%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	17%	30%	<b>37%</b>	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2017	23%	45%	<b>56%</b>	-	-	-	-	-	56%	56%	-	-	56%	56%
	2016	19%	37%	<b>41%</b>	-	-	-	-	-	38%	*	*	-	38%	38%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 793  
 Grade Span: PK - 04  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Writing	2017	12%	22%	<b>18%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	15%	26%	<b>30%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>66%</b>	-	-	-	-	-	54%	54%	-	-	54%	54%
	2016	62%	67%	<b>58%</b>	-	-	-	-	-	78%	*	*	-	78%	78%
Reading	2017	59%	65%	<b>64%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	60%	63%	<b>58%</b>	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2017	64%	76%	<b>68%</b>	-	-	-	-	-	62%	62%	-	-	62%	62%
	2016	63%	71%	<b>58%</b>	-	-	-	-	-	*	*	*	-	*	*
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>34%</b>	-	-	-	-	-	23%	23%	-	-	23%	23%
	2016	17%	19%	<b>13%</b>	-	-	-	-	-	28%	*	*	-	28%	28%
Reading	2017	17%	21%	<b>35%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	16%	17%	<b>12%</b>	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2017	20%	33%	<b>33%</b>	-	-	-	-	-	38%	38%	-	-	38%	38%
	2016	17%	22%	<b>13%</b>	-	-	-	-	-	*	*	*	-	*	*
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	<b>32%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	35%	46%	<b>*</b>	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2017	43%	58%	<b>42%</b>	-	-	-	-	-	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 793  
 Grade Span: PK - 04  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>98%</b>	100%	96%	99%	*	100%	-	100%	100%	95%	100%
Included in Accountability	94%	95%	<b>94%</b>	94%	89%	95%	*	96%	-	100%	86%	93%	90%
Not Included in Accountability													
Mobile	4%	4%	<b>5%</b>	6%	7%	4%	*	2%	-	0%	14%	3%	8%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	*	1%	-	0%	0%	0%	2%
Not Tested	1%	1%	<b>2%</b>	0%	4%	1%	*	0%	-	0%	0%	5%	0%
Absent	1%	1%	<b>2%</b>	0%	4%	1%	*	0%	-	0%	0%	5%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
<b>2016 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	<b>97%</b>	90%	96%	97%	*	95%	-	100%	100%	97%	82%
Not Included in Accountability													
Mobile	4%	3%	<b>3%</b>	10%	4%	2%	*	5%	-	0%	0%	3%	12%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	6%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 793  
 Grade Span: PK - 04  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>97.1%</b>	97.7%	96.6%	97.1%	*	98.0%	-	97.8%	96.6%	96.5%	97.7%
2014-15	95.7%	96.4%	<b>97.0%</b>	98.1%	96.8%	96.9%	-	97.7%	-	97.4%	96.2%	96.3%	96.8%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 793  
 Grade Span: PK - 04  
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	793	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	47	5.9%	1.5%	4.2%
Kindergarten	142	17.9%	7.8%	7.0%
Grade 1	139	17.5%	7.8%	7.4%
Grade 2	129	16.3%	8.0%	7.6%
Grade 3	176	22.2%	8.3%	7.7%
Grade 4	160	20.2%	8.1%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	46	5.8%	4.6%	12.6%
Hispanic	180	22.7%	30.1%	52.4%
White	431	54.4%	54.1%	28.1%
American Indian	2	0.3%	0.2%	0.4%
Asian	100	12.6%	7.0%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	34	4.3%	3.8%	2.2%
Economically Disadvantaged	137	17.3%	21.7%	59.0%
Non-Educationally Disadvantaged	656	82.7%	78.3%	41.0%
English Language Learners (ELL)	87	11.0%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	0.8%	1.4%
At-Risk	232	29.3%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	63			
By Type of Primary Disability				
Students with Intellectual Disabilities	8	12.7%	32.6%	44.5%
Students with Physical Disabilities	29	46.0%	21.0%	21.9%
Students with Autism	8	12.7%	13.5%	12.5%
Students with Behavioral Disabilities	18	28.6%	30.5%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 793  
Grade Span: PK - 04  
School Type: Elementary

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	61	9.4%	9.2%	16.2%
By Ethnicity:				
African American	2	0.3%		
Hispanic	15	2.3%		
White	26	4.0%		
American Indian	0	0.0%		
Asian	13	2.0%		
Pacific Islander	0	0.0%		
Two or More Races	5	0.8%		



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 793  
 Grade Span: PK - 04  
 School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	2.3%	2.4%	1.8%	0.0%	4.2%	7.7%
Grade 1	1.8%	2.8%	3.8%	0.0%	4.5%	6.8%
Grade 2	0.0%	1.3%	2.4%	0.0%	0.8%	3.1%
Grade 3	0.7%	2.2%	1.6%	0.0%	0.8%	1.2%
Grade 4	0.0%	0.6%	0.8%	0.0%	1.0%	0.7%
Grade 5	-	0.3%	0.4%	-	0.0%	0.7%
Grade 6	-	0.3%	0.6%	-	0.8%	0.7%
Grade 7	-	0.2%	0.7%	-	1.2%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.0	19.5	18.8
Grade 1	19.5	19.2	18.8
Grade 2	21.1	19.4	18.9
Grade 3	30.0	28.8	19.0
Grade 4	29.5	27.1	19.0
Grade 5	-	28.2	20.9
Grade 6	-	23.3	20.4
Secondary:			
English/Language Arts	-	20.6	16.8
Foreign Languages	-	21.6	18.7
Mathematics	-	24.2	18.0
Science	-	24.7	19.0
Social Studies	-	25.8	19.4

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 793  
 Grade Span: PK - 04  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	62.5	100.0%	100.0%	100.0%
Professional Staff:	53.7	85.9%	58.9%	64.0%
Teachers	47.2	75.5%	47.1%	50.0%
Professional Support	4.5	7.2%	8.2%	10.0%
Campus Administration (School Leadership)	2.0	3.2%	2.6%	2.9%
Educational Aides:	8.8	14.1%	9.8%	9.6%
Total Minority Staff:	6.0	9.6%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.1%	2.6%	10.2%
Hispanic	4.0	8.5%	12.5%	26.6%
White	42.2	89.4%	82.3%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	0.0	0.0%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	3.0	6.4%	16.5%	23.7%
Females	44.2	93.6%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	36.4	77.1%	73.3%	74.5%
Masters	10.8	22.9%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.1%	7.8%
1-5 Years Experience	9.0	19.1%	24.7%	28.0%
6-10 Years Experience	8.8	18.7%	25.8%	20.9%
11-20 Years Experience	18.0	38.1%	32.3%	27.8%
Over 20 Years Experience	11.4	24.2%	14.0%	15.5%
Number of Students per Teacher	16.8	n/a	15.9	15.1

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 793  
 Grade Span: PK - 04  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	21.0	25.2	19.5
Average Years Experience of Principals with District	21.0	10.7	12.2
Average Years Experience of Assistant Principals	10.0	19.5	15.7
Average Years Experience of Assistant Principals with District	1.0	9.8	10.1
Average Years Experience of Teachers:	14.9	11.5	10.9
Average Years Experience of Teachers with District:	8.5	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,088	\$46,199
1-5 Years Experience	\$53,119	\$52,467	\$48,779
6-10 Years Experience	\$54,776	\$54,398	\$51,184
11-20 Years Experience	\$58,108	\$57,433	\$54,396
Over 20 Years Experience	\$66,398	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$58,538	\$56,198	\$52,525
Professional Support	\$56,925	\$65,969	\$61,728
Campus Administration (School Leadership)	\$77,739	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.2	4.4	2,110.5

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 793  
 Grade Span: PK - 04  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	84	10.6%	10.5%	18.8%
Career & Technical Education	0	0.0%	27.9%	25.0%
Gifted & Talented Education	47	5.9%	8.7%	7.8%
Special Education	63	7.9%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.7%	5.8%	6.0%
Career & Technical Education	0.0	0.0%	3.7%	4.5%
Compensatory Education	0.4	0.8%	0.7%	2.8%
Gifted & Talented Education	0.5	1.1%	0.8%	1.9%
Regular Education	43.8	92.8%	72.8%	72.8%
Special Education	2.2	4.6%	8.1%	8.6%
Other	0.0	0.0%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '\*1' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*1' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '\*\*\*1' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL INT**

Campus Number: **101921105**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in Mathematics**

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 707  
 Grade Span: 05 - 06  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 5 ***</b>														
Reading	2017	82%	95%	<b>89%</b>	80%	83%	94%	*	83%	-	91%	57%	81%	73%
	2016	81%	94%	<b>89%</b>	80%	82%	92%	-	*	-	93%	62%	81%	77%
Mathematics	2017	87%	98%	<b>96%</b>	87%	93%	98%	*	100%	-	100%	80%	91%	90%
	2016	86%	96%	<b>95%</b>	93%	88%	98%	-	*	-	100%	89%	88%	79%
Science	2017	74%	90%	<b>84%</b>	60%	73%	91%	*	100%	-	90%	43%	70%	65%
	2016	74%	90%	<b>83%</b>	53%	71%	90%	-	*	-	100%	68%	70%	51%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 6</b>														
Reading	2017	69%	88%	<b>79%</b>	87%	67%	83%	-	*	-	95%	46%	69%	41%
	2016	69%	87%	<b>79%</b>	55%	74%	82%	*	*	-	89%	45%	69%	63%
Mathematics	2017	76%	95%	<b>89%</b>	73%	84%	93%	-	*	-	90%	73%	84%	62%
	2016	72%	91%	<b>84%</b>	64%	79%	87%	*	*	-	89%	63%	76%	67%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>All Grades</b>														
All Subjects	2017	75%	90%	<b>87%</b>	77%	80%	92%	*	91%	-	93%	60%	79%	67%
	2016	75%	90%	<b>86%</b>	70%	79%	90%	*	100%	-	95%	64%	77%	68%
Reading	2017	72%	88%	<b>84%</b>	83%	75%	88%	*	78%	-	94%	51%	75%	59%
	2016	73%	89%	<b>84%</b>	69%	78%	87%	*	100%	-	92%	52%	75%	71%
Mathematics	2017	79%	93%	<b>92%</b>	80%	88%	95%	*	100%	-	94%	76%	87%	78%
	2016	76%	92%	<b>89%</b>	81%	83%	92%	*	100%	-	96%	74%	82%	74%
Science	2017	79%	91%	<b>84%</b>	60%	73%	91%	*	100%	-	90%	43%	70%	65%
	2016	79%	91%	<b>83%</b>	53%	71%	90%	-	*	-	100%	68%	70%	51%
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>51%</b>	33%	41%	56%	*	78%	-	74%	28%	36%	26%
	2016	45%	67%	<b>47%</b>	*	36%	52%	*	*	-	71%	11%	30%	14%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 707  
 Grade Span: 05 - 06  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Reading	2017	48%	68%	<b>52%</b>	43%	40%	57%	*	78%	-	68%	29%	38%	22%
	2016	46%	66%	<b>50%</b>	22%	39%	55%	*	*	-	75%	11%	32%	16%
Mathematics	2017	48%	74%	<b>64%</b>	47%	57%	67%	*	100%	-	81%	37%	51%	43%
	2016	43%	68%	<b>59%</b>	26%	49%	65%	*	*	-	83%	23%	43%	31%
Science	2017	52%	71%	<b>60%</b>	*	50%	67%	*	*	-	70%	31%	44%	32%
	2016	47%	65%	<b>49%</b>	*	28%	60%	-	*	-	73%	23%	31%	*
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>30%</b>	12%	21%	34%	*	43%	-	44%	12%	19%	12%
	2016	18%	33%	<b>25%</b>	*	16%	30%	*	*	-	25%	9%	14%	4%
Reading	2017	19%	34%	<b>26%</b>	*	16%	31%	*	*	-	42%	12%	14%	8%
	2016	17%	30%	<b>23%</b>	*	16%	27%	*	*	-	29%	7%	13%	*
Mathematics	2017	23%	45%	<b>34%</b>	*	28%	38%	*	56%	-	45%	14%	23%	16%
	2016	19%	37%	<b>31%</b>	*	21%	37%	*	*	-	33%	10%	18%	6%
Science	2017	19%	34%	<b>29%</b>	*	19%	33%	*	*	-	50%	*	18%	10%
	2016	16%	28%	<b>16%</b>	*	8%	22%	-	*	-	*	14%	8%	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>67%</b>	66%	67%	67%	*	78%	-	70%	65%	62%	63%
	2016	62%	67%	<b>68%</b>	63%	67%	69%	*	*	-	77%	64%	65%	65%
Reading	2017	59%	65%	<b>58%</b>	*	54%	59%	*	*	-	67%	63%	53%	55%
	2016	60%	63%	<b>61%</b>	*	63%	60%	*	*	-	73%	49%	62%	64%
Mathematics	2017	64%	76%	<b>76%</b>	68%	79%	75%	*	89%	-	73%	66%	71%	72%
	2016	63%	71%	<b>75%</b>	71%	70%	77%	*	*	-	82%	78%	68%	66%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 707  
 Grade Span: 05 - 06  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>23%</b>	16%	22%	24%	*	39%	-	22%	15%	20%	20%
	2016	17%	19%	<b>20%</b>	21%	19%	20%	*	*	-	25%	19%	18%	17%
Reading	2017	17%	21%	<b>18%</b>	*	15%	20%	*	*	-	17%	8%	14%	17%
	2016	16%	17%	<b>15%</b>	*	15%	15%	*	*	-	23%	11%	16%	17%
Mathematics	2017	20%	33%	<b>29%</b>	18%	29%	29%	*	56%	-	27%	21%	25%	22%
	2016	17%	22%	<b>25%</b>	33%	22%	26%	*	*	-	27%	27%	20%	18%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	<b>36%</b>	*	38%	35%	-	*	-	*	23%	24%	31%
	2016	35%	46%	<b>36%</b>	63%	25%	38%	-	-	-	-	30%	34%	33%
Mathematics	2017	43%	58%	<b>65%</b>	50%	64%	71%	-	-	-	*	48%	63%	50%



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 707  
 Grade Span: 05 - 06  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 5 Reading</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	72%	88%	<b>79%</b>	79%	71%	83%	*	*	-	90%	33%	67%	60%
<b>Students Requiring Accelerated Instruction</b>													
2017	28%	12%	<b>21%</b>	*	29%	17%	*	*	-	*	67%	33%	40%
<b>STAAR Cumulative Met Standard</b>													
2017	81%	95%	<b>89%</b>	79%	82%	94%	*	*	-	90%	46%	81%	73%
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	81%	96%	<b>93%</b>	71%	90%	96%	*	100%	-	100%	68%	85%	81%
<b>Students Requiring Accelerated Instruction</b>													
2017	19%	4%	<b>7%</b>	*	10%	4%	0%	*	-	*	32%	15%	19%
<b>STAAR Cumulative Met Standard</b>													
2017	87%	98%	<b>96%</b>	86%	94%	98%	*	100%	-	100%	79%	90%	90%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 707  
 Grade Span: 05 - 06  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>87%</b>	65%	-	45%	-	73%	70%	61%	77%	91%	66%	67%
	2016	75%	90%	<b>86%</b>	62%	-	*	*	61%	76%	83%	61%	100%	66%	68%
Reading	2017	72%	88%	<b>84%</b>	58%	-	36%	-	70%	59%	45%	73%	*	58%	59%
	2016	73%	89%	<b>84%</b>	67%	-	*	*	67%	76%	89%	55%	*	70%	71%
Mathematics	2017	79%	93%	<b>92%</b>	75%	-	55%	-	86%	82%	73%	91%	*	77%	78%
	2016	76%	92%	<b>89%</b>	67%	-	*	*	67%	86%	94%	73%	*	73%	74%
Science	2017	79%	91%	<b>84%</b>	61%	-	-	-	61%	67%	*	63%	*	62%	65%
	2016	79%	91%	<b>83%</b>	46%	-	*	*	42%	54%	58%	*	*	48%	51%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>51%</b>	20%	-	*	-	31%	32%	*	*	*	23%	26%
	2016	45%	67%	<b>47%</b>	11%	-	*	*	12%	22%	*	*	*	14%	14%
Reading	2017	48%	68%	<b>52%</b>	16%	-	*	-	23%	27%	*	*	*	19%	22%
	2016	46%	66%	<b>50%</b>	14%	-	*	*	13%	19%	*	*	*	16%	16%
Mathematics	2017	48%	74%	<b>64%</b>	34%	-	25%	-	39%	59%	55%	64%	*	41%	43%
	2016	43%	68%	<b>59%</b>	25%	-	*	-	26%	44%	47%	*	*	31%	31%
Science	2017	52%	71%	<b>60%</b>	25%	-	-	-	25%	*	*	*	*	27%	32%
	2016	47%	65%	<b>49%</b>	*	-	*	*	*	*	*	*	*	*	*
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>30%</b>	12%	-	*	-	15%	9%	*	*	*	11%	12%
	2016	18%	33%	<b>25%</b>	3%	-	*	*	*	7%	11%	*	*	4%	4%
Reading	2017	19%	34%	<b>26%</b>	8%	-	*	-	14%	*	*	*	*	6%	8%
	2016	17%	30%	<b>23%</b>	*	-	*	*	*	*	*	*	*	*	*
Mathematics	2017	23%	45%	<b>34%</b>	15%	-	*	-	19%	*	*	*	*	16%	16%
	2016	19%	37%	<b>31%</b>	*	-	*	*	*	*	*	*	*	7%	6%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 707  
 Grade Span: 05 - 06  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Science	2017	19%	34%	<b>29%</b>	*	-	-	-	*	*	*	*	*	11%	10%
	2016	16%	28%	<b>16%</b>	*	-	*	*	*	*	*	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>67%</b>	59%	-	34%	-	74%	61%	*	73%	*	60%	60%
	2016	62%	67%	<b>68%</b>	65%	-	*	*	65%	67%	75%	*	*	66%	66%
Reading	2017	59%	65%	<b>58%</b>	52%	-	*	-	67%	*	*	*	*	53%	54%
	2016	60%	63%	<b>61%</b>	65%	-	*	*	66%	*	*	*	*	64%	65%
Mathematics	2017	64%	76%	<b>76%</b>	66%	-	*	-	81%	68%	*	*	*	67%	67%
	2016	63%	71%	<b>75%</b>	65%	-	*	*	65%	72%	*	*	*	67%	67%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>23%</b>	21%	-	11%	-	26%	14%	*	23%	*	19%	20%
	2016	17%	19%	<b>20%</b>	16%	-	*	*	15%	16%	22%	*	*	16%	16%
Reading	2017	17%	21%	<b>18%</b>	19%	-	*	-	25%	*	*	*	*	15%	18%
	2016	16%	17%	<b>15%</b>	15%	-	*	*	14%	*	*	*	*	15%	14%
Mathematics	2017	20%	33%	<b>29%</b>	22%	-	*	-	27%	23%	*	*	*	22%	21%
	2016	17%	22%	<b>25%</b>	18%	-	*	*	17%	17%	*	*	*	18%	17%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	<b>36%</b>	*	-	*	-	*	*	*	*	-	31%	31%
	2016	35%	46%	<b>36%</b>	*	-	-	-	*	*	*	*	-	33%	33%
Mathematics	2017	43%	58%	<b>65%</b>	46%	-	*	-	69%	*	*	*	-	50%	50%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 707  
 Grade Span: 05 - 06  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	98%	99%	100%	*	100%	-	100%	99%	99%	100%
Included in Accountability	94%	95%	<b>95%</b>	82%	93%	97%	*	96%	-	96%	91%	95%	93%
Not Included in Accountability													
Mobile	4%	4%	<b>5%</b>	16%	6%	3%	*	4%	-	4%	6%	4%	6%
Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	*	0%	-	0%	1%	0%	0%
Not Tested	1%	1%	<b>1%</b>	2%	1%	0%	*	0%	-	0%	1%	1%	0%
Absent	1%	1%	<b>0%</b>	2%	1%	0%	*	0%	-	0%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
<b>2016 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	<b>94%</b>	82%	92%	95%	57%	88%	-	100%	95%	91%	93%
Not Included in Accountability													
Mobile	4%	3%	<b>6%</b>	18%	8%	4%	43%	0%	-	0%	5%	8%	5%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	0%	12%	-	0%	0%	0%	2%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 707  
 Grade Span: 05 - 06  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>96.0%</b>	96.4%	96.3%	95.8%	*	99.2%	-	96.3%	94.5%	96.0%	96.9%
2014-15	95.7%	96.4%	<b>96.5%</b>	97.0%	96.6%	96.3%	*	98.4%	-	96.1%	95.4%	96.3%	97.2%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 707  
 Grade Span: 05 - 06  
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	707	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.2%
Kindergarten	0	0.0%	7.8%	7.0%
Grade 1	0	0.0%	7.8%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	8.3%	7.7%
Grade 4	0	0.0%	8.1%	7.7%
Grade 5	342	48.4%	8.1%	7.5%
Grade 6	365	51.6%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	36	5.1%	4.6%	12.6%
Hispanic	221	31.3%	30.1%	52.4%
White	404	57.1%	54.1%	28.1%
American Indian	2	0.3%	0.2%	0.4%
Asian	9	1.3%	7.0%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	35	5.0%	3.8%	2.2%
Economically Disadvantaged	260	36.8%	21.7%	59.0%
Non-Educationally Disadvantaged	447	63.2%	78.3%	41.0%
English Language Learners (ELL)	89	12.6%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	0.8%	1.4%
At-Risk	253	35.8%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	81			
By Type of Primary Disability				
Students with Intellectual Disabilities	36	44.4%	32.6%	44.5%
Students with Physical Disabilities	**	**	21.0%	21.9%
Students with Autism	*	*	13.5%	12.5%
Students with Behavioral Disabilities	35	43.2%	30.5%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 707  
Grade Span: 05 - 06  
School Type: Middle

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	100	13.1%	9.2%	16.2%
By Ethnicity:				
African American	9	1.2%		
Hispanic	39	5.1%		
White	47	6.1%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	4	0.5%		

District Name: TOMBALL ISD  
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 Campus Number: 101921105

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 707  
 Grade Span: 05 - 06  
 School Type: Middle

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	-	2.4%	1.8%	-	4.2%	7.7%
Grade 1	-	2.8%	3.8%	-	4.5%	6.8%
Grade 2	-	1.3%	2.4%	-	0.8%	3.1%
Grade 3	-	2.2%	1.6%	-	0.8%	1.2%
Grade 4	-	0.6%	0.8%	-	1.0%	0.7%
Grade 5	0.3%	0.3%	0.4%	0.0%	0.0%	0.7%
Grade 6	0.3%	0.3%	0.6%	1.7%	0.8%	0.7%
Grade 7	-	0.2%	0.7%	-	1.2%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.5	18.8
Grade 1	-	19.2	18.8
Grade 2	-	19.4	18.9
Grade 3	-	28.8	19.0
Grade 4	-	27.1	19.0
Grade 5	23.3	28.2	20.9
Grade 6	22.9	23.3	20.4
Secondary:			
English/Language Arts	-	20.6	16.8
Foreign Languages	-	21.6	18.7
Mathematics	-	24.2	18.0
Science	-	24.7	19.0
Social Studies	-	25.8	19.4



District Name: TOMBALL ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 707  
 Grade Span: 05 - 06  
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	78.1	100.0%	100.0%	100.0%
Professional Staff:	61.5	78.8%	58.9%	64.0%
Teachers	53.1	68.0%	47.1%	50.0%
Professional Support	5.4	6.9%	8.2%	10.0%
Campus Administration (School Leadership)	3.0	3.8%	2.6%	2.9%
Educational Aides:	16.6	21.2%	9.8%	9.6%
Total Minority Staff:	17.3	22.1%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.0	3.8%	2.6%	10.2%
Hispanic	9.5	17.9%	12.5%	26.6%
White	40.6	76.5%	82.3%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	0.0	0.0%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	1.9%	1.1%	1.1%
Males	6.7	12.6%	16.5%	23.7%
Females	46.4	87.4%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	1.9%	0.9%	1.2%
Bachelors	44.2	83.2%	73.3%	74.5%
Masters	7.9	14.9%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.3	4.3%	3.1%	7.8%
1-5 Years Experience	17.0	32.0%	24.7%	28.0%
6-10 Years Experience	8.6	16.3%	25.8%	20.9%
11-20 Years Experience	17.0	32.0%	32.3%	27.8%
Over 20 Years Experience	8.2	15.4%	14.0%	15.5%
Number of Students per Teacher	13.3	n/a	15.9	15.1

District Name: TOMBALL ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 707  
 Grade Span: 05 - 06  
 School Type: Middle

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	21.0	25.2	19.5
Average Years Experience of Principals with District	3.0	10.7	12.2
Average Years Experience of Assistant Principals	23.0	19.5	15.7
Average Years Experience of Assistant Principals with District	14.5	9.8	10.1
Average Years Experience of Teachers:	11.8	11.5	10.9
Average Years Experience of Teachers with District:	6.3	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$36,442	\$49,088	\$46,199
1-5 Years Experience	\$52,876	\$52,467	\$48,779
6-10 Years Experience	\$55,060	\$54,398	\$51,184
11-20 Years Experience	\$54,338	\$57,433	\$54,396
Over 20 Years Experience	\$65,238	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$54,902	\$56,198	\$52,525
Professional Support	\$62,793	\$65,969	\$61,728
Campus Administration (School Leadership)	\$83,929	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.2	4.4	2,110.5

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 707  
 Grade Span: 05 - 06  
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	85	12.0%	10.5%	18.8%
Career & Technical Education	0	0.0%	27.9%	25.0%
Gifted & Talented Education	87	12.3%	8.7%	7.8%
Special Education	81	11.5%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	2.9	5.5%	5.8%	6.0%
Career & Technical Education	0.0	0.0%	3.7%	4.5%
Compensatory Education	1.1	2.1%	0.7%	2.8%
Gifted & Talented Education	0.4	0.8%	0.8%	1.9%
Regular Education	42.6	80.2%	72.8%	72.8%
Special Education	3.8	7.1%	8.1%	8.6%
Other	2.3	4.4%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '\*\*\*' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **WILLOW CREEK EL**

Campus Number: **101921107**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in Mathematics**

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 766  
 Grade Span: KG - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above Grade 3</b>														
Reading	2017	73%	89%	<b>84%</b>	83%	71%	89%	*	87%	-	*	50%	57%	60%
	2016	73%	88%	<b>89%</b>	*	76%	92%	-	92%	-	*	42%	78%	67%
Mathematics	2017	78%	91%	<b>93%</b>	100%	86%	94%	*	100%	-	*	50%	79%	93%
	2016	75%	89%	<b>91%</b>	*	84%	92%	-	92%	-	*	58%	87%	93%
<b>STAAR Percent at Approaches Grade Level or Above Grade 4</b>														
Reading	2017	70%	87%	<b>86%</b>	*	75%	87%	-	93%	-	83%	*	76%	50%
	2016	75%	90%	<b>93%</b>	*	81%	97%	-	100%	-	100%	71%	81%	*
Mathematics	2017	76%	92%	<b>94%</b>	*	86%	96%	-	97%	-	100%	47%	91%	70%
	2016	73%	90%	<b>96%</b>	*	94%	97%	-	100%	-	100%	*	93%	*
Writing	2017	65%	80%	<b>80%</b>	*	67%	83%	-	93%	-	*	*	61%	*
	2016	69%	84%	<b>89%</b>	*	80%	90%	-	95%	-	100%	*	70%	*
<b>STAAR Percent at Approaches Grade Level or Above All Grades</b>														
All Subjects	2017	75%	90%	<b>87%</b>	83%	77%	90%	*	94%	-	76%	37%	73%	65%
	2016	75%	90%	<b>92%</b>	82%	83%	94%	-	95%	-	97%	51%	82%	77%
Reading	2017	72%	88%	<b>85%</b>	80%	73%	88%	*	90%	-	86%	33%	67%	56%
	2016	73%	89%	<b>91%</b>	86%	79%	95%	-	96%	-	92%	53%	80%	70%
Mathematics	2017	79%	93%	<b>93%</b>	90%	86%	95%	*	98%	-	100%	48%	85%	84%
	2016	76%	92%	<b>94%</b>	86%	89%	95%	-	96%	-	100%	58%	90%	90%
Writing	2017	67%	82%	<b>80%</b>	*	67%	83%	-	93%	-	*	*	61%	*
	2016	69%	85%	<b>89%</b>	*	80%	90%	-	95%	-	100%	*	70%	*
<b>STAAR Percent at Meets Grade Level All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>61%</b>	50%	52%	61%	*	82%	-	*	25%	42%	45%
	2016	45%	67%	<b>67%</b>	71%	54%	66%	-	84%	-	67%	*	36%	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 766  
 Grade Span: KG - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Reading	2017	48%	68%	<b>65%</b>	70%	59%	65%	*	76%	-	*	25%	48%	45%
	2016	46%	66%	<b>72%</b>	71%	58%	73%	-	84%	-	75%	*	54%	86%
Mathematics	2017	48%	74%	<b>76%</b>	60%	71%	74%	*	93%	-	86%	33%	56%	82%
	2016	43%	68%	<b>72%</b>	86%	56%	73%	-	84%	-	67%	*	41%	*
Writing	2017	38%	54%	<b>48%</b>	*	50%	49%	-	54%	-	*	*	32%	*
	2016	41%	60%	<b>63%</b>	*	56%	60%	-	94%	-	67%	*	25%	*
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>41%</b>	38%	34%	41%	*	48%	-	24%	*	26%	23%
	2016	18%	33%	<b>40%</b>	41%	29%	39%	-	53%	-	45%	*	20%	36%
Reading	2017	19%	34%	<b>42%</b>	50%	37%	44%	*	44%	-	*	*	26%	*
	2016	17%	30%	<b>40%</b>	*	32%	41%	-	49%	-	42%	*	22%	35%
Mathematics	2017	23%	45%	<b>49%</b>	*	40%	48%	*	67%	-	*	*	33%	44%
	2016	19%	37%	<b>40%</b>	*	26%	40%	-	55%	-	42%	*	24%	40%
Writing	2017	12%	22%	<b>19%</b>	*	*	23%	-	21%	-	*	*	15%	*
	2016	15%	26%	<b>38%</b>	*	30%	35%	-	58%	-	56%	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>73%</b>	*	68%	75%	-	71%	-	80%	*	68%	63%
	2016	62%	67%	<b>68%</b>	*	59%	68%	-	73%	-	*	*	62%	65%
Reading	2017	59%	65%	<b>64%</b>	*	61%	67%	-	58%	-	*	*	59%	*
	2016	60%	63%	<b>62%</b>	*	*	61%	-	63%	-	*	*	53%	48%
Mathematics	2017	64%	76%	<b>82%</b>	*	76%	82%	-	85%	-	*	*	76%	82%
	2016	63%	71%	<b>74%</b>	*	64%	74%	-	83%	-	*	*	71%	83%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 766  
 Grade Span: KG - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>38%</b>	*	30%	39%	-	42%	-	50%	*	28%	34%
	2016	17%	19%	<b>22%</b>	*	21%	21%	-	33%	-	*	*	20%	33%
Reading	2017	17%	21%	<b>26%</b>	*	21%	28%	-	24%	-	*	*	14%	*
	2016	16%	17%	<b>19%</b>	*	*	21%	-	25%	-	*	*	17%	22%
Mathematics	2017	20%	33%	<b>50%</b>	*	39%	51%	-	61%	-	*	*	43%	54%
	2016	17%	22%	<b>25%</b>	*	33%	20%	-	42%	-	*	*	23%	43%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	*	*	*	*	-	*	-	*	*	*	*
	2016	35%	46%	<b>71%</b>	-	*	*	-	*	-	-	*	*	*
Mathematics	2017	43%	58%	<b>46%</b>	*	*	*	-	*	-	*	*	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 766  
 Grade Span: KG - 04  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>87%</b>	-	-	-	-	-	65%	69%	58%	-	65%	65%
	2016	75%	90%	<b>92%</b>	-	-	-	-	-	78%	75%	80%	*	78%	77%
Reading	2017	72%	88%	<b>85%</b>	-	-	-	-	-	56%	57%	55%	-	56%	56%
	2016	73%	89%	<b>91%</b>	-	-	-	-	-	68%	63%	73%	*	68%	70%
Mathematics	2017	79%	93%	<b>93%</b>	-	-	-	-	-	84%	93%	73%	-	84%	84%
	2016	76%	92%	<b>94%</b>	-	-	-	-	-	89%	88%	91%	*	89%	90%
Writing	2017	67%	82%	<b>80%</b>	-	-	-	-	-	*	*	*	-	*	*
	2016	69%	85%	<b>89%</b>	-	-	-	-	-	*	-	*	*	*	*
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>61%</b>	-	-	-	-	-	45%	*	*	-	45%	45%
	2016	45%	67%	<b>67%</b>	-	-	-	-	-	*	*	*	*	*	*
Reading	2017	48%	68%	<b>65%</b>	-	-	-	-	-	45%	*	*	-	45%	45%
	2016	46%	66%	<b>72%</b>	-	-	-	-	-	83%	*	*	*	83%	86%
Mathematics	2017	48%	74%	<b>76%</b>	-	-	-	-	-	82%	86%	*	-	82%	82%
	2016	43%	68%	<b>72%</b>	-	-	-	-	-	*	*	*	*	*	*
Writing	2017	38%	54%	<b>48%</b>	-	-	-	-	-	*	*	*	-	*	*
	2016	41%	60%	<b>63%</b>	-	-	-	-	-	-	-	-	*	-	*
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>41%</b>	-	-	-	-	-	23%	19%	29%	-	23%	23%
	2016	18%	33%	<b>40%</b>	-	-	-	-	-	36%	*	43%	*	36%	36%
Reading	2017	19%	34%	<b>42%</b>	-	-	-	-	-	*	*	*	-	*	*
	2016	17%	30%	<b>40%</b>	-	-	-	-	-	32%	*	*	*	32%	35%
Mathematics	2017	23%	45%	<b>49%</b>	-	-	-	-	-	44%	43%	45%	-	44%	44%
	2016	19%	37%	<b>40%</b>	-	-	-	-	-	43%	*	56%	*	43%	40%



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 766  
 Grade Span: KG - 04  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Writing	2017	12%	22%	<b>19%</b>	-	-	-	-	-	*	*	*	-	*	*
	2016	15%	26%	<b>38%</b>	-	-	-	-	-	*	-	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>73%</b>	-	-	-	-	-	61%	63%	*	-	61%	61%
	2016	62%	67%	<b>68%</b>	-	-	-	-	-	69%	*	71%	*	69%	68%
Reading	2017	59%	65%	<b>64%</b>	-	-	-	-	-	*	*	*	-	*	*
	2016	60%	63%	<b>62%</b>	-	-	-	-	-	*	*	*	*	*	57%
Mathematics	2017	64%	76%	<b>82%</b>	-	-	-	-	-	84%	92%	*	-	84%	84%
	2016	63%	71%	<b>74%</b>	-	-	-	-	-	85%	*	*	*	85%	79%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>38%</b>	-	-	-	-	-	34%	38%	*	-	34%	34%
	2016	17%	19%	<b>22%</b>	-	-	-	-	-	35%	*	36%	*	35%	36%
Reading	2017	17%	21%	<b>26%</b>	-	-	-	-	-	*	*	*	-	*	*
	2016	16%	17%	<b>19%</b>	-	-	-	-	-	*	*	*	*	*	36%
Mathematics	2017	20%	33%	<b>50%</b>	-	-	-	-	-	53%	58%	*	-	53%	53%
	2016	17%	22%	<b>25%</b>	-	-	-	-	-	38%	*	*	*	38%	36%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	*	-	-	-	-	-	*	*	*	-	*	*
	2016	35%	46%	<b>71%</b>	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	43%	58%	<b>46%</b>	-	-	-	-	-	*	-	*	-	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 766  
 Grade Span: KG - 04  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	100%	99%	100%	*	99%	-	91%	99%	100%	100%
Included in Accountability	94%	95%	<b>95%</b>	80%	94%	96%	*	98%	-	91%	93%	97%	97%
Not Included in Accountability													
Mobile	4%	4%	<b>4%</b>	20%	6%	3%	*	1%	-	0%	3%	3%	3%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	3%	0%	0%
Not Tested	1%	1%	<b>1%</b>	0%	1%	0%	*	1%	-	9%	1%	0%	0%
Absent	1%	1%	<b>1%</b>	0%	1%	0%	*	1%	-	9%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
<b>2016 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	<b>95%</b>	77%	90%	97%	-	98%	-	100%	96%	91%	100%
Not Included in Accountability													
Mobile	4%	3%	<b>5%</b>	23%	10%	3%	-	2%	-	0%	4%	9%	0%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 766  
 Grade Span: KG - 04  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>97.4%</b>	96.6%	97.1%	97.5%	*	98.2%	-	97.2%	95.7%	96.8%	97.7%
2014-15	95.7%	96.4%	<b>97.2%</b>	97.8%	97.1%	97.1%	-	97.8%	-	97.3%	96.1%	96.4%	97.1%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 766  
 Grade Span: KG - 04  
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	766	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.2%
Kindergarten	139	18.1%	7.8%	7.0%
Grade 1	148	19.3%	7.8%	7.4%
Grade 2	146	19.1%	8.0%	7.6%
Grade 3	170	22.2%	8.3%	7.7%
Grade 4	163	21.3%	8.1%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	26	3.4%	4.6%	12.6%
Hispanic	158	20.6%	30.1%	52.4%
White	426	55.6%	54.1%	28.1%
American Indian	2	0.3%	0.2%	0.4%
Asian	122	15.9%	7.0%	4.2%
Pacific Islander	1	0.1%	0.0%	0.1%
Two or More Races	31	4.0%	3.8%	2.2%
Economically Disadvantaged	153	20.0%	21.7%	59.0%
Non-Educationally Disadvantaged	613	80.0%	78.3%	41.0%
English Language Learners (ELL)	82	10.7%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	0.8%	1.4%
At-Risk	278	36.3%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	61			
By Type of Primary Disability				
Students with Intellectual Disabilities	19	31.1%	32.6%	44.5%
Students with Physical Disabilities	20	32.8%	21.0%	21.9%
Students with Autism	8	13.1%	13.5%	12.5%
Students with Behavioral Disabilities	14	23.0%	30.5%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 766  
Grade Span: KG - 04  
School Type: Elementary

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	55	8.2%	9.2%	16.2%
By Ethnicity:				
African American	9	1.3%		
Hispanic	17	2.5%		
White	23	3.4%		
American Indian	0	0.0%		
Asian	4	0.6%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.3%		

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 766  
 Grade Span: KG - 04  
 School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	1.6%	2.4%	1.8%	0.0%	4.2%	7.7%
Grade 1	3.7%	2.8%	3.8%	0.0%	4.5%	6.8%
Grade 2	2.5%	1.3%	2.4%	0.0%	0.8%	3.1%
Grade 3	2.9%	2.2%	1.6%	0.0%	0.8%	1.2%
Grade 4	0.0%	0.6%	0.8%	11.1%	1.0%	0.7%
Grade 5	-	0.3%	0.4%	-	0.0%	0.7%
Grade 6	-	0.3%	0.6%	-	0.8%	0.7%
Grade 7	-	0.2%	0.7%	-	1.2%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.6	19.5	18.8
Grade 1	20.0	19.2	18.8
Grade 2	19.6	19.4	18.9
Grade 3	28.6	28.8	19.0
Grade 4	27.2	27.1	19.0
Grade 5	-	28.2	20.9
Grade 6	-	23.3	20.4
Secondary:			
English/Language Arts	-	20.6	16.8
Foreign Languages	-	21.6	18.7
Mathematics	-	24.2	18.0
Science	-	24.7	19.0
Social Studies	-	25.8	19.4

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 766  
 Grade Span: KG - 04  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	66.0	100.0%	100.0%	100.0%
Professional Staff:	55.4	83.9%	58.9%	64.0%
Teachers	48.4	73.4%	47.1%	50.0%
Professional Support	4.9	7.5%	8.2%	10.0%
Campus Administration (School Leadership)	2.0	3.0%	2.6%	2.9%
Educational Aides:	10.6	16.1%	9.8%	9.6%
Total Minority Staff:	3.0	4.5%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.6%	10.2%
Hispanic	2.0	4.1%	12.5%	26.6%
White	45.4	93.8%	82.3%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	0.0	0.0%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.1%	1.1%	1.1%
Males	1.3	2.7%	16.5%	23.7%
Females	47.1	97.3%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	42.3	87.4%	73.3%	74.5%
Masters	6.1	12.6%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.1%	7.8%
1-5 Years Experience	5.2	10.7%	24.7%	28.0%
6-10 Years Experience	10.1	20.9%	25.8%	20.9%
11-20 Years Experience	26.1	53.9%	32.3%	27.8%
Over 20 Years Experience	7.0	14.5%	14.0%	15.5%
Number of Students per Teacher	15.8	n/a	15.9	15.1

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 766  
 Grade Span: KG - 04  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	34.0	25.2	19.5
Average Years Experience of Principals with District	16.0	10.7	12.2
Average Years Experience of Assistant Principals	14.0	19.5	15.7
Average Years Experience of Assistant Principals with District	13.0	9.8	10.1
Average Years Experience of Teachers:	14.4	11.5	10.9
Average Years Experience of Teachers with District:	9.8	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,088	\$46,199
1-5 Years Experience	\$53,060	\$52,467	\$48,779
6-10 Years Experience	\$54,861	\$54,398	\$51,184
11-20 Years Experience	\$58,360	\$57,433	\$54,396
Over 20 Years Experience	\$66,007	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$58,165	\$56,198	\$52,525
Professional Support	\$58,293	\$65,969	\$61,728
Campus Administration (School Leadership)	\$85,893	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.4	4.4	2,110.5



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 766  
 Grade Span: KG - 04  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	78	10.2%	10.5%	18.8%
Career & Technical Education	0	0.0%	27.9%	25.0%
Gifted & Talented Education	32	4.2%	8.7%	7.8%
Special Education	61	8.0%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.4%	5.8%	6.0%
Career & Technical Education	0.0	0.0%	3.7%	4.5%
Compensatory Education	0.0	0.0%	0.7%	2.8%
Gifted & Talented Education	0.5	0.9%	0.8%	1.9%
Regular Education	45.3	93.6%	72.8%	72.8%
Special Education	2.5	5.1%	8.1%	8.6%
Other	0.0	0.0%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.  
 '\*^' Indicates results are masked due to small numbers to protect student confidentiality.  
 '\*\*^' When only one group is masked, then the second smallest group is masked (regardless of size).  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.  
 '\*\*\*^' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL EL**

Campus Number: **101921108**

2017 Accountability Rating: **Met Standard**

District Name: TOMBALL ISD  
 Campus Name: TOMBALL EL  
 Campus Number: 101921108

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 719  
 Grade Span: PK - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above Grade 3</b>														
Reading	2017	73%	89%	<b>74%</b>	56%	77%	77%	-	*	-	63%	50%	71%	80%
	2016	73%	88%	<b>81%</b>	86%	81%	87%	-	*	-	58%	50%	74%	70%
Mathematics	2017	78%	91%	<b>82%</b>	67%	89%	79%	-	*	-	75%	80%	79%	91%
	2016	75%	89%	<b>78%</b>	71%	79%	76%	-	*	-	83%	67%	75%	65%
<b>STAAR Percent at Approaches Grade Level or Above Grade 4</b>														
Reading	2017	70%	87%	<b>69%</b>	*	64%	72%	-	*	-	70%	54%	53%	38%
	2016	75%	90%	<b>78%</b>	*	73%	84%	-	*	-	100%	*	66%	70%
Mathematics	2017	76%	92%	<b>82%</b>	*	84%	81%	-	*	-	100%	69%	77%	75%
	2016	73%	90%	<b>68%</b>	*	63%	78%	-	*	-	75%	38%	48%	52%
Writing	2017	65%	80%	<b>58%</b>	*	59%	61%	-	*	-	70%	38%	43%	56%
	2016	69%	84%	<b>70%</b>	*	71%	68%	-	*	-	100%	*	64%	70%
<b>STAAR Percent at Approaches Grade Level or Above All Grades</b>														
All Subjects	2017	75%	90%	<b>73%</b>	53%	75%	74%	-	82%	-	76%	58%	65%	74%
	2016	75%	90%	<b>75%</b>	51%	73%	79%	-	*	-	81%	43%	66%	65%
Reading	2017	72%	88%	<b>72%</b>	60%	70%	75%	-	*	-	67%	52%	63%	67%
	2016	73%	89%	<b>79%</b>	64%	77%	86%	-	*	-	75%	40%	70%	70%
Mathematics	2017	79%	93%	<b>82%</b>	60%	87%	80%	-	100%	-	88%	74%	78%	86%
	2016	76%	92%	<b>73%</b>	50%	70%	77%	-	*	-	80%	52%	62%	58%
Writing	2017	67%	82%	<b>58%</b>	*	59%	61%	-	*	-	70%	38%	43%	56%
	2016	69%	85%	<b>70%</b>	*	71%	68%	-	*	-	100%	*	64%	70%
<b>STAAR Percent at Meets Grade Level All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>35%</b>	*	41%	29%	-	*	-	44%	41%	23%	45%
	2016	45%	67%	<b>31%</b>	*	32%	32%	-	*	-	39%	*	20%	38%

District Name: TOMBALL ISD  
 Campus Name: TOMBALL EL  
 Campus Number: 101921108

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 719  
 Grade Span: PK - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Reading	2017	48%	68%	<b>44%</b>	33%	45%	42%	-	*	-	50%	41%	28%	49%
	2016	46%	66%	<b>42%</b>	*	44%	42%	-	*	-	39%	*	28%	41%
Mathematics	2017	48%	74%	<b>48%</b>	*	54%	44%	-	*	-	65%	52%	36%	61%
	2016	43%	68%	<b>36%</b>	*	30%	38%	-	*	-	50%	*	23%	*
Writing	2017	38%	54%	<b>16%</b>	*	23%	9%	-	*	-	*	38%	*	*
	2016	41%	60%	<b>38%</b>	*	37%	37%	-	*	-	71%	*	29%	43%
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>20%</b>	*	23%	16%	-	55%	-	36%	19%	14%	29%
	2016	18%	33%	<b>17%</b>	*	15%	16%	-	*	-	25%	11%	11%	18%
Reading	2017	19%	34%	<b>24%</b>	*	24%	19%	-	*	-	50%	26%	13%	29%
	2016	17%	30%	<b>19%</b>	*	17%	20%	-	*	-	30%	*	10%	12%
Mathematics	2017	23%	45%	<b>26%</b>	*	31%	21%	-	*	-	35%	*	19%	37%
	2016	19%	37%	<b>17%</b>	*	17%	16%	-	*	-	25%	*	13%	23%
Writing	2017	12%	22%	*	*	*	*	-	*	-	*	*	*	*
	2016	15%	26%	<b>11%</b>	*	11%	*	-	*	-	*	*	11%	22%
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>60%</b>	*	59%	60%	-	*	-	*	58%	58%	62%
	2016	62%	67%	<b>56%</b>	*	52%	59%	-	*	-	*	*	48%	53%
Reading	2017	59%	65%	<b>50%</b>	*	40%	50%	-	*	-	*	*	40%	*
	2016	60%	63%	<b>57%</b>	*	55%	57%	-	*	-	*	*	51%	*
Mathematics	2017	64%	76%	<b>69%</b>	*	72%	69%	-	*	-	*	*	71%	78%
	2016	63%	71%	<b>55%</b>	*	50%	61%	-	*	-	*	*	45%	52%

District Name: TOMBALL ISD  
 Campus Name: TOMBALL EL  
 Campus Number: 101921108

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 719  
 Grade Span: PK - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>20%</b>	*	25%	17%	-	*	-	*	19%	20%	32%
	2016	17%	19%	<b>17%</b>	*	15%	20%	-	*	-	*	*	15%	20%
Reading	2017	17%	21%	<b>13%</b>	*	13%	12%	-	*	-	*	*	9%	*
	2016	16%	17%	<b>15%</b>	*	13%	17%	-	*	-	*	*	13%	*
Mathematics	2017	20%	33%	<b>27%</b>	*	33%	23%	-	*	-	*	*	28%	40%
	2016	17%	22%	<b>19%</b>	*	18%	22%	-	*	-	*	*	17%	27%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	<b>25%</b>	*	*	*	-	*	-	*	*	*	*
	2016	35%	46%	<b>38%</b>	*	*	56%	-	-	-	*	*	28%	*
Mathematics	2017	43%	58%	<b>50%</b>	*	56%	56%	-	-	-	-	*	40%	71%

District Name: TOMBALL ISD  
 Campus Name: TOMBALL EL  
 Campus Number: 101921108

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 719  
 Grade Span: PK - 04  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>73%</b>	76%	-	-	-	76%	70%	67%	*	*	74%	74%
	2016	75%	90%	<b>75%</b>	67%	-	-	-	67%	58%	58%	-	*	65%	65%
Reading	2017	72%	88%	<b>72%</b>	71%	-	-	-	71%	63%	57%	*	*	68%	67%
	2016	73%	89%	<b>79%</b>	72%	-	-	-	72%	60%	60%	-	*	69%	70%
Mathematics	2017	79%	93%	<b>82%</b>	82%	-	-	-	82%	94%	93%	*	*	86%	86%
	2016	76%	92%	<b>73%</b>	63%	-	-	-	63%	50%	50%	-	*	60%	58%
Writing	2017	67%	82%	<b>58%</b>	70%	-	-	-	70%	*	*	-	*	53%	56%
	2016	69%	85%	<b>70%</b>	68%	-	-	-	68%	*	*	-	-	70%	70%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>35%</b>	47%	-	-	-	47%	*	*	*	*	47%	45%
	2016	45%	67%	<b>31%</b>	45%	-	-	-	45%	*	*	-	*	39%	38%
Reading	2017	48%	68%	<b>44%</b>	48%	-	-	-	48%	56%	*	*	*	50%	49%
	2016	46%	66%	<b>42%</b>	48%	-	-	-	48%	*	*	-	*	42%	41%
Mathematics	2017	48%	74%	<b>48%</b>	75%	-	-	-	75%	56%	*	*	*	65%	61%
	2016	43%	68%	<b>36%</b>	*	-	-	-	*	*	*	-	*	*	*
Writing	2017	38%	54%	<b>16%</b>	*	-	-	-	*	*	*	-	*	*	*
	2016	41%	60%	<b>38%</b>	53%	-	-	-	53%	*	*	-	-	43%	43%
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>20%</b>	31%	-	-	-	31%	27%	27%	*	*	30%	29%
	2016	18%	33%	<b>17%</b>	23%	-	-	-	23%	*	*	-	*	19%	18%
Reading	2017	19%	34%	<b>24%</b>	29%	-	-	-	29%	31%	*	*	*	30%	29%
	2016	17%	30%	<b>19%</b>	16%	-	-	-	16%	*	*	-	*	12%	12%
Mathematics	2017	23%	45%	<b>26%</b>	41%	-	-	-	41%	31%	36%	*	*	38%	37%
	2016	19%	37%	<b>17%</b>	28%	-	-	-	28%	*	*	-	*	24%	23%

District Name: TOMBALL ISD  
 Campus Name: TOMBALL EL  
 Campus Number: 101921108

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 719  
 Grade Span: PK - 04  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Writing	2017	12%	22%	*	*	-	-	-	*	*	*	-	*	*	*
	2016	15%	26%	<b>11%</b>	26%	-	-	-	26%	*	*	-	-	22%	22%
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>60%</b>	63%	-	-	-	63%	64%	64%	-	*	63%	63%
	2016	62%	67%	<b>56%</b>	55%	-	-	-	55%	*	*	-	-	49%	49%
Reading	2017	59%	65%	<b>50%</b>	*	-	-	-	*	*	*	-	*	*	*
	2016	60%	63%	<b>57%</b>	*	-	-	-	*	*	*	-	-	*	*
Mathematics	2017	64%	76%	<b>69%</b>	74%	-	-	-	74%	82%	82%	-	*	76%	77%
	2016	63%	71%	<b>55%</b>	57%	-	-	-	57%	*	*	-	-	49%	49%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>20%</b>	33%	-	-	-	33%	41%	41%	-	*	35%	34%
	2016	17%	19%	<b>17%</b>	28%	-	-	-	28%	*	*	-	-	22%	22%
Reading	2017	17%	21%	<b>13%</b>	*	-	-	-	*	*	*	-	*	*	*
	2016	16%	17%	<b>15%</b>	*	-	-	-	*	*	*	-	-	*	*
Mathematics	2017	20%	33%	<b>27%</b>	39%	-	-	-	39%	55%	55%	-	*	43%	42%
	2016	17%	22%	<b>19%</b>	33%	-	-	-	33%	*	*	-	-	28%	28%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	<b>25%</b>	*	-	-	-	*	*	*	-	-	*	*
	2016	35%	46%	<b>38%</b>	*	-	-	-	*	-	-	-	-	*	*
Mathematics	2017	43%	58%	<b>50%</b>	*	-	-	-	*	*	*	-	*	*	71%

District Name: TOMBALL ISD  
 Campus Name: TOMBALL EL  
 Campus Number: 101921108

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 719  
 Grade Span: PK - 04  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	98%	100%	100%	100%
Included in Accountability	94%	95%	<b>88%</b>	71%	87%	89%	-	100%	-	94%	91%	86%	79%
Not Included in Accountability													
Mobile	4%	4%	<b>10%</b>	29%	8%	11%	-	0%	-	4%	9%	11%	12%
Other Exclusions	1%	1%	<b>2%</b>	0%	5%	0%	-	0%	-	0%	0%	3%	9%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	2%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	2%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
<b>2016 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	99%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	<b>90%</b>	74%	93%	90%	-	63%	-	94%	97%	93%	94%
Not Included in Accountability													
Mobile	4%	3%	<b>9%</b>	26%	6%	9%	-	38%	-	6%	3%	7%	2%
Other Exclusions	1%	1%	<b>1%</b>	0%	2%	0%	-	0%	-	0%	0%	0%	4%
Not Tested	1%	1%	<b>0%</b>	0%	0%	1%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	1%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%



District Name: TOMBALL ISD  
 Campus Name: TOMBALL EL  
 Campus Number: 101921108

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 719  
 Grade Span: PK - 04  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>96.2%</b>	96.3%	96.7%	95.7%	*	97.6%	-	96.6%	95.7%	96.3%	97.3%
2014-15	95.7%	96.4%	<b>96.6%</b>	96.3%	96.8%	96.3%	*	98.5%	-	97.1%	94.3%	96.5%	97.0%

District Name: TOMBALL ISD  
 Campus Name: TOMBALL EL  
 Campus Number: 101921108

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 719  
 Grade Span: PK - 04  
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	719	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	68	9.5%	1.5%	4.2%
Kindergarten	141	19.6%	7.8%	7.0%
Grade 1	122	17.0%	7.8%	7.4%
Grade 2	127	17.7%	8.0%	7.6%
Grade 3	134	18.6%	8.3%	7.7%
Grade 4	127	17.7%	8.1%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	49	6.8%	4.6%	12.6%
Hispanic	296	41.2%	30.1%	52.4%
White	317	44.1%	54.1%	28.1%
American Indian	3	0.4%	0.2%	0.4%
Asian	20	2.8%	7.0%	4.2%
Pacific Islander	1	0.1%	0.0%	0.1%
Two or More Races	33	4.6%	3.8%	2.2%
Economically Disadvantaged	393	54.7%	21.7%	59.0%
Non-Educationally Disadvantaged	326	45.3%	78.3%	41.0%
English Language Learners (ELL)	176	24.5%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	0.8%	1.4%
At-Risk	366	50.9%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	57			
By Type of Primary Disability				
Students with Intellectual Disabilities	16	28.1%	32.6%	44.5%
Students with Physical Disabilities	19	33.3%	21.0%	21.9%
Students with Autism	*	*	13.5%	12.5%
Students with Behavioral Disabilities	17	29.8%	30.5%	19.9%
Students with Non-Categorical Early Childhood	*	*	2.4%	1.3%

District Name: TOMBALL ISD  
Campus Name: TOMBALL EL  
Campus Number: 101921108

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 719  
Grade Span: PK - 04  
School Type: Elementary

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	146	23.2%	9.2%	16.2%
By Ethnicity:				
African American	20	3.2%		
Hispanic	50	7.9%		
White	68	10.8%		
American Indian	0	0.0%		
Asian	2	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	6	1.0%		

District Name: TOMBALL ISD  
 Campus Name: TOMBALL EL  
 Campus Number: 101921108

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 719  
 Grade Span: PK - 04  
 School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	1.8%	2.4%	1.8%	8.3%	4.2%	7.7%
Grade 1	0.8%	2.8%	3.8%	0.0%	4.5%	6.8%
Grade 2	0.0%	1.3%	2.4%	0.0%	0.8%	3.1%
Grade 3	0.8%	2.2%	1.6%	0.0%	0.8%	1.2%
Grade 4	0.8%	0.6%	0.8%	0.0%	1.0%	0.7%
Grade 5	-	0.3%	0.4%	-	0.0%	0.7%
Grade 6	-	0.3%	0.6%	-	0.8%	0.7%
Grade 7	-	0.2%	0.7%	-	1.2%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.8	19.5	18.8
Grade 1	18.5	19.2	18.8
Grade 2	16.7	19.4	18.9
Grade 3	23.3	28.8	19.0
Grade 4	21.8	27.1	19.0
Grade 5	-	28.2	20.9
Grade 6	-	23.3	20.4
Secondary:			
English/Language Arts	-	20.6	16.8
Foreign Languages	-	21.6	18.7
Mathematics	-	24.2	18.0
Science	-	24.7	19.0
Social Studies	-	25.8	19.4

District Name: TOMBALL ISD  
 Campus Name: TOMBALL EL  
 Campus Number: 101921108

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 719  
 Grade Span: PK - 04  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	73.4	100.0%	100.0%	100.0%
Professional Staff:	59.1	80.5%	58.9%	64.0%
Teachers	50.9	69.3%	47.1%	50.0%
Professional Support	5.2	7.0%	8.2%	10.0%
Campus Administration (School Leadership)	3.0	4.1%	2.6%	2.9%
Educational Aides:	14.3	19.5%	9.8%	9.6%
Total Minority Staff:	19.0	25.9%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.0%	2.6%	10.2%
Hispanic	10.2	20.0%	12.5%	26.6%
White	39.7	78.1%	82.3%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	0.0	0.0%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.2	8.2%	16.5%	23.7%
Females	46.7	91.8%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	41.2	80.9%	73.3%	74.5%
Masters	9.7	19.1%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	5.9%	3.1%	7.8%
1-5 Years Experience	10.0	19.7%	24.7%	28.0%
6-10 Years Experience	9.3	18.3%	25.8%	20.9%
11-20 Years Experience	18.5	36.5%	32.3%	27.8%
Over 20 Years Experience	10.0	19.7%	14.0%	15.5%
Number of Students per Teacher	14.1	n/a	15.9	15.1

District Name: TOMBALL ISD  
 Campus Name: TOMBALL EL  
 Campus Number: 101921108

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 719  
 Grade Span: PK - 04  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	22.0	25.2	19.5
Average Years Experience of Principals with District	3.0	10.7	12.2
Average Years Experience of Assistant Principals	16.5	19.5	15.7
Average Years Experience of Assistant Principals with District	8.0	9.8	10.1
Average Years Experience of Teachers:	12.8	11.5	10.9
Average Years Experience of Teachers with District:	7.5	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,000	\$49,088	\$46,199
1-5 Years Experience	\$53,281	\$52,467	\$48,779
6-10 Years Experience	\$54,925	\$54,398	\$51,184
11-20 Years Experience	\$57,899	\$57,433	\$54,396
Over 20 Years Experience	\$64,819	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$57,458	\$56,198	\$52,525
Professional Support	\$63,929	\$65,969	\$61,728
Campus Administration (School Leadership)	\$75,161	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.4	4.4	2,110.5

District Name: TOMBALL ISD  
 Campus Name: TOMBALL EL  
 Campus Number: 101921108

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 719  
 Grade Span: PK - 04  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	174	24.2%	10.5%	18.8%
Career & Technical Education	0	0.0%	27.9%	25.0%
Gifted & Talented Education	21	2.9%	8.7%	7.8%
Special Education	57	7.9%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	6.5	12.8%	5.8%	6.0%
Career & Technical Education	0.0	0.0%	3.7%	4.5%
Compensatory Education	1.0	2.0%	0.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.8%	1.9%
Regular Education	40.3	79.2%	72.8%	72.8%
Special Education	3.1	6.0%	8.1%	8.6%
Other	0.0	0.0%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.  
 '\*^' Indicates results are masked due to small numbers to protect student confidentiality.  
 '\*\*^' When only one group is masked, then the second smallest group is masked (regardless of size).  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.  
 '\*\*\*^' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **NORTHPOINTE INT**

Campus Number: **101921109**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in English Language Arts/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Top 25 Percent: Student Progress**

**Top 25 Percent: Closing Performance Gaps**

**Postsecondary Readiness**



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 671  
 Grade Span: 05 - 06  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 5 ***</b>														
Reading	2017	82%	95%	<b>96%</b>	83%	94%	98%	-	100%	-	89%	82%	87%	86%
	2016	81%	94%	<b>94%</b>	86%	85%	97%	-	100%	-	92%	59%	90%	75%
Mathematics	2017	87%	98%	<b>99%</b>	92%	98%	99%	-	100%	-	100%	94%	96%	86%
	2016	86%	96%	<b>94%</b>	93%	91%	95%	-	100%	-	100%	53%	90%	88%
Science	2017	74%	90%	<b>94%</b>	67%	91%	95%	-	100%	-	100%	76%	85%	86%
	2016	74%	90%	<b>91%</b>	79%	86%	93%	-	100%	-	92%	52%	87%	75%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 6</b>														
Reading	2017	69%	88%	<b>89%</b>	73%	78%	93%	-	100%	-	94%	34%	90%	67%
	2016	69%	87%	<b>93%</b>	80%	90%	94%	*	94%	-	100%	42%	77%	86%
Mathematics	2017	76%	95%	<b>97%</b>	100%	94%	97%	-	100%	-	94%	72%	96%	100%
	2016	72%	91%	<b>94%</b>	100%	92%	93%	*	94%	-	100%	46%	85%	86%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>All Grades</b>														
All Subjects	2017	75%	90%	<b>95%</b>	83%	91%	96%	-	100%	-	95%	68%	91%	85%
	2016	75%	90%	<b>93%</b>	88%	89%	94%	*	97%	-	96%	51%	86%	82%
Reading	2017	72%	88%	<b>93%</b>	78%	86%	95%	-	100%	-	92%	52%	89%	75%
	2016	73%	89%	<b>93%</b>	82%	88%	96%	*	97%	-	95%	52%	84%	80%
Mathematics	2017	79%	93%	<b>98%</b>	96%	96%	98%	-	100%	-	96%	80%	96%	94%
	2016	76%	92%	<b>94%</b>	97%	91%	94%	*	97%	-	100%	50%	88%	87%
Science	2017	79%	91%	<b>94%</b>	67%	91%	95%	-	100%	-	100%	76%	85%	86%
	2016	79%	91%	<b>91%</b>	79%	86%	93%	-	100%	-	92%	52%	87%	75%
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>70%</b>	46%	55%	72%	-	92%	-	73%	24%	57%	*
	2016	45%	67%	<b>63%</b>	47%	46%	66%	*	84%	-	64%	13%	51%	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 671  
 Grade Span: 05 - 06  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Reading	2017	48%	68%	<b>69%</b>	50%	57%	71%	-	87%	-	77%	22%	56%	*
	2016	46%	66%	<b>69%</b>	53%	53%	72%	*	85%	-	77%	23%	56%	*
Mathematics	2017	48%	74%	<b>81%</b>	65%	68%	82%	-	98%	-	88%	33%	72%	57%
	2016	43%	68%	<b>70%</b>	56%	57%	72%	*	89%	-	77%	21%	61%	38%
Science	2017	52%	71%	<b>71%</b>	*	58%	74%	-	91%	-	89%	47%	45%	*
	2016	47%	65%	<b>60%</b>	*	44%	65%	-	86%	-	42%	*	54%	*
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>44%</b>	23%	32%	46%	-	61%	-	49%	10%	26%	13%
	2016	18%	33%	<b>37%</b>	29%	25%	39%	*	55%	-	41%	8%	29%	20%
Reading	2017	19%	34%	<b>41%</b>	26%	34%	42%	-	51%	-	50%	*	25%	*
	2016	17%	30%	<b>38%</b>	38%	24%	41%	*	50%	-	45%	9%	27%	*
Mathematics	2017	23%	45%	<b>52%</b>	26%	35%	56%	-	78%	-	38%	11%	32%	*
	2016	19%	37%	<b>44%</b>	29%	31%	47%	*	62%	-	50%	11%	31%	*
Science	2017	19%	34%	<b>35%</b>	*	24%	35%	-	50%	-	78%	*	18%	*
	2016	16%	28%	<b>21%</b>	*	14%	19%	-	52%	-	*	*	27%	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>75%</b>	60%	74%	75%	-	83%	-	69%	67%	73%	68%
	2016	62%	67%	<b>70%</b>	76%	65%	69%	*	82%	-	82%	60%	67%	71%
Reading	2017	59%	65%	<b>65%</b>	48%	67%	64%	-	70%	-	67%	51%	64%	63%
	2016	60%	63%	<b>63%</b>	71%	58%	62%	*	78%	-	*	44%	58%	67%
Mathematics	2017	64%	76%	<b>84%</b>	*	81%	86%	-	95%	-	71%	84%	82%	73%
	2016	63%	71%	<b>76%</b>	81%	72%	75%	*	86%	-	*	76%	77%	76%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 671  
 Grade Span: 05 - 06  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>32%</b>	18%	32%	31%	-	46%	-	25%	17%	29%	23%
	2016	17%	19%	<b>21%</b>	23%	16%	21%	*	35%	-	18%	10%	18%	17%
Reading	2017	17%	21%	<b>25%</b>	20%	28%	24%	-	27%	-	25%	14%	24%	23%
	2016	16%	17%	<b>20%</b>	23%	16%	19%	*	32%	-	*	11%	20%	18%
Mathematics	2017	20%	33%	<b>39%</b>	*	35%	39%	-	65%	-	25%	21%	33%	23%
	2016	17%	22%	<b>22%</b>	23%	16%	22%	*	37%	-	*	9%	17%	15%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	<b>43%</b>	*	47%	45%	-	-	-	*	24%	42%	*
	2016	35%	46%	<b>39%</b>	*	40%	39%	-	*	-	*	*	*	*
Mathematics	2017	43%	58%	<b>67%</b>	*	56%	72%	-	-	-	-	59%	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 671  
 Grade Span: 05 - 06  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 5 Reading</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	72%	88%	<b>91%</b>	75%	82%	93%	-	97%	-	89%	53%	71%	71%
<b>Students Requiring Accelerated Instruction</b>													
2017	28%	12%	<b>9%</b>	*	18%	7%	-	*	-	*	47%	29%	*
<b>STAAR Cumulative Met Standard</b>													
2017	81%	95%	<b>96%</b>	83%	94%	98%	-	100%	-	89%	82%	87%	86%
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	81%	96%	<b>98%</b>	92%	95%	99%	-	100%	-	100%	88%	95%	86%
<b>Students Requiring Accelerated Instruction</b>													
2017	19%	4%	<b>2%</b>	*	*	*	-	*	-	*	*	*	*
<b>STAAR Cumulative Met Standard</b>													
2017	87%	98%	<b>99%</b>	92%	98%	99%	-	100%	-	100%	94%	96%	86%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 671  
 Grade Span: 05 - 06  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>95%</b>	-	-	-	-	-	82%	82%	-	100%	82%	85%
	2016	75%	90%	<b>93%</b>	-	-	-	-	-	82%	82%	-	-	82%	82%
Reading	2017	72%	88%	<b>93%</b>	-	-	-	-	-	71%	71%	-	*	71%	75%
	2016	73%	89%	<b>93%</b>	-	-	-	-	-	80%	80%	-	-	80%	80%
Mathematics	2017	79%	93%	<b>98%</b>	-	-	-	-	-	93%	93%	-	*	93%	94%
	2016	76%	92%	<b>94%</b>	-	-	-	-	-	87%	87%	-	-	87%	87%
Science	2017	79%	91%	<b>94%</b>	-	-	-	-	-	83%	83%	-	*	83%	86%
	2016	79%	91%	<b>91%</b>	-	-	-	-	-	75%	75%	-	-	75%	75%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>70%</b>	-	-	-	-	-	*	*	-	*	*	*
	2016	45%	67%	<b>63%</b>	-	-	-	-	-	*	*	-	-	*	*
Reading	2017	48%	68%	<b>69%</b>	-	-	-	-	-	*	*	-	*	*	*
	2016	46%	66%	<b>69%</b>	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	48%	74%	<b>81%</b>	-	-	-	-	-	67%	67%	-	*	67%	57%
	2016	43%	68%	<b>70%</b>	-	-	-	-	-	38%	38%	-	-	38%	38%
Science	2017	52%	71%	<b>71%</b>	-	-	-	-	-	*	*	-	*	*	*
	2016	47%	65%	<b>60%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>44%</b>	-	-	-	-	-	15%	15%	-	*	15%	13%
	2016	18%	33%	<b>37%</b>	-	-	-	-	-	20%	20%	-	-	20%	20%
Reading	2017	19%	34%	<b>41%</b>	-	-	-	-	-	*	*	-	*	*	*
	2016	17%	30%	<b>38%</b>	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	23%	45%	<b>52%</b>	-	-	-	-	-	*	*	-	*	*	*
	2016	19%	37%	<b>44%</b>	-	-	-	-	-	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 671  
 Grade Span: 05 - 06  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Science	2017	19%	34%	<b>35%</b>	-	-	-	-	-	*	*	-	*	*	*
	2016	16%	28%	<b>21%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>75%</b>	-	-	-	-	-	71%	71%	-	*	71%	67%
	2016	62%	67%	<b>70%</b>	-	-	-	-	-	67%	67%	-	-	67%	67%
Reading	2017	59%	65%	<b>65%</b>	-	-	-	-	-	*	*	-	*	*	*
	2016	60%	63%	<b>63%</b>	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	64%	76%	<b>84%</b>	-	-	-	-	-	*	*	-	*	*	*
	2016	63%	71%	<b>76%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>32%</b>	-	-	-	-	-	25%	25%	-	*	25%	23%
	2016	17%	19%	<b>21%</b>	-	-	-	-	-	20%	20%	-	-	20%	20%
Reading	2017	17%	21%	<b>25%</b>	-	-	-	-	-	*	*	-	*	*	*
	2016	16%	17%	<b>20%</b>	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	20%	33%	<b>39%</b>	-	-	-	-	-	*	*	-	*	*	*
	2016	17%	22%	<b>22%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	<b>43%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	35%	46%	<b>39%</b>	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	43%	58%	<b>67%</b>	-	-	-	-	-	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 671  
 Grade Span: 05 - 06  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	99%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>94%</b>	69%	94%	97%	-	92%	-	100%	96%	92%	74%
Not Included in Accountability													
Mobile	4%	4%	<b>5%</b>	31%	5%	3%	-	7%	-	0%	4%	7%	23%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	-	1%	-	0%	0%	1%	4%
Not Tested	1%	1%	<b>0%</b>	0%	1%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	1%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
<b>2016 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	99%	100%	*	100%	-	100%	99%	100%	100%
Included in Accountability	94%	96%	<b>99%</b>	98%	98%	99%	*	100%	-	100%	99%	99%	95%
Not Included in Accountability													
Mobile	4%	3%	<b>1%</b>	2%	1%	1%	*	0%	-	0%	0%	1%	0%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	5%
Not Tested	1%	1%	<b>0%</b>	0%	1%	0%	*	0%	-	0%	1%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	1%	0%	*	0%	-	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 671  
Grade Span: 05 - 06  
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.6%	97.4%	98.3%	97.5%	97.1%	*	98.9%	-	98.2%	96.8%	97.7%	97.9%
2014-15	95.7%	96.4%	97.0%	98.2%	96.8%	96.6%	*	98.6%	*	97.9%	95.4%	96.3%	97.3%



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 671  
Grade Span: 05 - 06  
School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	671	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.2%
Kindergarten	0	0.0%	7.8%	7.0%
Grade 1	0	0.0%	7.8%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	8.3%	7.7%
Grade 4	0	0.0%	8.1%	7.7%
Grade 5	340	50.7%	8.1%	7.5%
Grade 6	331	49.3%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	27	4.0%	4.6%	12.6%
Hispanic	139	20.7%	30.1%	52.4%
White	413	61.5%	54.1%	28.1%
American Indian	0	0.0%	0.2%	0.4%
Asian	65	9.7%	7.0%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	27	4.0%	3.8%	2.2%
Economically Disadvantaged	110	16.4%	21.7%	59.0%
Non-Educationally Disadvantaged	561	83.6%	78.3%	41.0%
English Language Learners (ELL)	17	2.5%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	1	0.1%	0.8%	1.4%
At-Risk	153	22.8%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	51			
By Type of Primary Disability				
Students with Intellectual Disabilities	16	31.4%	32.6%	44.5%
Students with Physical Disabilities	9	17.6%	21.0%	21.9%
Students with Autism	7	13.7%	13.5%	12.5%
Students with Behavioral Disabilities	19	37.3%	30.5%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 671  
Grade Span: 05 - 06  
School Type: Middle

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	25	3.7%	9.2%	16.2%
By Ethnicity:				
African American	5	0.7%		
Hispanic	5	0.7%		
White	10	1.5%		
American Indian	0	0.0%		
Asian	4	0.6%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 671  
 Grade Span: 05 - 06  
 School Type: Middle

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	-	2.4%	1.8%	-	4.2%	7.7%
Grade 1	-	2.8%	3.8%	-	4.5%	6.8%
Grade 2	-	1.3%	2.4%	-	0.8%	3.1%
Grade 3	-	2.2%	1.6%	-	0.8%	1.2%
Grade 4	-	0.6%	0.8%	-	1.0%	0.7%
Grade 5	0.7%	0.3%	0.4%	0.0%	0.0%	0.7%
Grade 6	0.0%	0.3%	0.6%	0.0%	0.8%	0.7%
Grade 7	-	0.2%	0.7%	-	1.2%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.5	18.8
Grade 1	-	19.2	18.8
Grade 2	-	19.4	18.9
Grade 3	-	28.8	19.0
Grade 4	-	27.1	19.0
Grade 5	25.1	28.2	20.9
Grade 6	23.9	23.3	20.4
Secondary:			
English/Language Arts	-	20.6	16.8
Foreign Languages	-	21.6	18.7
Mathematics	-	24.2	18.0
Science	-	24.7	19.0
Social Studies	-	25.8	19.4

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 671  
 Grade Span: 05 - 06  
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	53.6	100.0%	100.0%	100.0%
Professional Staff:	49.2	91.8%	58.9%	64.0%
Teachers	42.8	79.9%	47.1%	50.0%
Professional Support	4.4	8.2%	8.2%	10.0%
Campus Administration (School Leadership)	2.0	3.7%	2.6%	2.9%
Educational Aides:	4.4	8.2%	9.8%	9.6%
Total Minority Staff:	3.7	6.9%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.3%	2.6%	10.2%
Hispanic	0.2	0.5%	12.5%	26.6%
White	40.4	94.3%	82.3%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	0.2	0.5%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.3%	1.1%	1.1%
Males	11.6	27.2%	16.5%	23.7%
Females	31.1	72.8%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	29.2	68.4%	73.3%	74.5%
Masters	13.5	31.6%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.3	3.1%	3.1%	7.8%
1-5 Years Experience	9.6	22.6%	24.7%	28.0%
6-10 Years Experience	5.2	12.2%	25.8%	20.9%
11-20 Years Experience	15.2	35.6%	32.3%	27.8%
Over 20 Years Experience	11.4	26.7%	14.0%	15.5%
Number of Students per Teacher	15.7	n/a	15.9	15.1

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 671  
 Grade Span: 05 - 06  
 School Type: Middle

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	41.0	25.2	19.5
Average Years Experience of Principals with District	30.0	10.7	12.2
Average Years Experience of Assistant Principals	19.0	19.5	15.7
Average Years Experience of Assistant Principals with District	19.0	9.8	10.1
Average Years Experience of Teachers:	13.4	11.5	10.9
Average Years Experience of Teachers with District:	8.0	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,000	\$49,088	\$46,199
1-5 Years Experience	\$53,316	\$52,467	\$48,779
6-10 Years Experience	\$54,679	\$54,398	\$51,184
11-20 Years Experience	\$57,789	\$57,433	\$54,396
Over 20 Years Experience	\$64,470	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$58,005	\$56,198	\$52,525
Professional Support	\$65,082	\$65,969	\$61,728
Campus Administration (School Leadership)	\$84,237	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.2	4.4	2,110.5

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 671  
 Grade Span: 05 - 06  
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	15	2.2%	10.5%	18.8%
Career & Technical Education	0	0.0%	27.9%	25.0%
Gifted & Talented Education	87	13.0%	8.7%	7.8%
Special Education	51	7.6%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.2%	5.8%	6.0%
Career & Technical Education	0.0	0.0%	3.7%	4.5%
Compensatory Education	0.2	0.6%	0.7%	2.8%
Gifted & Talented Education	2.6	6.0%	0.8%	1.9%
Regular Education	34.9	81.7%	72.8%	72.8%
Special Education	1.9	4.5%	8.1%	8.6%
Other	3.0	7.1%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.  
 '\*^' Indicates results are masked due to small numbers to protect student confidentiality.  
 '\*\*^' When only one group is masked, then the second smallest group is masked (regardless of size).  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.  
 '\*\*\*^' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **ROSEHILL EL**

Campus Number: **101921110**

2017 Accountability Rating: **Met Standard**

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 462  
 Grade Span: EE - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 3</b>														
Reading	2017	73%	89%	<b>90%</b>	*	88%	91%	-	*	-	*	78%	83%	85%
	2016	73%	88%	<b>90%</b>	*	88%	91%	-	-	-	*	58%	88%	83%
Mathematics	2017	78%	91%	<b>88%</b>	*	86%	91%	-	*	-	*	78%	81%	74%
	2016	75%	89%	<b>88%</b>	*	83%	91%	-	-	-	*	58%	85%	79%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 4</b>														
Reading	2017	70%	87%	<b>85%</b>	*	72%	98%	-	*	-	*	58%	70%	53%
	2016	75%	90%	<b>90%</b>	-	81%	96%	-	*	-	*	*	87%	80%
Mathematics	2017	76%	92%	<b>89%</b>	*	86%	91%	-	*	-	*	67%	80%	74%
	2016	73%	90%	<b>95%</b>	-	88%	98%	-	*	-	*	*	83%	80%
Writing	2017	65%	80%	<b>75%</b>	*	69%	79%	-	*	-	*	*	77%	68%
	2016	69%	84%	<b>82%</b>	-	77%	84%	-	-	-	*	*	77%	73%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>All Grades</b>														
All Subjects	2017	75%	90%	<b>85%</b>	*	81%	90%	-	*	-	100%	61%	78%	72%
	2016	75%	90%	<b>89%</b>	*	84%	92%	-	*	-	100%	50%	84%	79%
Reading	2017	72%	88%	<b>88%</b>	*	81%	95%	-	*	-	*	67%	77%	72%
	2016	73%	89%	<b>90%</b>	*	85%	94%	-	*	-	*	47%	88%	82%
Mathematics	2017	79%	93%	<b>88%</b>	*	86%	91%	-	*	-	*	71%	80%	74%
	2016	76%	92%	<b>91%</b>	*	85%	95%	-	*	-	*	59%	84%	79%
Writing	2017	67%	82%	<b>75%</b>	*	69%	79%	-	*	-	*	*	77%	68%
	2016	69%	85%	<b>82%</b>	-	77%	84%	-	-	-	*	*	77%	73%
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>52%</b>	*	41%	63%	-	*	-	*	26%	40%	33%
	2016	45%	67%	<b>50%</b>	*	50%	51%	-	*	-	*	*	39%	48%



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 462  
 Grade Span: EE - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Reading	2017	48%	68%	<b>56%</b>	*	43%	68%	-	*	-	*	26%	40%	28%
	2016	46%	66%	<b>56%</b>	*	55%	57%	-	*	-	*	*	49%	48%
Mathematics	2017	48%	74%	<b>69%</b>	*	63%	73%	-	*	-	*	36%	60%	50%
	2016	43%	68%	<b>61%</b>	*	61%	62%	-	*	-	*	*	45%	55%
Writing	2017	38%	54%	<b>44%</b>	*	34%	51%	-	*	-	*	*	40%	39%
	2016	41%	60%	<b>38%</b>	-	33%	39%	-	-	-	*	*	27%	43%
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>34%</b>	*	26%	40%	-	*	-	*	*	21%	18%
	2016	18%	33%	<b>27%</b>	*	24%	29%	-	*	-	55%	*	22%	27%
Reading	2017	19%	34%	<b>34%</b>	*	24%	43%	-	*	-	*	*	12%	11%
	2016	17%	30%	<b>29%</b>	*	26%	29%	-	*	-	*	*	24%	27%
Mathematics	2017	23%	45%	<b>43%</b>	*	36%	49%	-	*	-	*	*	36%	30%
	2016	19%	37%	<b>33%</b>	*	30%	33%	-	*	-	*	*	24%	32%
Writing	2017	12%	22%	<b>13%</b>	*	*	15%	-	*	-	*	*	*	*
	2016	15%	26%	<b>16%</b>	-	*	20%	-	-	-	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>65%</b>	*	63%	69%	-	*	-	*	*	52%	55%
	2016	62%	67%	<b>67%</b>	-	66%	68%	-	-	-	*	*	65%	72%
Reading	2017	59%	65%	<b>55%</b>	*	47%	60%	-	*	-	*	*	*	*
	2016	60%	63%	<b>64%</b>	-	*	68%	-	-	-	*	*	*	*
Mathematics	2017	64%	76%	<b>74%</b>	*	73%	78%	-	*	-	*	*	69%	67%
	2016	63%	71%	<b>70%</b>	-	72%	68%	-	-	-	*	*	69%	81%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 462  
 Grade Span: EE - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>25%</b>	*	23%	26%	-	*	-	*	*	23%	24%
	2016	17%	19%	<b>22%</b>	-	22%	21%	-	-	-	*	*	16%	28%
Reading	2017	17%	21%	<b>17%</b>	*	14%	16%	-	*	-	*	*	*	*
	2016	16%	17%	<b>15%</b>	-	*	17%	-	-	-	*	*	*	*
Mathematics	2017	20%	33%	<b>32%</b>	*	29%	36%	-	*	-	*	*	33%	35%
	2016	17%	22%	<b>27%</b>	-	30%	25%	-	-	-	*	*	26%	38%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	*	-	*	*	-	-	-	-	*	*	*
	2016	35%	46%	*	-	*	*	-	-	-	-	*	*	*
Mathematics	2017	43%	58%	<b>56%</b>	-	*	*	-	-	-	-	*	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 462  
 Grade Span: EE - 04  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>85%</b>	76%	-	-	-	76%	55%	57%	*	-	72%	72%
	2016	75%	90%	<b>89%</b>	81%	-	-	-	81%	60%	71%	*	*	78%	79%
Reading	2017	72%	88%	<b>88%</b>	73%	-	-	-	73%	67%	*	*	-	72%	72%
	2016	73%	89%	<b>90%</b>	86%	-	-	-	86%	*	*	*	*	81%	82%
Mathematics	2017	79%	93%	<b>88%</b>	81%	-	-	-	81%	*	*	*	-	74%	74%
	2016	76%	92%	<b>91%</b>	79%	-	-	-	79%	*	*	*	*	79%	79%
Writing	2017	67%	82%	<b>75%</b>	71%	-	-	-	71%	*	*	-	-	68%	68%
	2016	69%	85%	<b>82%</b>	75%	-	-	-	75%	*	*	*	*	71%	73%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>52%</b>	32%	-	-	-	32%	*	*	*	-	33%	33%
	2016	45%	67%	<b>50%</b>	50%	-	-	-	50%	*	*	-	*	50%	48%
Reading	2017	48%	68%	<b>56%</b>	24%	-	-	-	24%	*	*	*	-	28%	28%
	2016	46%	66%	<b>56%</b>	50%	-	-	-	50%	*	*	-	*	50%	48%
Mathematics	2017	48%	74%	<b>69%</b>	54%	-	-	-	54%	*	*	*	-	50%	50%
	2016	43%	68%	<b>61%</b>	*	-	-	-	*	*	*	-	*	50%	55%
Writing	2017	38%	54%	<b>44%</b>	41%	-	-	-	41%	*	*	-	-	39%	39%
	2016	41%	60%	<b>38%</b>	50%	-	-	-	50%	*	*	-	*	46%	43%
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>34%</b>	20%	-	-	-	20%	*	*	*	-	18%	18%
	2016	18%	33%	<b>27%</b>	30%	-	-	-	30%	*	*	*	*	28%	27%
Reading	2017	19%	34%	<b>34%</b>	*	-	-	-	*	*	*	*	-	11%	11%
	2016	17%	30%	<b>29%</b>	32%	-	-	-	32%	*	*	*	*	28%	27%
Mathematics	2017	23%	45%	<b>43%</b>	35%	-	-	-	35%	*	*	*	-	30%	30%
	2016	19%	37%	<b>33%</b>	34%	-	-	-	34%	*	*	*	*	33%	32%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 462  
 Grade Span: EE - 04  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Writing	2017	12%	22%	<b>13%</b>	*	-	-	-	*	*	*	-	-	*	*
	2016	15%	26%	<b>16%</b>	*	-	-	-	*	*	*	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>65%</b>	54%	-	-	-	54%	*	*	*	-	53%	53%
	2016	62%	67%	<b>67%</b>	77%	-	-	-	77%	*	*	*	*	76%	74%
Reading	2017	59%	65%	<b>55%</b>	*	-	-	-	*	*	*	*	-	*	*
	2016	60%	63%	<b>64%</b>	*	-	-	-	*	*	*	*	*	*	*
Mathematics	2017	64%	76%	<b>74%</b>	71%	-	-	-	71%	*	*	*	-	67%	67%
	2016	63%	71%	<b>70%</b>	81%	-	-	-	81%	*	*	*	*	83%	83%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>25%</b>	28%	-	-	-	28%	*	*	*	-	25%	25%
	2016	17%	19%	<b>22%</b>	29%	-	-	-	29%	*	*	*	*	27%	26%
Reading	2017	17%	21%	<b>17%</b>	*	-	-	-	*	*	*	*	-	*	*
	2016	16%	17%	<b>15%</b>	*	-	-	-	*	*	*	*	*	*	*
Mathematics	2017	20%	33%	<b>32%</b>	40%	-	-	-	40%	*	*	*	-	36%	36%
	2016	17%	22%	<b>27%</b>	38%	-	-	-	38%	*	*	*	*	38%	37%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	*	*	-	-	-	*	*	*	-	-	*	*
	2016	35%	46%	*	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	43%	58%	<b>56%</b>	*	-	-	-	*	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 462  
 Grade Span: EE - 04  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>97%</b>	100%	98%	96%	-	100%	-	100%	100%	99%	100%
Not Included in Accountability													
Mobile	4%	4%	<b>3%</b>	0%	2%	4%	-	0%	-	0%	0%	1%	0%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
<b>2016 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	*	100%	98%	-	*	-	100%	90%	100%	100%
Included in Accountability	94%	96%	<b>93%</b>	*	96%	91%	-	*	-	100%	90%	92%	95%
Not Included in Accountability													
Mobile	4%	3%	<b>5%</b>	*	4%	7%	-	*	-	0%	0%	8%	3%
Other Exclusions	1%	1%	<b>0%</b>	*	1%	0%	-	*	-	0%	0%	1%	1%
Not Tested	1%	1%	<b>1%</b>	*	0%	2%	-	*	-	0%	10%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	<b>1%</b>	*	0%	2%	-	*	-	0%	10%	0%	0%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 462  
Grade Span: EE - 04  
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>96.8%</b>	*	96.8%	96.8%	*	*	-	96.3%	95.2%	96.2%	97.1%
2014-15	95.7%	96.4%	<b>96.5%</b>	*	96.5%	96.4%	*	97.2%	-	95.5%	96.9%	96.7%	96.8%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 462  
 Grade Span: EE - 04  
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	462	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	7	1.5%	0.3%	0.3%
Pre-Kindergarten	19	4.1%	1.5%	4.2%
Kindergarten	65	14.1%	7.8%	7.0%
Grade 1	85	18.4%	7.8%	7.4%
Grade 2	100	21.6%	8.0%	7.6%
Grade 3	96	20.8%	8.3%	7.7%
Grade 4	90	19.5%	8.1%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	9	1.9%	4.6%	12.6%
Hispanic	177	38.3%	30.1%	52.4%
White	255	55.2%	54.1%	28.1%
American Indian	0	0.0%	0.2%	0.4%
Asian	7	1.5%	7.0%	4.2%
Pacific Islander	1	0.2%	0.0%	0.1%
Two or More Races	13	2.8%	3.8%	2.2%
Economically Disadvantaged	175	37.9%	21.7%	59.0%
Non-Educationally Disadvantaged	287	62.1%	78.3%	41.0%
English Language Learners (ELL)	117	25.3%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	0.8%	1.4%
At-Risk	167	36.1%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	60			
By Type of Primary Disability				
Students with Intellectual Disabilities	10	16.7%	32.6%	44.5%
Students with Physical Disabilities	27	45.0%	21.0%	21.9%
Students with Autism	10	16.7%	13.5%	12.5%
Students with Behavioral Disabilities	5	8.3%	30.5%	19.9%
Students with Non-Categorical Early Childhood	8	13.3%	2.4%	1.3%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 462  
Grade Span: EE - 04  
School Type: Elementary

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	40	10.2%	9.2%	16.2%
By Ethnicity:				
African American	1	0.3%		
Hispanic	11	2.8%		
White	27	6.9%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.3%		



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 462  
 Grade Span: EE - 04  
 School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	1.5%	2.4%	1.8%	0.0%	4.2%	7.7%
Grade 1	0.0%	2.8%	3.8%	8.3%	4.5%	6.8%
Grade 2	1.2%	1.3%	2.4%	7.7%	0.8%	3.1%
Grade 3	0.0%	2.2%	1.6%	0.0%	0.8%	1.2%
Grade 4	0.0%	0.6%	0.8%	0.0%	1.0%	0.7%
Grade 5	-	0.3%	0.4%	-	0.0%	0.7%
Grade 6	-	0.3%	0.6%	-	0.8%	0.7%
Grade 7	-	0.2%	0.7%	-	1.2%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.9	19.5	18.8
Grade 1	17.2	19.2	18.8
Grade 2	18.1	19.4	18.9
Grade 3	20.5	28.8	19.0
Grade 4	21.6	27.1	19.0
Grade 5	-	28.2	20.9
Grade 6	-	23.3	20.4
Secondary:			
English/Language Arts	-	20.6	16.8
Foreign Languages	-	21.6	18.7
Mathematics	-	24.2	18.0
Science	-	24.7	19.0
Social Studies	-	25.8	19.4

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 462  
 Grade Span: EE - 04  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	57.9	100.0%	100.0%	100.0%
Professional Staff:	44.2	76.3%	58.9%	64.0%
Teachers	36.8	63.6%	47.1%	50.0%
Professional Support	5.4	9.3%	8.2%	10.0%
Campus Administration (School Leadership)	2.0	3.5%	2.6%	2.9%
Educational Aides:	13.7	23.7%	9.8%	9.6%
Total Minority Staff:	17.9	30.9%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.6%	10.2%
Hispanic	10.9	29.5%	12.5%	26.6%
White	24.9	67.8%	82.3%	59.8%
American Indian	1.0	2.7%	0.4%	0.4%
Asian	0.0	0.0%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	0.4	1.1%	16.5%	23.7%
Females	36.4	98.9%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	29.0	78.7%	73.3%	74.5%
Masters	7.9	21.3%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.1%	7.8%
1-5 Years Experience	5.6	15.3%	24.7%	28.0%
6-10 Years Experience	14.5	39.3%	25.8%	20.9%
11-20 Years Experience	14.7	39.9%	32.3%	27.8%
Over 20 Years Experience	2.0	5.4%	14.0%	15.5%
Number of Students per Teacher	12.6	n/a	15.9	15.1

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 462  
 Grade Span: EE - 04  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	23.0	25.2	19.5
Average Years Experience of Principals with District	12.0	10.7	12.2
Average Years Experience of Assistant Principals	21.0	19.5	15.7
Average Years Experience of Assistant Principals with District	13.0	9.8	10.1
Average Years Experience of Teachers:	10.5	11.5	10.9
Average Years Experience of Teachers with District:	6.8	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,088	\$46,199
1-5 Years Experience	\$44,953	\$52,467	\$48,779
6-10 Years Experience	\$52,027	\$54,398	\$51,184
11-20 Years Experience	\$57,502	\$57,433	\$54,396
Over 20 Years Experience	\$64,735	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$53,818	\$56,198	\$52,525
Professional Support	\$61,885	\$65,969	\$61,728
Campus Administration (School Leadership)	\$82,043	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.2	4.4	2,110.5

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 462  
 Grade Span: EE - 04  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	117	25.3%	10.5%	18.8%
Career & Technical Education	0	0.0%	27.9%	25.0%
Gifted & Talented Education	35	7.6%	8.7%	7.8%
Special Education	60	13.0%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	8.5	23.2%	5.8%	6.0%
Career & Technical Education	0.0	0.0%	3.7%	4.5%
Compensatory Education	0.5	1.4%	0.7%	2.8%
Gifted & Talented Education	0.4	1.1%	0.8%	1.9%
Regular Education	22.9	62.3%	72.8%	72.8%
Special Education	4.4	11.9%	8.1%	8.6%
Other	0.0	0.0%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '\*\*\*' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CANYON POINTE EL**

Campus Number: **101921111**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in English Language Arts/Reading**

**Top 25 Percent: Student Progress**

**Top 25 Percent: Closing Performance Gaps**

**Postsecondary Readiness**

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 764  
 Grade Span: PK - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above Grade 3</b>														
Reading	2017	73%	89%	<b>96%</b>	100%	92%	97%	-	100%	-	*	90%	93%	91%
	2016	73%	88%	<b>89%</b>	*	91%	90%	-	92%	-	*	*	83%	81%
Mathematics	2017	78%	91%	<b>94%</b>	83%	91%	95%	-	100%	-	*	80%	88%	91%
	2016	75%	89%	<b>90%</b>	86%	91%	89%	-	92%	-	*	*	89%	94%
<b>STAAR Percent at Approaches Grade Level or Above Grade 4</b>														
Reading	2017	70%	87%	<b>92%</b>	86%	92%	92%	-	92%	-	*	*	90%	85%
	2016	75%	90%	<b>95%</b>	71%	100%	98%	-	93%	-	100%	73%	92%	73%
Mathematics	2017	76%	92%	<b>96%</b>	100%	96%	94%	-	100%	-	*	*	95%	95%
	2016	73%	90%	<b>93%</b>	71%	100%	94%	-	93%	-	100%	55%	85%	73%
Writing	2017	65%	80%	<b>93%</b>	86%	92%	92%	-	100%	-	*	63%	93%	93%
	2016	69%	84%	<b>91%</b>	77%	88%	92%	-	100%	-	100%	90%	83%	82%
<b>STAAR Percent at Approaches Grade Level or Above All Grades</b>														
All Subjects	2017	75%	90%	<b>94%</b>	91%	93%	94%	-	98%	-	100%	66%	92%	91%
	2016	75%	90%	<b>92%</b>	73%	94%	93%	-	94%	-	100%	58%	86%	82%
Reading	2017	72%	88%	<b>94%</b>	92%	92%	95%	-	96%	-	100%	67%	91%	89%
	2016	73%	89%	<b>92%</b>	67%	96%	94%	-	93%	-	100%	55%	87%	78%
Mathematics	2017	79%	93%	<b>95%</b>	92%	93%	95%	-	100%	-	100%	67%	91%	93%
	2016	76%	92%	<b>92%</b>	76%	96%	92%	-	93%	-	100%	45%	87%	85%
Writing	2017	67%	82%	<b>93%</b>	86%	92%	92%	-	100%	-	*	63%	93%	93%
	2016	69%	85%	<b>91%</b>	77%	88%	92%	-	100%	-	100%	90%	83%	82%
<b>STAAR Percent at Meets Grade Level All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>68%</b>	38%	63%	72%	-	83%	-	86%	*	58%	65%
	2016	45%	67%	<b>60%</b>	40%	53%	61%	-	84%	-	70%	*	44%	53%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 764  
 Grade Span: PK - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Reading	2017	48%	68%	<b>73%</b>	62%	68%	78%	-	79%	-	71%	33%	65%	62%
	2016	46%	66%	<b>68%</b>	45%	60%	69%	-	88%	-	90%	*	63%	65%
Mathematics	2017	48%	74%	<b>75%</b>	62%	68%	75%	-	92%	-	100%	*	63%	79%
	2016	43%	68%	<b>66%</b>	40%	62%	66%	-	88%	-	80%	35%	44%	65%
Writing	2017	38%	54%	<b>59%</b>	*	66%	57%	-	67%	-	*	*	63%	73%
	2016	41%	60%	<b>65%</b>	38%	71%	63%	-	86%	-	71%	*	58%	*
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>45%</b>	36%	42%	46%	-	58%	-	56%	11%	38%	41%
	2016	18%	33%	<b>36%</b>	20%	27%	35%	-	65%	-	48%	12%	27%	33%
Reading	2017	19%	34%	<b>54%</b>	46%	42%	63%	-	56%	-	*	*	40%	37%
	2016	17%	30%	<b>33%</b>	24%	32%	30%	-	61%	-	*	*	26%	30%
Mathematics	2017	23%	45%	<b>49%</b>	46%	47%	44%	-	74%	-	71%	*	41%	49%
	2016	19%	37%	<b>43%</b>	29%	30%	44%	-	68%	-	55%	*	35%	40%
Writing	2017	12%	22%	<b>23%</b>	*	34%	17%	-	*	-	*	*	28%	34%
	2016	15%	26%	<b>28%</b>	*	*	28%	-	67%	-	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>78%</b>	*	77%	79%	-	77%	-	*	*	76%	78%
	2016	62%	67%	<b>67%</b>	*	65%	64%	-	82%	-	88%	*	69%	68%
Reading	2017	59%	65%	<b>72%</b>	*	64%	77%	-	*	-	*	*	64%	66%
	2016	60%	63%	<b>63%</b>	*	*	59%	-	*	-	*	*	*	*
Mathematics	2017	64%	76%	<b>82%</b>	*	84%	81%	-	73%	-	*	*	83%	85%
	2016	63%	71%	<b>72%</b>	*	*	69%	-	82%	-	*	*	81%	79%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 764  
 Grade Span: PK - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>37%</b>	*	42%	36%	-	33%	-	*	*	37%	43%
	2016	17%	19%	<b>19%</b>	*	15%	17%	-	32%	-	38%	*	25%	26%
Reading	2017	17%	21%	<b>30%</b>	*	30%	37%	-	*	-	*	*	21%	26%
	2016	16%	17%	<b>13%</b>	*	*	11%	-	*	-	*	*	*	*
Mathematics	2017	20%	33%	<b>41%</b>	*	49%	35%	-	40%	-	*	*	47%	52%
	2016	17%	22%	<b>25%</b>	*	*	23%	-	47%	-	*	*	38%	42%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	<b>43%</b>	*	*	*	-	*	-	-	*	*	*
	2016	35%	46%	*	*	*	*	-	-	-	-	*	*	*
Mathematics	2017	43%	58%	<b>71%</b>	*	83%	*	-	*	-	-	*	*	83%



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 764  
 Grade Span: PK - 04  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>94%</b>	91%	-	-	-	91%	95%	95%	-	*	92%	91%
	2016	75%	90%	<b>92%</b>	-	-	-	-	-	88%	88%	-	*	88%	82%
Reading	2017	72%	88%	<b>94%</b>	89%	-	-	-	89%	94%	94%	-	*	90%	89%
	2016	73%	89%	<b>92%</b>	-	-	-	-	-	84%	84%	-	*	84%	78%
Mathematics	2017	79%	93%	<b>95%</b>	91%	-	-	-	91%	100%	100%	-	*	93%	93%
	2016	76%	92%	<b>92%</b>	-	-	-	-	-	92%	92%	-	*	92%	85%
Writing	2017	67%	82%	<b>93%</b>	94%	-	-	-	94%	89%	89%	-	*	93%	93%
	2016	69%	85%	<b>91%</b>	-	-	-	-	-	90%	90%	-	*	90%	82%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>68%</b>	69%	-	-	-	69%	45%	45%	-	*	65%	65%
	2016	45%	67%	<b>60%</b>	-	-	-	-	-	60%	60%	-	*	60%	53%
Reading	2017	48%	68%	<b>73%</b>	68%	-	-	-	68%	*	*	-	*	63%	62%
	2016	46%	66%	<b>68%</b>	-	-	-	-	-	73%	73%	-	*	73%	65%
Mathematics	2017	48%	74%	<b>75%</b>	86%	-	-	-	86%	73%	73%	-	*	81%	79%
	2016	43%	68%	<b>66%</b>	-	-	-	-	-	73%	73%	-	*	73%	65%
Writing	2017	38%	54%	<b>59%</b>	84%	-	-	-	84%	*	*	-	*	74%	73%
	2016	41%	60%	<b>65%</b>	-	-	-	-	-	*	*	-	*	*	*
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>45%</b>	47%	-	-	-	47%	22%	22%	-	*	42%	41%
	2016	18%	33%	<b>36%</b>	-	-	-	-	-	36%	36%	-	*	36%	33%
Reading	2017	19%	34%	<b>54%</b>	40%	-	-	-	40%	*	*	-	*	37%	37%
	2016	17%	30%	<b>33%</b>	-	-	-	-	-	32%	32%	-	*	32%	30%
Mathematics	2017	23%	45%	<b>49%</b>	54%	-	-	-	54%	31%	31%	-	*	50%	49%
	2016	19%	37%	<b>43%</b>	-	-	-	-	-	43%	43%	-	*	43%	40%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 764  
 Grade Span: PK - 04  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Writing	2017	12%	22%	<b>23%</b>	45%	-	-	-	45%	*	*	-	*	35%	34%
	2016	15%	26%	<b>28%</b>	-	-	-	-	-	*	*	-	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>78%</b>	78%	-	-	-	78%	73%	73%	-	*	77%	76%
	2016	62%	67%	<b>67%</b>	-	-	-	-	-	66%	66%	-	-	66%	66%
Reading	2017	59%	65%	<b>72%</b>	57%	-	-	-	57%	77%	77%	-	*	63%	61%
	2016	60%	63%	<b>63%</b>	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	64%	76%	<b>82%</b>	88%	-	-	-	88%	69%	69%	-	*	85%	85%
	2016	63%	71%	<b>72%</b>	-	-	-	-	-	75%	75%	-	-	75%	75%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>37%</b>	44%	-	-	-	44%	42%	42%	-	*	44%	44%
	2016	17%	19%	<b>19%</b>	-	-	-	-	-	28%	28%	-	-	28%	28%
Reading	2017	17%	21%	<b>30%</b>	20%	-	-	-	20%	46%	46%	-	*	28%	27%
	2016	16%	17%	<b>13%</b>	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	20%	33%	<b>41%</b>	55%	-	-	-	55%	38%	38%	-	*	53%	53%
	2016	17%	22%	<b>25%</b>	-	-	-	-	-	44%	44%	-	-	44%	44%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	<b>43%</b>	*	-	-	-	*	*	*	-	*	*	*
	2016	35%	46%	*	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	43%	58%	<b>71%</b>	*	-	-	-	*	*	*	-	*	*	83%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 764  
 Grade Span: PK - 04  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	99%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>96%</b>	87%	95%	98%	-	97%	-	100%	90%	99%	95%
Not Included in Accountability													
Mobile	4%	4%	<b>3%</b>	13%	2%	1%	-	3%	-	0%	10%	0%	2%
Other Exclusions	1%	1%	<b>1%</b>	0%	3%	0%	-	0%	-	0%	0%	1%	3%
Not Tested	1%	1%	<b>0%</b>	0%	0%	1%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
<b>2016 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	99%	-	100%	-	100%	96%	100%	100%
Included in Accountability	94%	96%	<b>99%</b>	100%	98%	98%	-	100%	-	100%	96%	97%	97%
Not Included in Accountability													
Mobile	4%	3%	<b>1%</b>	0%	2%	1%	-	0%	-	0%	0%	3%	3%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	<b>0%</b>	0%	0%	1%	-	0%	-	0%	4%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	1%	-	0%	-	0%	4%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 764  
Grade Span: PK - 04  
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>97.3%</b>	97.5%	97.1%	97.1%	-	98.3%	-	97.9%	96.9%	97.1%	98.1%
2014-15	95.7%	96.4%	<b>97.0%</b>	96.8%	96.9%	96.9%	-	98.1%	-	97.5%	96.7%	96.5%	97.2%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 764  
 Grade Span: PK - 04  
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	764	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	31	4.1%	1.5%	4.2%
Kindergarten	141	18.5%	7.8%	7.0%
Grade 1	135	17.7%	7.8%	7.4%
Grade 2	157	20.5%	8.0%	7.6%
Grade 3	152	19.9%	8.3%	7.7%
Grade 4	148	19.4%	8.1%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	38	5.0%	4.6%	12.6%
Hispanic	312	40.8%	30.1%	52.4%
White	315	41.2%	54.1%	28.1%
American Indian	1	0.1%	0.2%	0.4%
Asian	74	9.7%	7.0%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	24	3.1%	3.8%	2.2%
Economically Disadvantaged	198	25.9%	21.7%	59.0%
Non-Educationally Disadvantaged	566	74.1%	78.3%	41.0%
English Language Learners (ELL)	255	33.4%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	0.8%	1.4%
At-Risk	335	43.8%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	50			
By Type of Primary Disability				
Students with Intellectual Disabilities	6	12.0%	32.6%	44.5%
Students with Physical Disabilities	14	28.0%	21.0%	21.9%
Students with Autism	17	34.0%	13.5%	12.5%
Students with Behavioral Disabilities	13	26.0%	30.5%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 764  
Grade Span: PK - 04  
School Type: Elementary

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	33	6.3%	9.2%	16.2%
By Ethnicity:				
African American	5	1.0%		
Hispanic	6	1.1%		
White	16	3.1%		
American Indian	0	0.0%		
Asian	6	1.1%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 764  
 Grade Span: PK - 04  
 School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	6.6%	2.4%	1.8%	0.0%	4.2%	7.7%
Grade 1	6.2%	2.8%	3.8%	12.5%	4.5%	6.8%
Grade 2	2.0%	1.3%	2.4%	0.0%	0.8%	3.1%
Grade 3	1.9%	2.2%	1.6%	0.0%	0.8%	1.2%
Grade 4	0.0%	0.6%	0.8%	0.0%	1.0%	0.7%
Grade 5	-	0.3%	0.4%	-	0.0%	0.7%
Grade 6	-	0.3%	0.6%	-	0.8%	0.7%
Grade 7	-	0.2%	0.7%	-	1.2%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	19.5	18.8
Grade 1	18.5	19.2	18.8
Grade 2	17.3	19.4	18.9
Grade 3	29.0	28.8	19.0
Grade 4	29.3	27.1	19.0
Grade 5	-	28.2	20.9
Grade 6	-	23.3	20.4
Secondary:			
English/Language Arts	-	20.6	16.8
Foreign Languages	-	21.6	18.7
Mathematics	-	24.2	18.0
Science	-	24.7	19.0
Social Studies	-	25.8	19.4

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 764  
 Grade Span: PK - 04  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	72.3	100.0%	100.0%	100.0%
Professional Staff:	58.4	80.8%	58.9%	64.0%
Teachers	51.5	71.3%	47.1%	50.0%
Professional Support	5.1	7.1%	8.2%	10.0%
Campus Administration (School Leadership)	1.8	2.5%	2.6%	2.9%
Educational Aides:	13.9	19.2%	9.8%	9.6%
Total Minority Staff:	20.0	27.6%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.6%	10.2%
Hispanic	14.5	28.1%	12.5%	26.6%
White	36.0	69.9%	82.3%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	0.0	0.0%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	1.9%	1.1%	1.1%
Males	2.2	4.3%	16.5%	23.7%
Females	49.3	95.7%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	42.3	82.2%	73.3%	74.5%
Masters	9.2	17.8%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.1%	7.8%
1-5 Years Experience	14.5	28.1%	24.7%	28.0%
6-10 Years Experience	19.0	36.9%	25.8%	20.9%
11-20 Years Experience	11.0	21.4%	32.3%	27.8%
Over 20 Years Experience	7.0	13.6%	14.0%	15.5%
Number of Students per Teacher	14.8	n/a	15.9	15.1



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 764  
 Grade Span: PK - 04  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	34.0	25.2	19.5
Average Years Experience of Principals with District	12.0	10.7	12.2
Average Years Experience of Assistant Principals	17.0	19.5	15.7
Average Years Experience of Assistant Principals with District	0.0	9.8	10.1
Average Years Experience of Teachers:	10.2	11.5	10.9
Average Years Experience of Teachers with District:	6.5	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,088	\$46,199
1-5 Years Experience	\$48,234	\$52,467	\$48,779
6-10 Years Experience	\$52,500	\$54,398	\$51,184
11-20 Years Experience	\$57,466	\$57,433	\$54,396
Over 20 Years Experience	\$64,963	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$54,054	\$56,198	\$52,525
Professional Support	\$59,654	\$65,969	\$61,728
Campus Administration (School Leadership)	\$79,559	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.2	4.4	2,110.5

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 764  
 Grade Span: PK - 04  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	252	33.0%	10.5%	18.8%
Career & Technical Education	0	0.0%	27.9%	25.0%
Gifted & Talented Education	51	6.7%	8.7%	7.8%
Special Education	50	6.5%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	15.0	29.1%	5.8%	6.0%
Career & Technical Education	0.0	0.0%	3.7%	4.5%
Compensatory Education	0.0	0.0%	0.7%	2.8%
Gifted & Talented Education	0.2	0.5%	0.8%	1.9%
Regular Education	34.1	66.1%	72.8%	72.8%
Special Education	2.2	4.3%	8.1%	8.6%
Other	0.0	0.0%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.  
 '\*1' Indicates results are masked due to small numbers to protect student confidentiality.  
 '\*\*1' When only one group is masked, then the second smallest group is masked (regardless of size).  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.  
 '\*\*\*1' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CREEKSIDE FOREST EL**

Campus Number: **101921112**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in English Language Arts/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Top 25 Percent: Student Progress**

**Top 25 Percent: Closing Performance Gaps**

**Postsecondary Readiness**

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 553  
 Grade Span: KG - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 3</b>														
Reading	2017	73%	89%	<b>100%</b>	*	100%	100%	-	100%	-	100%	*	*	100%
	2016	73%	88%	<b>97%</b>	-	100%	96%	-	*	-	100%	83%	*	100%
Mathematics	2017	78%	91%	<b>100%</b>	*	100%	100%	-	100%	-	100%	*	*	100%
	2016	75%	89%	<b>98%</b>	-	100%	98%	-	*	-	83%	*	*	100%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 4</b>														
Reading	2017	70%	87%	<b>99%</b>	-	100%	98%	-	*	-	*	*	*	100%
	2016	75%	90%	<b>97%</b>	*	100%	95%	-	100%	-	*	*	*	100%
Mathematics	2017	76%	92%	<b>99%</b>	-	100%	98%	-	*	-	*	*	*	100%
	2016	73%	90%	<b>96%</b>	*	97%	95%	-	100%	-	*	*	*	100%
Writing	2017	65%	80%	<b>90%</b>	-	89%	90%	-	*	-	*	*	*	*
	2016	69%	84%	<b>94%</b>	*	93%	93%	-	100%	-	*	*	*	88%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 5 ***</b>														
Reading	2017	82%	95%	<b>100%</b>	*	100%	100%	-	100%	-	*	100%	-	100%
	2016	81%	94%	<b>100%</b>	-	100%	100%	*	100%	-	*	100%	*	100%
Mathematics	2017	87%	98%	<b>100%</b>	*	100%	100%	-	100%	-	*	100%	-	100%
	2016	86%	96%	<b>100%</b>	-	100%	100%	*	100%	-	*	100%	*	100%
Science	2017	74%	90%	<b>98%</b>	*	97%	98%	-	100%	-	*	*	-	100%
	2016	74%	90%	<b>99%</b>	-	100%	98%	*	100%	-	*	100%	*	100%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 6</b>														
Reading	2016	69%	87%	<b>98%</b>	*	97%	98%	*	100%	-	100%	71%	*	100%
Mathematics	2016	72%	91%	<b>99%</b>	*	100%	98%	*	100%	-	100%	86%	*	100%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 553  
 Grade Span: KG - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>All Grades</b>														
All Subjects	2017	75%	90%	<b>98%</b>	100%	98%	98%	-	100%	-	100%	80%	100%	98%
	2016	75%	90%	<b>98%</b>	100%	99%	97%	100%	100%	-	98%	77%	100%	99%
Reading	2017	72%	88%	<b>100%</b>	*	100%	99%	-	100%	-	100%	93%	*	100%
	2016	73%	89%	<b>98%</b>	*	99%	97%	*	100%	-	100%	77%	100%	100%
Mathematics	2017	79%	93%	<b>100%</b>	*	100%	99%	-	100%	-	100%	93%	*	100%
	2016	76%	92%	<b>98%</b>	*	99%	97%	*	100%	-	95%	73%	100%	100%
Writing	2017	67%	82%	<b>90%</b>	-	89%	90%	-	*	-	*	*	*	*
	2016	69%	85%	<b>94%</b>	*	93%	93%	-	100%	-	*	*	*	88%
Science	2017	79%	91%	<b>98%</b>	*	97%	98%	-	100%	-	*	*	-	100%
	2016	79%	91%	<b>99%</b>	-	100%	98%	*	100%	-	*	100%	*	100%
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>89%</b>	*	92%	86%	-	95%	-	100%	53%	*	79%
	2016	45%	67%	<b>86%</b>	*	89%	84%	*	96%	-	82%	35%	83%	80%
Reading	2017	48%	68%	<b>89%</b>	*	90%	87%	-	95%	-	100%	53%	*	71%
	2016	46%	66%	<b>86%</b>	*	89%	84%	*	100%	-	82%	35%	83%	75%
Mathematics	2017	48%	74%	<b>94%</b>	*	96%	93%	-	100%	-	100%	67%	*	100%
	2016	43%	68%	<b>92%</b>	*	93%	92%	*	96%	-	88%	40%	100%	95%
Writing	2017	38%	54%	<b>55%</b>	-	56%	49%	-	*	-	*	*	*	*
	2016	41%	60%	<b>70%</b>	*	71%	65%	-	100%	-	*	*	*	71%
Science	2017	52%	71%	<b>85%</b>	*	83%	82%	-	100%	-	*	*	-	*
	2016	47%	65%	<b>92%</b>	-	97%	88%	*	100%	-	*	*	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 553  
 Grade Span: KG - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>70%</b>	86%	71%	66%	-	84%	-	86%	34%	71%	59%
	2016	18%	33%	<b>62%</b>	*	65%	58%	*	77%	-	59%	14%	44%	57%
Reading	2017	19%	34%	<b>72%</b>	*	72%	69%	-	79%	-	100%	33%	*	50%
	2016	17%	30%	<b>65%</b>	*	66%	63%	*	73%	-	63%	*	*	50%
Mathematics	2017	23%	45%	<b>81%</b>	*	85%	78%	-	95%	-	67%	47%	*	80%
	2016	19%	37%	<b>70%</b>	*	74%	65%	*	96%	-	63%	*	*	68%
Writing	2017	12%	22%	<b>33%</b>	-	36%	28%	-	*	-	*	*	*	*
	2016	15%	26%	<b>33%</b>	*	38%	30%	-	*	-	*	*	*	*
Science	2017	19%	34%	<b>64%</b>	*	65%	58%	-	86%	-	*	*	-	*
	2016	16%	28%	<b>44%</b>	-	50%	42%	*	*	-	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>87%</b>	-	88%	84%	-	94%	-	*	77%	*	80%
	2016	62%	67%	<b>82%</b>	*	84%	81%	*	86%	-	83%	62%	*	86%
Reading	2017	59%	65%	<b>81%</b>	-	83%	77%	-	89%	-	*	*	*	73%
	2016	60%	63%	<b>79%</b>	*	81%	78%	*	76%	-	75%	*	*	80%
Mathematics	2017	64%	76%	<b>93%</b>	-	93%	91%	-	100%	-	*	91%	*	86%
	2016	63%	71%	<b>86%</b>	*	88%	83%	*	95%	-	92%	*	*	91%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>59%</b>	-	64%	54%	-	78%	-	*	50%	*	66%
	2016	17%	19%	<b>37%</b>	*	40%	33%	*	45%	-	42%	15%	*	39%
Reading	2017	17%	21%	<b>50%</b>	-	57%	44%	-	56%	-	*	*	*	64%
	2016	16%	17%	<b>36%</b>	*	36%	36%	*	33%	-	42%	*	*	31%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 553  
 Grade Span: KG - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
Mathematics	2017	20%	33%	<b>68%</b>	-	70%	63%	-	100%	-	*	64%	*	68%
	2016	17%	22%	<b>38%</b>	*	44%	30%	*	57%	-	42%	*	*	47%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	*	-	*	*	-	-	-	-	*	-	*
	2016	35%	46%	<b>60%</b>	-	83%	*	-	-	-	-	*	-	*
Mathematics	2017	43%	58%	*	-	*	*	-	-	-	-	*	-	-

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 553  
 Grade Span: KG - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 5 Reading</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	72%	88%	100%	*	100%	100%	-	100%	-	*	*	-	100%
<b>Students Requiring Accelerated Instruction</b>													
2017	28%	12%	*	*	*	*	-	*	-	*	*	-	*
<b>STAAR Cumulative Met Standard</b>													
2017	81%	95%	100%	*	100%	100%	-	100%	-	*	100%	-	100%
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	81%	96%	100%	*	100%	100%	-	100%	-	*	*	-	100%
<b>Students Requiring Accelerated Instruction</b>													
2017	19%	4%	*	*	*	*	-	*	-	*	*	-	*
<b>STAAR Cumulative Met Standard</b>													
2017	87%	98%	100%	*	100%	100%	-	100%	-	*	100%	-	100%



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 553  
 Grade Span: KG - 05  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>98%</b>	-	-	-	-	-	98%	98%	-	-	98%	98%
	2016	75%	90%	<b>98%</b>	-	-	-	-	-	99%	99%	-	100%	99%	99%
Reading	2017	72%	88%	<b>100%</b>	-	-	-	-	-	100%	100%	-	-	100%	100%
	2016	73%	89%	<b>98%</b>	-	-	-	-	-	100%	100%	-	*	100%	100%
Mathematics	2017	79%	93%	<b>100%</b>	-	-	-	-	-	100%	100%	-	-	100%	100%
	2016	76%	92%	<b>98%</b>	-	-	-	-	-	100%	100%	-	*	100%	100%
Writing	2017	67%	82%	<b>90%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	69%	85%	<b>94%</b>	-	-	-	-	-	88%	88%	-	-	88%	88%
Science	2017	79%	91%	<b>98%</b>	-	-	-	-	-	100%	100%	-	-	100%	100%
	2016	79%	91%	<b>99%</b>	-	-	-	-	-	100%	100%	-	-	100%	100%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>89%</b>	-	-	-	-	-	79%	79%	-	-	79%	79%
	2016	45%	67%	<b>86%</b>	-	-	-	-	-	81%	81%	-	*	81%	80%
Reading	2017	48%	68%	<b>89%</b>	-	-	-	-	-	71%	71%	-	-	71%	71%
	2016	46%	66%	<b>86%</b>	-	-	-	-	-	75%	75%	-	*	75%	75%
Mathematics	2017	48%	74%	<b>94%</b>	-	-	-	-	-	100%	100%	-	-	100%	100%
	2016	43%	68%	<b>92%</b>	-	-	-	-	-	94%	94%	-	*	94%	95%
Writing	2017	38%	54%	<b>55%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	41%	60%	<b>70%</b>	-	-	-	-	-	71%	71%	-	-	71%	71%
Science	2017	52%	71%	<b>85%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	47%	65%	<b>92%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>70%</b>	-	-	-	-	-	59%	59%	-	-	59%	59%
	2016	18%	33%	<b>62%</b>	-	-	-	-	-	58%	58%	-	*	58%	57%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 553  
 Grade Span: KG - 05  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Reading	2017	19%	34%	<b>72%</b>	-	-	-	-	-	50%	50%	-	-	50%	50%
	2016	17%	30%	<b>65%</b>	-	-	-	-	-	46%	46%	-	*	46%	50%
Mathematics	2017	23%	45%	<b>81%</b>	-	-	-	-	-	80%	80%	-	-	80%	80%
	2016	19%	37%	<b>70%</b>	-	-	-	-	-	74%	74%	-	*	74%	68%
Writing	2017	12%	22%	<b>33%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	15%	26%	<b>33%</b>	-	-	-	-	-	*	*	-	-	*	*
Science	2017	19%	34%	<b>64%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	16%	28%	<b>44%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>87%</b>	-	-	-	-	-	79%	79%	-	-	79%	79%
	2016	62%	67%	<b>82%</b>	-	-	-	-	-	90%	90%	-	*	90%	89%
Reading	2017	59%	65%	<b>81%</b>	-	-	-	-	-	71%	71%	-	-	71%	71%
	2016	60%	63%	<b>79%</b>	-	-	-	-	-	81%	81%	-	*	81%	82%
Mathematics	2017	64%	76%	<b>93%</b>	-	-	-	-	-	86%	86%	-	-	86%	86%
	2016	63%	71%	<b>86%</b>	-	-	-	-	-	100%	100%	-	*	100%	96%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>59%</b>	-	-	-	-	-	64%	64%	-	-	64%	64%
	2016	17%	19%	<b>37%</b>	-	-	-	-	-	46%	46%	-	*	46%	45%
Reading	2017	17%	21%	<b>50%</b>	-	-	-	-	-	57%	57%	-	-	57%	57%
	2016	16%	17%	<b>36%</b>	-	-	-	-	-	38%	38%	-	*	38%	36%
Mathematics	2017	20%	33%	<b>68%</b>	-	-	-	-	-	71%	71%	-	-	71%	71%
	2016	17%	22%	<b>38%</b>	-	-	-	-	-	54%	54%	-	*	54%	54%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	*	-	-	-	-	-	*	*	-	-	*	*
	2016	35%	46%	<b>60%</b>	-	-	-	-	-	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
Bilingual Education/English as a Second Language

Total Students: 553  
Grade Span: KG - 05  
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Mathematics	2017	43%	58%	*	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 553  
 Grade Span: KG - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>97%</b>	100%	93%	98%	-	100%	-	100%	100%	100%	78%
Not Included in Accountability													
Mobile	4%	4%	<b>2%</b>	0%	4%	1%	-	0%	-	0%	0%	0%	9%
Other Exclusions	1%	1%	<b>1%</b>	0%	2%	1%	-	0%	-	0%	0%	0%	12%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
<b>2016 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	<b>96%</b>	100%	90%	98%	100%	100%	-	100%	96%	76%	85%
Not Included in Accountability													
Mobile	4%	3%	<b>3%</b>	0%	6%	2%	0%	0%	-	0%	4%	24%	3%
Other Exclusions	1%	1%	<b>1%</b>	0%	3%	0%	0%	0%	-	0%	0%	0%	12%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 553  
 Grade Span: KG - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>97.1%</b>	95.9%	97.0%	97.1%	*	97.2%	-	97.5%	96.3%	95.3%	97.0%
2014-15	95.7%	96.4%	<b>97.1%</b>	98.5%	96.7%	97.1%	*	98.1%	-	97.3%	96.4%	95.6%	96.3%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 553  
 Grade Span: KG - 05  
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	553	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.2%
Kindergarten	92	16.6%	7.8%	7.0%
Grade 1	93	16.8%	7.8%	7.4%
Grade 2	102	18.4%	8.0%	7.6%
Grade 3	94	17.0%	8.3%	7.7%
Grade 4	76	13.7%	8.1%	7.7%
Grade 5	96	17.4%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	8	1.4%	4.6%	12.6%
Hispanic	157	28.4%	30.1%	52.4%
White	305	55.2%	54.1%	28.1%
American Indian	1	0.2%	0.2%	0.4%
Asian	57	10.3%	7.0%	4.2%
Pacific Islander	1	0.2%	0.0%	0.1%
Two or More Races	24	4.3%	3.8%	2.2%
Economically Disadvantaged	6	1.1%	21.7%	59.0%
Non-Educationally Disadvantaged	547	98.9%	78.3%	41.0%
English Language Learners (ELL)	64	11.6%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	0.8%	1.4%
At-Risk	101	18.3%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	30			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	32.6%	44.5%
Students with Physical Disabilities	8	26.7%	21.0%	21.9%
Students with Autism	*	*	13.5%	12.5%
Students with Behavioral Disabilities	10	33.3%	30.5%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 553  
Grade Span: KG - 05  
School Type: Elementary

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	40	6.5%	9.2%	16.2%
By Ethnicity:				
African American	1	0.2%		
Hispanic	14	2.3%		
White	22	3.6%		
American Indian	0	0.0%		
Asian	3	0.5%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 553  
 Grade Span: KG - 05  
 School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	1.3%	2.4%	1.8%	0.0%	4.2%	7.7%
Grade 1	3.2%	2.8%	3.8%	0.0%	4.5%	6.8%
Grade 2	0.0%	1.3%	2.4%	0.0%	0.8%	3.1%
Grade 3	0.0%	2.2%	1.6%	0.0%	0.8%	1.2%
Grade 4	0.0%	0.6%	0.8%	0.0%	1.0%	0.7%
Grade 5	0.0%	0.3%	0.4%	0.0%	0.0%	0.7%
Grade 6	1.1%	0.3%	0.6%	0.0%	0.8%	0.7%
Grade 7	-	0.2%	0.7%	-	1.2%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.8	19.5	18.8
Grade 1	17.6	19.2	18.8
Grade 2	19.3	19.4	18.9
Grade 3	26.1	28.8	19.0
Grade 4	22.9	27.1	19.0
Grade 5	28.4	28.2	20.9
Grade 6	42.0	23.3	20.4
Secondary:			
English/Language Arts	-	20.6	16.8
Foreign Languages	-	21.6	18.7
Mathematics	-	24.2	18.0
Science	-	24.7	19.0
Social Studies	-	25.8	19.4



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 553  
 Grade Span: KG - 05  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	51.2	100.0%	100.0%	100.0%
Professional Staff:	44.3	86.6%	58.9%	64.0%
Teachers	37.5	73.3%	47.1%	50.0%
Professional Support	4.8	9.4%	8.2%	10.0%
Campus Administration (School Leadership)	2.0	3.9%	2.6%	2.9%
Educational Aides:	6.9	13.4%	9.8%	9.6%
Total Minority Staff:	4.0	7.8%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.7%	2.6%	10.2%
Hispanic	1.0	2.7%	12.5%	26.6%
White	34.5	92.0%	82.3%	59.8%
American Indian	1.0	2.7%	0.4%	0.4%
Asian	0.0	0.0%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	0.0	0.1%	16.5%	23.7%
Females	37.5	99.9%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	30.5	81.4%	73.3%	74.5%
Masters	7.0	18.6%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.7%	3.1%	7.8%
1-5 Years Experience	5.5	14.7%	24.7%	28.0%
6-10 Years Experience	12.0	32.0%	25.8%	20.9%
11-20 Years Experience	15.0	39.9%	32.3%	27.8%
Over 20 Years Experience	4.0	10.7%	14.0%	15.5%
Number of Students per Teacher	14.7	n/a	15.9	15.1

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 553  
 Grade Span: KG - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	32.0	25.2	19.5
Average Years Experience of Principals with District	9.0	10.7	12.2
Average Years Experience of Assistant Principals	27.0	19.5	15.7
Average Years Experience of Assistant Principals with District	5.0	9.8	10.1
Average Years Experience of Teachers:	12.5	11.5	10.9
Average Years Experience of Teachers with District:	4.6	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,000	\$49,088	\$46,199
1-5 Years Experience	\$53,110	\$52,467	\$48,779
6-10 Years Experience	\$54,516	\$54,398	\$51,184
11-20 Years Experience	\$58,760	\$57,433	\$54,396
Over 20 Years Experience	\$62,767	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$56,821	\$56,198	\$52,525
Professional Support	\$61,469	\$65,969	\$61,728
Campus Administration (School Leadership)	\$86,985	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.4	4.4	2,110.5

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 553  
 Grade Span: KG - 05  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	60	10.8%	10.5%	18.8%
Career & Technical Education	0	0.0%	27.9%	25.0%
Gifted & Talented Education	71	12.8%	8.7%	7.8%
Special Education	30	5.4%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	2.1%	5.8%	6.0%
Career & Technical Education	0.0	0.0%	3.7%	4.5%
Compensatory Education	0.0	0.0%	0.7%	2.8%
Gifted & Talented Education	0.6	1.6%	0.8%	1.9%
Regular Education	34.0	90.7%	72.8%	72.8%
Special Education	2.1	5.5%	8.1%	8.6%
Other	0.0	0.0%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.  
 '\*^' Indicates results are masked due to small numbers to protect student confidentiality.  
 '\*\*^' When only one group is masked, then the second smallest group is masked (regardless of size).  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.  
 '\*\*\*^' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TIMBER CREEK EL**

Campus Number: **101921113**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in Science**

District Name: TOMBALL ISD  
 Campus Name: TIMBER CREEK EL  
 Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 489  
 Grade Span: KG - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 3</b>														
Reading	2017	73%	89%	<b>93%</b>	-	94%	90%	-	100%	-	*	*	*	89%
	2016	73%	88%	<b>93%</b>	-	97%	89%	-	*	-	*	70%	-	100%
Mathematics	2017	78%	91%	<b>96%</b>	-	94%	95%	-	100%	-	*	*	*	89%
	2016	75%	89%	<b>99%</b>	-	100%	97%	-	*	-	*	90%	-	100%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 4</b>														
Reading	2017	70%	87%	<b>96%</b>	*	96%	96%	-	*	-	*	88%	*	89%
	2016	75%	90%	<b>92%</b>	*	95%	89%	-	*	-	*	60%	-	78%
Mathematics	2017	76%	92%	<b>99%</b>	*	100%	98%	-	*	-	*	88%	*	100%
	2016	73%	90%	<b>95%</b>	*	100%	92%	-	*	-	*	70%	-	89%
Writing	2017	65%	80%	<b>94%</b>	*	96%	91%	-	*	-	*	*	*	100%
	2016	69%	84%	<b>88%</b>	*	86%	86%	-	*	-	*	50%	-	56%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 5 ***</b>														
Reading	2017	82%	95%	<b>96%</b>	*	95%	95%	-	100%	-	*	*	*	90%
	2016	81%	94%	<b>100%</b>	*	100%	100%	-	*	-	*	100%	100%	100%
Mathematics	2017	87%	98%	<b>97%</b>	*	91%	100%	-	100%	-	*	100%	*	90%
	2016	86%	96%	<b>98%</b>	*	96%	100%	-	*	-	*	*	86%	100%
Science	2017	74%	90%	<b>88%</b>	*	82%	89%	-	100%	-	*	*	*	60%
	2016	74%	90%	<b>100%</b>	*	100%	100%	-	*	-	*	100%	100%	100%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 6</b>														
Reading	2016	69%	87%	<b>94%</b>	*	94%	91%	-	100%	-	*	56%	*	100%
Mathematics	2016	72%	91%	<b>99%</b>	*	97%	100%	-	100%	-	*	89%	*	100%

District Name: TOMBALL ISD  
 Campus Name: TIMBER CREEK EL  
 Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 489  
 Grade Span: KG - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>All Grades</b>														
All Subjects	2017	75%	90%	<b>95%</b>	93%	94%	94%	-	100%	-	100%	72%	57%	88%
	2016	75%	90%	<b>96%</b>	100%	97%	94%	-	100%	-	100%	73%	93%	93%
Reading	2017	72%	88%	<b>95%</b>	100%	96%	94%	-	100%	-	100%	78%	75%	89%
	2016	73%	89%	<b>94%</b>	100%	96%	92%	-	100%	-	100%	68%	90%	95%
Mathematics	2017	79%	93%	<b>97%</b>	100%	96%	98%	-	100%	-	100%	89%	*	93%
	2016	76%	92%	<b>98%</b>	100%	98%	97%	-	100%	-	100%	82%	90%	98%
Writing	2017	67%	82%	<b>94%</b>	*	96%	91%	-	*	-	*	*	*	100%
	2016	69%	85%	<b>88%</b>	*	86%	86%	-	*	-	*	50%	-	56%
Science	2017	79%	91%	<b>88%</b>	*	82%	89%	-	100%	-	*	*	*	60%
	2016	79%	91%	<b>100%</b>	*	100%	100%	-	*	-	*	100%	100%	100%
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>81%</b>	100%	75%	81%	-	88%	-	82%	41%	*	63%
	2016	45%	67%	<b>77%</b>	71%	76%	77%	-	93%	-	80%	33%	*	56%
Reading	2017	48%	68%	<b>83%</b>	100%	81%	83%	-	94%	-	73%	47%	*	69%
	2016	46%	66%	<b>77%</b>	86%	80%	74%	-	93%	-	60%	39%	*	56%
Mathematics	2017	48%	74%	<b>84%</b>	*	79%	85%	-	94%	-	100%	47%	*	75%
	2016	43%	68%	<b>87%</b>	71%	88%	85%	-	93%	-	100%	48%	50%	84%
Writing	2017	38%	54%	<b>71%</b>	*	68%	68%	-	*	-	*	*	*	*
	2016	41%	60%	<b>72%</b>	*	74%	72%	-	*	-	*	*	-	*
Science	2017	52%	71%	<b>76%</b>	*	65%	84%	-	86%	-	*	*	*	*
	2016	47%	65%	<b>81%</b>	*	82%	77%	-	*	-	*	*	*	86%

District Name: TOMBALL ISD  
 Campus Name: TIMBER CREEK EL  
 Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 489  
 Grade Span: KG - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>56%</b>	60%	48%	56%	-	85%	-	62%	32%	*	40%
	2016	18%	33%	<b>51%</b>	59%	51%	50%	-	63%	-	50%	18%	*	42%
Reading	2017	19%	34%	<b>58%</b>	*	45%	61%	-	81%	-	73%	28%	*	36%
	2016	17%	30%	<b>55%</b>	*	55%	55%	-	79%	-	*	21%	*	42%
Mathematics	2017	23%	45%	<b>61%</b>	*	54%	62%	-	88%	-	64%	44%	*	54%
	2016	19%	37%	<b>54%</b>	*	54%	52%	-	64%	-	80%	18%	*	47%
Writing	2017	12%	22%	<b>40%</b>	*	33%	38%	-	*	-	*	*	*	*
	2016	15%	26%	<b>34%</b>	*	36%	30%	-	*	-	*	*	-	*
Science	2017	19%	34%	<b>52%</b>	*	59%	47%	-	86%	-	*	*	*	*
	2016	16%	28%	<b>38%</b>	*	38%	41%	-	*	-	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>80%</b>	*	76%	80%	-	100%	-	86%	86%	*	79%
	2016	62%	67%	<b>77%</b>	*	82%	73%	-	82%	-	63%	60%	72%	76%
Reading	2017	59%	65%	<b>78%</b>	*	71%	78%	-	*	-	*	86%	*	71%
	2016	60%	63%	<b>74%</b>	*	83%	71%	-	*	-	*	52%	*	74%
Mathematics	2017	64%	76%	<b>83%</b>	*	81%	82%	-	100%	-	*	86%	*	87%
	2016	63%	71%	<b>79%</b>	*	81%	76%	-	82%	-	*	67%	*	78%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>36%</b>	*	30%	37%	-	75%	-	36%	50%	*	37%
	2016	17%	19%	<b>34%</b>	*	39%	30%	-	32%	-	44%	21%	33%	40%
Reading	2017	17%	21%	<b>37%</b>	*	29%	41%	-	*	-	*	57%	*	29%
	2016	16%	17%	<b>36%</b>	*	43%	33%	-	*	-	*	22%	*	39%

District Name: TOMBALL ISD  
 Campus Name: TIMBER CREEK EL  
 Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 489  
 Grade Span: KG - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
Mathematics	2017	20%	33%	<b>35%</b>	*	31%	33%	-	83%	-	*	43%	*	45%
	2016	17%	22%	<b>32%</b>	*	35%	27%	-	55%	-	*	21%	*	41%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	<b>73%</b>	-	*	63%	-	-	-	-	71%	*	*
	2016	35%	46%	*	-	*	*	-	-	-	-	*	*	*
Mathematics	2017	43%	58%	*	-	*	*	-	-	-	-	*	*	*



District Name: TOMBALL ISD  
 Campus Name: TIMBER CREEK EL  
 Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 489  
 Grade Span: KG - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 5 Reading</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	72%	88%	<b>89%</b>	*	87%	87%	-	100%	-	*	*	*	82%
<b>Students Requiring Accelerated Instruction</b>													
2017	28%	12%	<b>11%</b>	*	*	13%	-	*	-	*	*	*	*
<b>STAAR Cumulative Met Standard</b>													
2017	81%	95%	<b>96%</b>	*	96%	95%	-	100%	-	*	*	*	91%
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	81%	96%	<b>95%</b>	*	91%	95%	-	100%	-	*	*	*	82%
<b>Students Requiring Accelerated Instruction</b>													
2017	19%	4%	*	*	*	*	-	*	-	*	*	*	*
<b>STAAR Cumulative Met Standard</b>													
2017	87%	98%	<b>97%</b>	*	91%	100%	-	100%	-	*	100%	*	91%

District Name: TOMBALL ISD  
 Campus Name: TIMBER CREEK EL  
 Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 489  
 Grade Span: KG - 05  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>95%</b>	-	-	-	-	-	88%	88%	-	-	88%	88%
	2016	75%	90%	<b>96%</b>	-	-	-	-	-	93%	93%	*	*	93%	93%
Reading	2017	72%	88%	<b>95%</b>	-	-	-	-	-	89%	89%	-	-	89%	89%
	2016	73%	89%	<b>94%</b>	-	-	-	-	-	95%	95%	*	*	95%	95%
Mathematics	2017	79%	93%	<b>97%</b>	-	-	-	-	-	93%	93%	-	-	93%	93%
	2016	76%	92%	<b>98%</b>	-	-	-	-	-	98%	98%	*	*	98%	98%
Writing	2017	67%	82%	<b>94%</b>	-	-	-	-	-	100%	100%	-	-	100%	100%
	2016	69%	85%	<b>88%</b>	-	-	-	-	-	56%	56%	-	-	56%	56%
Science	2017	79%	91%	<b>88%</b>	-	-	-	-	-	60%	60%	-	-	60%	60%
	2016	79%	91%	<b>100%</b>	-	-	-	-	-	100%	100%	-	*	100%	100%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>81%</b>	-	-	-	-	-	63%	63%	-	-	63%	63%
	2016	45%	67%	<b>77%</b>	-	-	-	-	-	54%	54%	-	*	54%	56%
Reading	2017	48%	68%	<b>83%</b>	-	-	-	-	-	69%	69%	-	-	69%	69%
	2016	46%	66%	<b>77%</b>	-	-	-	-	-	54%	54%	-	*	54%	56%
Mathematics	2017	48%	74%	<b>84%</b>	-	-	-	-	-	75%	75%	-	-	75%	75%
	2016	43%	68%	<b>87%</b>	-	-	-	-	-	83%	83%	-	*	83%	84%
Writing	2017	38%	54%	<b>71%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	41%	60%	<b>72%</b>	-	-	-	-	-	*	*	-	-	*	*
Science	2017	52%	71%	<b>76%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	47%	65%	<b>81%</b>	-	-	-	-	-	83%	83%	-	*	83%	86%
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>56%</b>	-	-	-	-	-	40%	40%	-	-	40%	40%
	2016	18%	33%	<b>51%</b>	-	-	-	-	-	42%	41%	*	*	42%	42%

District Name: TOMBALL ISD  
 Campus Name: TIMBER CREEK EL  
 Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 489  
 Grade Span: KG - 05  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Reading	2017	19%	34%	<b>58%</b>	-	-	-	-	-	36%	36%	-	-	36%	36%
	2016	17%	30%	<b>55%</b>	-	-	-	-	-	40%	41%	*	*	40%	42%
Mathematics	2017	23%	45%	<b>61%</b>	-	-	-	-	-	54%	54%	-	-	54%	54%
	2016	19%	37%	<b>54%</b>	-	-	-	-	-	45%	44%	*	*	45%	47%
Writing	2017	12%	22%	<b>40%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	15%	26%	<b>34%</b>	-	-	-	-	-	*	*	-	-	*	*
Science	2017	19%	34%	<b>52%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	16%	28%	<b>38%</b>	-	-	-	-	-	*	*	-	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>80%</b>	-	-	-	-	-	82%	82%	-	-	82%	82%
	2016	62%	67%	<b>77%</b>	-	-	-	-	-	78%	78%	*	*	78%	79%
Reading	2017	59%	65%	<b>78%</b>	-	-	-	-	-	72%	72%	-	-	72%	72%
	2016	60%	63%	<b>74%</b>	-	-	-	-	-	74%	74%	*	*	74%	75%
Mathematics	2017	64%	76%	<b>83%</b>	-	-	-	-	-	92%	92%	-	-	92%	92%
	2016	63%	71%	<b>79%</b>	-	-	-	-	-	82%	82%	*	*	82%	83%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>36%</b>	-	-	-	-	-	38%	38%	-	-	38%	38%
	2016	17%	19%	<b>34%</b>	-	-	-	-	-	41%	39%	*	*	41%	41%
Reading	2017	17%	21%	<b>37%</b>	-	-	-	-	-	32%	32%	-	-	32%	32%
	2016	16%	17%	<b>36%</b>	-	-	-	-	-	38%	37%	*	*	38%	40%
Mathematics	2017	20%	33%	<b>35%</b>	-	-	-	-	-	44%	44%	-	-	44%	44%
	2016	17%	22%	<b>32%</b>	-	-	-	-	-	44%	42%	*	*	44%	43%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	<b>73%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	35%	46%	<b>*</b>	-	-	-	-	-	*	*	-	-	*	*

District Name: TOMBALL ISD  
Campus Name: TIMBER CREEK EL  
Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
Bilingual Education/English as a Second Language

Total Students: 489  
Grade Span: KG - 05  
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Mathematics	2017	43%	58%	*	-	-	-	-	-	*	*	-	-	*	*

District Name: TOMBALL ISD  
 Campus Name: TIMBER CREEK EL  
 Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 489  
 Grade Span: KG - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>95%</b>	75%	94%	97%	-	93%	-	100%	91%	91%	90%
Not Included in Accountability													
Mobile	4%	4%	<b>3%</b>	25%	2%	3%	-	7%	-	0%	9%	9%	0%
Other Exclusions	1%	1%	<b>1%</b>	0%	4%	0%	-	0%	-	0%	0%	0%	10%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
<b>2016 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	89%	99%	100%	*	100%	-	100%	98%	94%	100%
Included in Accountability	94%	96%	<b>91%</b>	89%	90%	92%	*	85%	-	100%	94%	84%	76%
Not Included in Accountability													
Mobile	4%	3%	<b>4%</b>	0%	0%	7%	*	7%	-	0%	3%	9%	0%
Other Exclusions	1%	1%	<b>4%</b>	0%	8%	1%	*	7%	-	0%	0%	0%	24%
Not Tested	1%	1%	<b>1%</b>	11%	1%	0%	*	0%	-	0%	2%	6%	0%
Absent	1%	0%	<b>1%</b>	0%	1%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	11%	0%	0%	*	0%	-	0%	2%	6%	0%

District Name: TOMBALL ISD  
 Campus Name: TIMBER CREEK EL  
 Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 489  
 Grade Span: KG - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>97.3%</b>	98.2%	96.9%	97.5%	-	98.5%	-	97.2%	97.0%	96.7%	96.9%
2014-15	95.7%	96.4%	<b>97.0%</b>	98.1%	97.3%	96.7%	-	97.8%	-	95.9%	96.4%	96.5%	97.4%

District Name: TOMBALL ISD  
 Campus Name: TIMBER CREEK EL  
 Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 489  
 Grade Span: KG - 05  
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	489	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.2%
Kindergarten	79	16.2%	7.8%	7.0%
Grade 1	91	18.6%	7.8%	7.4%
Grade 2	87	17.8%	8.0%	7.6%
Grade 3	72	14.7%	8.3%	7.7%
Grade 4	80	16.4%	8.1%	7.7%
Grade 5	80	16.4%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	10	2.0%	4.6%	12.6%
Hispanic	153	31.3%	30.1%	52.4%
White	266	54.4%	54.1%	28.1%
American Indian	0	0.0%	0.2%	0.4%
Asian	35	7.2%	7.0%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	25	5.1%	3.8%	2.2%
Economically Disadvantaged	19	3.9%	21.7%	59.0%
Non-Educationally Disadvantaged	470	96.1%	78.3%	41.0%
English Language Learners (ELL)	66	13.5%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	0.8%	1.4%
At-Risk	101	20.7%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	36			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	32.6%	44.5%
Students with Physical Disabilities	12	33.3%	21.0%	21.9%
Students with Autism	*	*	13.5%	12.5%
Students with Behavioral Disabilities	16	44.4%	30.5%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

District Name: TOMBALL ISD  
Campus Name: TIMBER CREEK EL  
Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 489  
Grade Span: KG - 05  
School Type: Elementary

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	37	8.1%	9.2%	16.2%
By Ethnicity:				
African American	3	0.7%		
Hispanic	5	1.1%		
White	26	5.7%		
American Indian	0	0.0%		
Asian	2	0.4%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		



District Name: TOMBALL ISD  
 Campus Name: TIMBER CREEK EL  
 Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 489  
 Grade Span: KG - 05  
 School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	0.0%	2.4%	1.8%	0.0%	4.2%	7.7%
Grade 1	0.0%	2.8%	3.8%	0.0%	4.5%	6.8%
Grade 2	0.0%	1.3%	2.4%	0.0%	0.8%	3.1%
Grade 3	0.0%	2.2%	1.6%	0.0%	0.8%	1.2%
Grade 4	0.0%	0.6%	0.8%	0.0%	1.0%	0.7%
Grade 5	0.0%	0.3%	0.4%	0.0%	0.0%	0.7%
Grade 6	0.0%	0.3%	0.6%	0.0%	0.8%	0.7%
Grade 7	-	0.2%	0.7%	-	1.2%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.8	19.5	18.8
Grade 1	18.2	19.2	18.8
Grade 2	21.5	19.4	18.9
Grade 3	29.7	28.8	19.0
Grade 4	25.8	27.1	19.0
Grade 5	?	28.2	20.9
Grade 6	-	23.3	20.4
Secondary:			
English/Language Arts	-	20.6	16.8
Foreign Languages	-	21.6	18.7
Mathematics	-	24.2	18.0
Science	-	24.7	19.0
Social Studies	-	25.8	19.4

District Name: TOMBALL ISD  
 Campus Name: TIMBER CREEK EL  
 Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 489  
 Grade Span: KG - 05  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	48.8	100.0%	100.0%	100.0%
Professional Staff:	39.3	80.4%	58.9%	64.0%
Teachers	32.0	65.5%	47.1%	50.0%
Professional Support	5.3	10.8%	8.2%	10.0%
Campus Administration (School Leadership)	2.0	4.1%	2.6%	2.9%
Educational Aides:	9.6	19.6%	9.8%	9.6%
Total Minority Staff:	7.7	15.9%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.6%	10.2%
Hispanic	1.0	3.1%	12.5%	26.6%
White	31.0	96.9%	82.3%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	0.0	0.0%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	3.0	9.4%	16.5%	23.7%
Females	29.0	90.6%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	24.0	75.0%	73.3%	74.5%
Masters	8.0	25.0%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.1%	7.8%
1-5 Years Experience	13.0	40.6%	24.7%	28.0%
6-10 Years Experience	8.0	25.0%	25.8%	20.9%
11-20 Years Experience	10.0	31.2%	32.3%	27.8%
Over 20 Years Experience	1.0	3.1%	14.0%	15.5%
Number of Students per Teacher	15.3	n/a	15.9	15.1

District Name: TOMBALL ISD  
 Campus Name: TIMBER CREEK EL  
 Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 489  
 Grade Span: KG - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	20.0	25.2	19.5
Average Years Experience of Principals with District	1.0	10.7	12.2
Average Years Experience of Assistant Principals	25.0	19.5	15.7
Average Years Experience of Assistant Principals with District	15.0	9.8	10.1
Average Years Experience of Teachers:	9.3	11.5	10.9
Average Years Experience of Teachers with District:	3.3	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,088	\$46,199
1-5 Years Experience	\$53,147	\$52,467	\$48,779
6-10 Years Experience	\$54,600	\$54,398	\$51,184
11-20 Years Experience	\$54,847	\$57,433	\$54,396
Over 20 Years Experience	\$67,015	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$54,475	\$56,198	\$52,525
Professional Support	\$65,396	\$65,969	\$61,728
Campus Administration (School Leadership)	\$84,166	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.4	4.4	2,110.5

District Name: TOMBALL ISD  
 Campus Name: TIMBER CREEK EL  
 Campus Number: 101921113

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 489  
 Grade Span: KG - 05  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	63	12.9%	10.5%	18.8%
Career & Technical Education	0	0.0%	27.9%	25.0%
Gifted & Talented Education	47	9.6%	8.7%	7.8%
Special Education	36	7.4%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.3%	5.8%	6.0%
Career & Technical Education	0.0	0.0%	3.7%	4.5%
Compensatory Education	0.0	0.0%	0.7%	2.8%
Gifted & Talented Education	0.0	0.0%	0.8%	1.9%
Regular Education	30.6	95.5%	72.8%	72.8%
Special Education	1.3	4.1%	8.1%	8.6%
Other	0.0	0.0%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '\*1' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*1' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '\*\*\*1' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **WILDWOOD EL**

Campus Number: **101921114**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in Mathematics**

District Name: TOMBALL ISD  
 Campus Name: WILDWOOD EL  
 Campus Number: 101921114

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 780  
 Grade Span: EE - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above Grade 3</b>														
Reading	2017	73%	89%	<b>92%</b>	89%	100%	87%	*	95%	-	100%	60%	100%	88%
	2016	73%	88%	<b>91%</b>	86%	90%	93%	*	100%	-	86%	50%	85%	89%
Mathematics	2017	78%	91%	<b>94%</b>	89%	93%	93%	*	100%	-	100%	80%	94%	94%
	2016	75%	89%	<b>87%</b>	100%	80%	93%	*	86%	-	86%	70%	77%	77%
<b>STAAR Percent at Approaches Grade Level or Above Grade 4</b>														
Reading	2017	70%	87%	<b>89%</b>	88%	90%	89%	*	88%	-	89%	*	80%	64%
	2016	75%	90%	<b>88%</b>	71%	86%	93%	-	90%	-	*	*	83%	81%
Mathematics	2017	76%	92%	<b>95%</b>	100%	92%	97%	*	100%	-	89%	*	90%	91%
	2016	73%	90%	<b>88%</b>	*	86%	95%	-	90%	-	*	*	81%	78%
Writing	2017	65%	80%	<b>83%</b>	100%	87%	83%	*	63%	-	78%	*	80%	64%
	2016	69%	84%	<b>85%</b>	71%	78%	93%	-	100%	-	*	83%	75%	80%
<b>STAAR Percent at Approaches Grade Level or Above All Grades</b>														
All Subjects	2017	75%	90%	<b>91%</b>	93%	91%	90%	*	92%	-	91%	49%	89%	82%
	2016	75%	90%	<b>88%</b>	77%	84%	93%	*	93%	-	91%	63%	80%	81%
Reading	2017	72%	88%	<b>90%</b>	88%	94%	88%	*	93%	-	94%	47%	89%	78%
	2016	73%	89%	<b>90%</b>	79%	88%	93%	*	94%	-	90%	50%	84%	86%
Mathematics	2017	79%	93%	<b>95%</b>	94%	92%	95%	*	100%	-	94%	65%	92%	93%
	2016	76%	92%	<b>87%</b>	79%	83%	94%	*	88%	-	90%	69%	79%	77%
Writing	2017	67%	82%	<b>83%</b>	100%	87%	83%	*	63%	-	78%	*	80%	64%
	2016	69%	85%	<b>85%</b>	71%	78%	93%	-	100%	-	*	83%	75%	80%
<b>STAAR Percent at Meets Grade Level All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>70%</b>	63%	63%	70%	*	91%	-	82%	33%	56%	60%
	2016	45%	67%	<b>58%</b>	50%	56%	60%	-	60%	-	60%	*	51%	59%

District Name: TOMBALL ISD  
 Campus Name: WILDWOOD EL  
 Campus Number: 101921114

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 780  
 Grade Span: EE - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Reading	2017	48%	68%	<b>71%</b>	75%	61%	69%	*	95%	-	88%	33%	59%	47%
	2016	46%	66%	<b>64%</b>	64%	60%	70%	-	53%	-	70%	*	53%	62%
Mathematics	2017	48%	74%	<b>79%</b>	81%	76%	78%	*	95%	-	82%	33%	74%	93%
	2016	43%	68%	<b>67%</b>	57%	68%	66%	-	73%	-	60%	*	59%	71%
Writing	2017	38%	54%	<b>51%</b>	*	38%	62%	-	*	-	*	*	33%	*
	2016	41%	60%	<b>57%</b>	*	58%	55%	-	89%	-	*	*	48%	58%
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>39%</b>	33%	32%	41%	*	55%	-	37%	*	27%	32%
	2016	18%	33%	<b>38%</b>	31%	37%	39%	*	48%	-	35%	13%	32%	39%
Reading	2017	19%	34%	<b>40%</b>	35%	32%	44%	*	52%	-	29%	*	32%	26%
	2016	17%	30%	<b>42%</b>	36%	40%	45%	*	41%	-	60%	*	36%	41%
Mathematics	2017	23%	45%	<b>51%</b>	47%	46%	51%	*	70%	-	65%	*	37%	52%
	2016	19%	37%	<b>38%</b>	36%	38%	38%	*	59%	-	*	*	32%	39%
Writing	2017	12%	22%	<b>13%</b>	*	13%	17%	*	*	-	*	*	*	*
	2016	15%	26%	<b>27%</b>	*	27%	28%	-	*	-	*	*	22%	31%
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>72%</b>	75%	69%	72%	*	88%	-	67%	*	70%	70%
	2016	62%	67%	<b>63%</b>	*	63%	62%	*	77%	-	*	*	58%	62%
Reading	2017	59%	65%	<b>61%</b>	*	59%	62%	*	*	-	*	*	*	55%
	2016	60%	63%	<b>61%</b>	*	61%	63%	*	*	-	*	*	55%	60%
Mathematics	2017	64%	76%	<b>84%</b>	*	80%	83%	*	100%	-	89%	*	86%	86%
	2016	63%	71%	<b>65%</b>	*	64%	61%	*	*	-	*	*	60%	64%

District Name: TOMBALL ISD  
 Campus Name: WILDWOOD EL  
 Campus Number: 101921114

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 780  
 Grade Span: EE - 04  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>36%</b>	31%	36%	34%	*	46%	-	44%	*	27%	43%
	2016	17%	19%	<b>23%</b>	*	29%	17%	*	32%	-	*	*	21%	32%
Reading	2017	17%	21%	<b>24%</b>	*	28%	24%	*	*	-	*	*	*	27%
	2016	16%	17%	<b>22%</b>	*	26%	17%	*	*	-	*	*	13%	28%
Mathematics	2017	20%	33%	<b>48%</b>	*	44%	44%	*	67%	-	67%	*	45%	59%
	2016	17%	22%	<b>24%</b>	*	30%	17%	*	*	-	*	*	26%	35%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	*	-	*	*	-	*	-	*	*	*	*
	2016	35%	46%	*	*	*	*	-	*	-	*	*	*	*
Mathematics	2017	43%	58%	<b>50%</b>	-	*	*	-	*	-	*	*	*	*



District Name: TOMBALL ISD  
 Campus Name: WILDWOOD EL  
 Campus Number: 101921114

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 780  
 Grade Span: EE - 04  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>91%</b>	-	-	-	-	-	82%	82%	-	-	82%	82%
	2016	75%	90%	<b>88%</b>	81%	-	-	-	81%	81%	81%	-	*	81%	81%
Reading	2017	72%	88%	<b>90%</b>	-	-	-	-	-	78%	78%	-	-	78%	78%
	2016	73%	89%	<b>90%</b>	88%	-	-	-	88%	78%	78%	-	*	85%	86%
Mathematics	2017	79%	93%	<b>95%</b>	-	-	-	-	-	93%	93%	-	-	93%	93%
	2016	76%	92%	<b>87%</b>	75%	-	-	-	75%	83%	83%	-	*	77%	77%
Writing	2017	67%	82%	<b>83%</b>	-	-	-	-	-	64%	64%	-	-	64%	64%
	2016	69%	85%	<b>85%</b>	79%	-	-	-	79%	83%	83%	-	*	79%	80%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>70%</b>	-	-	-	-	-	60%	60%	-	-	60%	60%
	2016	45%	67%	<b>58%</b>	63%	-	-	-	63%	*	*	-	*	60%	59%
Reading	2017	48%	68%	<b>71%</b>	-	-	-	-	-	47%	47%	-	-	47%	47%
	2016	46%	66%	<b>64%</b>	65%	-	-	-	65%	*	*	-	*	61%	62%
Mathematics	2017	48%	74%	<b>79%</b>	-	-	-	-	-	93%	93%	-	-	93%	93%
	2016	43%	68%	<b>67%</b>	73%	-	-	-	73%	71%	71%	-	*	73%	71%
Writing	2017	38%	54%	<b>51%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	41%	60%	<b>57%</b>	63%	-	-	-	63%	*	*	-	*	60%	58%
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>39%</b>	-	-	-	-	-	32%	32%	-	-	32%	32%
	2016	18%	33%	<b>38%</b>	42%	-	-	-	42%	29%	29%	-	*	39%	39%
Reading	2017	19%	34%	<b>40%</b>	-	-	-	-	-	26%	26%	-	-	26%	26%
	2016	17%	30%	<b>42%</b>	48%	-	-	-	48%	*	*	-	*	41%	41%
Mathematics	2017	23%	45%	<b>51%</b>	-	-	-	-	-	52%	52%	-	-	52%	52%
	2016	19%	37%	<b>38%</b>	38%	-	-	-	38%	44%	44%	-	*	40%	39%

District Name: TOMBALL ISD  
 Campus Name: WILDWOOD EL  
 Campus Number: 101921114

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 780  
 Grade Span: EE - 04  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Writing	2017	12%	22%	<b>13%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	15%	26%	<b>27%</b>	36%	-	-	-	36%	*	*	-	*	32%	31%
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>72%</b>	-	-	-	-	-	71%	71%	-	-	71%	71%
	2016	62%	67%	<b>63%</b>	59%	-	-	-	59%	73%	73%	-	*	62%	62%
Reading	2017	59%	65%	<b>61%</b>	-	-	-	-	-	58%	58%	-	-	58%	58%
	2016	60%	63%	<b>61%</b>	55%	-	-	-	55%	*	*	-	*	60%	60%
Mathematics	2017	64%	76%	<b>84%</b>	-	-	-	-	-	84%	84%	-	-	84%	84%
	2016	63%	71%	<b>65%</b>	61%	-	-	-	61%	77%	77%	-	*	64%	63%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>36%</b>	-	-	-	-	-	45%	45%	-	-	45%	45%
	2016	17%	19%	<b>23%</b>	31%	-	-	-	31%	35%	35%	-	*	32%	31%
Reading	2017	17%	21%	<b>24%</b>	-	-	-	-	-	26%	26%	-	-	26%	26%
	2016	16%	17%	<b>22%</b>	24%	-	-	-	24%	*	*	-	*	26%	26%
Mathematics	2017	20%	33%	<b>48%</b>	-	-	-	-	-	63%	63%	-	-	63%	63%
	2016	17%	22%	<b>24%</b>	34%	-	-	-	34%	38%	38%	-	*	35%	34%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	*	-	-	-	-	-	*	*	-	-	*	*
	2016	35%	46%	*	*	-	-	-	*	*	*	-	-	*	*
Mathematics	2017	43%	58%	<b>50%</b>	-	-	-	-	-	*	*	-	-	*	*

District Name: TOMBALL ISD  
 Campus Name: WILDWOOD EL  
 Campus Number: 101921114

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 780  
 Grade Span: EE - 04  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>94%</b>	93%	92%	94%	100%	100%	-	96%	93%	96%	94%
Not Included in Accountability													
Mobile	4%	4%	<b>6%</b>	7%	8%	6%	0%	0%	-	4%	7%	4%	6%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
<b>2016 STAAR Participation</b> <b>(All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	<b>95%</b>	100%	97%	93%	*	94%	-	92%	100%	98%	98%
Not Included in Accountability													
Mobile	4%	3%	<b>4%</b>	0%	2%	7%	*	6%	-	8%	0%	2%	0%
Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	*	0%	-	0%	0%	0%	1%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: TOMBALL ISD  
Campus Name: WILDWOOD EL  
Campus Number: 101921114

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 780  
Grade Span: EE - 04  
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>97.5%</b>	98.7%	97.3%	97.4%	*	98.0%	-	97.7%	97.2%	97.1%	97.1%
2014-15	95.7%	96.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD  
 Campus Name: WILDWOOD EL  
 Campus Number: 101921114

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 780  
 Grade Span: EE - 04  
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	780	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	23	2.9%	0.3%	0.3%
Pre-Kindergarten	37	4.7%	1.5%	4.2%
Kindergarten	150	19.2%	7.8%	7.0%
Grade 1	154	19.7%	7.8%	7.4%
Grade 2	126	16.2%	8.0%	7.6%
Grade 3	144	18.5%	8.3%	7.7%
Grade 4	146	18.7%	8.1%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	49	6.3%	4.6%	12.6%
Hispanic	207	26.5%	30.1%	52.4%
White	378	48.5%	54.1%	28.1%
American Indian	2	0.3%	0.2%	0.4%
Asian	101	12.9%	7.0%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	43	5.5%	3.8%	2.2%
Economically Disadvantaged	114	14.6%	21.7%	59.0%
Non-Educationally Disadvantaged	666	85.4%	78.3%	41.0%
English Language Learners (ELL)	103	13.2%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	0.8%	1.4%
At-Risk	213	27.3%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	65			
By Type of Primary Disability				
Students with Intellectual Disabilities	7	10.8%	32.6%	44.5%
Students with Physical Disabilities	23	35.4%	21.0%	21.9%
Students with Autism	15	23.1%	13.5%	12.5%
Students with Behavioral Disabilities	8	12.3%	30.5%	19.9%
Students with Non-Categorical Early Childhood	12	18.5%	2.4%	1.3%

District Name: TOMBALL ISD  
Campus Name: WILDWOOD EL  
Campus Number: 101921114

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 780  
Grade Span: EE - 04  
School Type: Elementary

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	55	9.0%	9.2%	16.2%
By Ethnicity:				
African American	2	0.3%		
Hispanic	24	3.9%		
White	21	3.4%		
American Indian	0	0.0%		
Asian	5	0.8%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.5%		

District Name: TOMBALL ISD  
 Campus Name: WILDWOOD EL  
 Campus Number: 101921114

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 780  
 Grade Span: EE - 04  
 School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	2.6%	2.4%	1.8%	21.4%	4.2%	7.7%
Grade 1	2.8%	2.8%	3.8%	0.0%	4.5%	6.8%
Grade 2	0.7%	1.3%	2.4%	0.0%	0.8%	3.1%
Grade 3	2.8%	2.2%	1.6%	0.0%	0.8%	1.2%
Grade 4	1.7%	0.6%	0.8%	0.0%	1.0%	0.7%
Grade 5	-	0.3%	0.4%	-	0.0%	0.7%
Grade 6	-	0.3%	0.6%	-	0.8%	0.7%
Grade 7	-	0.2%	0.7%	-	1.2%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.9	19.5	18.8
Grade 1	21.8	19.2	18.8
Grade 2	20.7	19.4	18.9
Grade 3	32.4	28.8	19.0
Grade 4	38.0	27.1	19.0
Grade 5	-	28.2	20.9
Grade 6	-	23.3	20.4
Secondary:			
English/Language Arts	-	20.6	16.8
Foreign Languages	-	21.6	18.7
Mathematics	-	24.2	18.0
Science	-	24.7	19.0
Social Studies	-	25.8	19.4

District Name: TOMBALL ISD  
 Campus Name: WILDWOOD EL  
 Campus Number: 101921114

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 780  
 Grade Span: EE - 04  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	63.8	100.0%	100.0%	100.0%
Professional Staff:	53.5	83.9%	58.9%	64.0%
Teachers	47.0	73.7%	47.1%	50.0%
Professional Support	4.5	7.1%	8.2%	10.0%
Campus Administration (School Leadership)	2.0	3.1%	2.6%	2.9%
Educational Aides:	10.3	16.1%	9.8%	9.6%
Total Minority Staff:	9.7	15.3%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.6%	10.2%
Hispanic	4.0	8.5%	12.5%	26.6%
White	42.0	89.4%	82.3%	59.8%
American Indian	1.0	2.1%	0.4%	0.4%
Asian	0.0	0.0%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	1.0	2.1%	16.5%	23.7%
Females	46.0	97.9%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	36.0	76.6%	73.3%	74.5%
Masters	11.0	23.4%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.1%	3.1%	7.8%
1-5 Years Experience	13.0	27.7%	24.7%	28.0%
6-10 Years Experience	18.0	38.3%	25.8%	20.9%
11-20 Years Experience	15.0	31.9%	32.3%	27.8%
Over 20 Years Experience	0.0	0.0%	14.0%	15.5%
Number of Students per Teacher	16.6	n/a	15.9	15.1



District Name: TOMBALL ISD  
 Campus Name: WILDWOOD EL  
 Campus Number: 101921114

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 780  
 Grade Span: EE - 04  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	19.0	25.2	19.5
Average Years Experience of Principals with District	2.0	10.7	12.2
Average Years Experience of Assistant Principals	26.0	19.5	15.7
Average Years Experience of Assistant Principals with District	1.0	9.8	10.1
Average Years Experience of Teachers:	8.6	11.5	10.9
Average Years Experience of Teachers with District:	3.0	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,000	\$49,088	\$46,199
1-5 Years Experience	\$53,120	\$52,467	\$48,779
6-10 Years Experience	\$54,678	\$54,398	\$51,184
11-20 Years Experience	\$57,849	\$57,433	\$54,396
Over 20 Years Experience	-	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$55,202	\$56,198	\$52,525
Professional Support	\$64,823	\$65,969	\$61,728
Campus Administration (School Leadership)	\$81,496	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.5	4.4	2,110.5

District Name: TOMBALL ISD  
 Campus Name: WILDWOOD EL  
 Campus Number: 101921114

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 780  
 Grade Span: EE - 04  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	95	12.2%	10.5%	18.8%
Career & Technical Education	0	0.0%	27.9%	25.0%
Gifted & Talented Education	54	6.9%	8.7%	7.8%
Special Education	65	8.3%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	4.3%	5.8%	6.0%
Career & Technical Education	0.0	0.0%	3.7%	4.5%
Compensatory Education	0.0	0.0%	0.7%	2.8%
Gifted & Talented Education	0.2	0.4%	0.8%	1.9%
Regular Education	42.0	89.3%	72.8%	72.8%
Special Education	2.8	6.0%	8.1%	8.6%
Other	0.0	0.0%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '\*1' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*1' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '\*\*\*1' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CREEKVIEW EL**

Campus Number: **101921115**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Top 25 Percent: Closing Performance Gaps**

District Name: TOMBALL ISD  
 Campus Name: CREEKVIEW EL  
 Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 525  
 Grade Span: KG - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above Grade 3</b>														
Reading	2017	73%	89%	<b>92%</b>	*	88%	92%	-	*	-	100%	*	78%	*
	2016	73%	88%	<b>92%</b>	*	96%	93%	-	*	-	*	*	86%	100%
Mathematics	2017	78%	91%	<b>93%</b>	*	92%	92%	-	*	-	100%	50%	78%	*
	2016	75%	89%	<b>94%</b>	*	96%	96%	-	*	-	*	*	86%	100%
<b>STAAR Percent at Approaches Grade Level or Above Grade 4</b>														
Reading	2017	70%	87%	<b>91%</b>	*	89%	94%	-	*	-	*	86%	100%	63%
	2016	75%	90%	<b>90%</b>	*	82%	96%	-	*	-	*	*	83%	63%
Mathematics	2017	76%	92%	<b>86%</b>	*	89%	88%	-	*	-	*	*	100%	63%
	2016	73%	90%	<b>83%</b>	*	82%	78%	-	*	-	*	*	83%	75%
Writing	2017	65%	80%	<b>81%</b>	*	89%	85%	-	*	-	*	*	100%	75%
	2016	69%	84%	<b>83%</b>	*	77%	83%	-	*	-	*	*	83%	63%
<b>STAAR Percent at Approaches Grade Level or Above Grade 5 ***</b>														
Reading	2017	82%	95%	<b>95%</b>	*	89%	100%	-	*	-	*	71%	89%	77%
	2016	81%	94%	<b>95%</b>	*	100%	90%	-	*	-	*	*	86%	100%
Mathematics	2017	87%	98%	<b>98%</b>	*	96%	100%	-	*	-	*	86%	89%	92%
	2016	86%	96%	<b>95%</b>	*	100%	90%	-	*	-	*	*	86%	100%
Science	2017	74%	90%	<b>90%</b>	*	82%	96%	-	*	-	*	71%	89%	69%
	2016	74%	90%	<b>90%</b>	*	81%	93%	-	*	-	*	*	*	80%
<b>STAAR Percent at Approaches Grade Level or Above All Grades</b>														
All Subjects	2017	75%	90%	<b>91%</b>	79%	89%	93%	-	97%	-	80%	61%	89%	75%
	2016	75%	90%	<b>90%</b>	90%	90%	90%	-	93%	-	100%	50%	81%	86%
Reading	2017	72%	88%	<b>92%</b>	*	89%	94%	-	100%	-	100%	63%	88%	73%
	2016	73%	89%	<b>92%</b>	88%	93%	93%	-	90%	-	100%	50%	85%	89%

District Name: TOMBALL ISD  
 Campus Name: CREEKVIEW EL  
 Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 525  
 Grade Span: KG - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>All Grades</b>														
Mathematics	2017	79%	93%	<b>92%</b>	*	93%	93%	-	100%	-	80%	63%	88%	81%
	2016	76%	92%	<b>91%</b>	88%	93%	89%	-	90%	-	100%	50%	85%	93%
Writing	2017	67%	82%	<b>81%</b>	*	89%	85%	-	*	-	*	*	100%	75%
	2016	69%	85%	<b>83%</b>	*	77%	83%	-	*	-	*	*	83%	63%
Science	2017	79%	91%	<b>90%</b>	*	82%	96%	-	*	-	*	71%	89%	69%
	2016	79%	91%	<b>90%</b>	*	81%	93%	-	*	-	*	*	*	80%
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>72%</b>	*	69%	73%	-	89%	-	70%	38%	48%	50%
	2016	45%	67%	<b>68%</b>	75%	68%	65%	-	90%	-	*	*	65%	62%
Reading	2017	48%	68%	<b>76%</b>	*	74%	78%	-	89%	-	80%	46%	48%	50%
	2016	46%	66%	<b>74%</b>	75%	75%	74%	-	80%	-	*	*	65%	54%
Mathematics	2017	48%	74%	<b>71%</b>	*	71%	72%	-	89%	-	70%	42%	48%	63%
	2016	43%	68%	<b>69%</b>	75%	72%	64%	-	90%	-	*	*	82%	85%
Writing	2017	38%	54%	<b>55%</b>	*	54%	58%	-	*	-	*	*	*	*
	2016	41%	60%	<b>59%</b>	*	47%	61%	-	*	-	*	*	*	*
Science	2017	52%	71%	<b>79%</b>	*	60%	92%	-	*	-	*	*	56%	60%
	2016	47%	65%	<b>52%</b>	*	53%	48%	-	*	-	*	*	*	*
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>45%</b>	*	38%	49%	-	76%	-	36%	11%	17%	26%
	2016	18%	33%	<b>40%</b>	48%	38%	40%	-	59%	-	*	*	28%	32%
Reading	2017	19%	34%	<b>52%</b>	*	49%	55%	-	73%	-	*	*	*	35%
	2016	17%	30%	<b>47%</b>	*	49%	45%	-	70%	-	*	*	25%	39%
Mathematics	2017	23%	45%	<b>47%</b>	*	41%	50%	-	82%	-	*	*	24%	31%
	2016	19%	37%	<b>41%</b>	*	38%	41%	-	70%	-	*	*	35%	36%

District Name: TOMBALL ISD  
 Campus Name: CREEKVIEW EL  
 Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 525  
 Grade Span: KG - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
Writing	2017	12%	22%	<b>23%</b>	*	18%	24%	-	*	-	*	*	*	*
	2016	15%	26%	<b>29%</b>	*	*	43%	-	*	-	*	*	*	*
Science	2017	19%	34%	<b>40%</b>	*	21%	56%	-	*	-	*	*	*	*
	2016	16%	28%	<b>24%</b>	*	29%	21%	-	*	-	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>69%</b>	*	66%	72%	-	94%	-	*	71%	62%	71%
	2016	62%	67%	<b>72%</b>	*	72%	72%	-	80%	-	*	*	63%	80%
Reading	2017	59%	65%	<b>71%</b>	*	68%	75%	-	*	-	*	*	65%	74%
	2016	60%	63%	<b>72%</b>	*	73%	73%	-	*	-	*	*	60%	74%
Mathematics	2017	64%	76%	<b>67%</b>	*	64%	68%	-	89%	-	*	*	*	68%
	2016	63%	71%	<b>71%</b>	*	71%	71%	-	*	-	*	*	67%	85%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>35%</b>	*	30%	40%	-	61%	-	*	25%	26%	39%
	2016	17%	19%	<b>30%</b>	*	37%	22%	-	60%	-	*	*	40%	44%
Reading	2017	17%	21%	<b>35%</b>	*	25%	45%	-	*	-	*	*	29%	39%
	2016	16%	17%	<b>32%</b>	*	40%	21%	-	*	-	*	*	47%	48%
Mathematics	2017	20%	33%	<b>36%</b>	*	36%	34%	-	78%	-	*	*	*	39%
	2016	17%	22%	<b>29%</b>	*	33%	23%	-	*	-	*	*	33%	41%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	<b>54%</b>	*	*	*	-	*	-	-	*	*	*
	2016	35%	46%	*	-	*	*	-	-	-	-	*	*	*
Mathematics	2017	43%	58%	<b>77%</b>	*	83%	*	-	*	-	*	*	*	*

District Name: TOMBALL ISD  
 Campus Name: CREEKVIEW EL  
 Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 525  
 Grade Span: KG - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 5 Reading</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	72%	88%	<b>91%</b>	*	85%	96%	-	*	-	*	*	86%	73%
<b>Students Requiring Accelerated Instruction</b>													
2017	28%	12%	<b>9%</b>	*	*	*	-	*	-	*	*	*	*
<b>STAAR Cumulative Met Standard</b>													
2017	81%	95%	<b>95%</b>	*	90%	100%	-	*	-	*	*	89%	80%
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	81%	96%	<b>95%</b>	*	96%	92%	-	*	-	*	*	88%	93%
<b>Students Requiring Accelerated Instruction</b>													
2017	19%	4%	*	*	*	*	-	*	-	*	*	*	*
<b>STAAR Cumulative Met Standard</b>													
2017	87%	98%	<b>98%</b>	*	97%	100%	-	*	-	*	*	89%	93%

District Name: TOMBALL ISD  
 Campus Name: CREEKVIEW EL  
 Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 525  
 Grade Span: KG - 05  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>91%</b>	-	-	-	-	-	75%	74%	*	-	75%	75%
	2016	75%	90%	<b>90%</b>	-	-	-	-	-	86%	84%	100%	*	86%	86%
Reading	2017	72%	88%	<b>92%</b>	-	-	-	-	-	73%	72%	*	-	73%	73%
	2016	73%	89%	<b>92%</b>	-	-	-	-	-	89%	88%	*	*	89%	89%
Mathematics	2017	79%	93%	<b>92%</b>	-	-	-	-	-	81%	80%	*	-	81%	81%
	2016	76%	92%	<b>91%</b>	-	-	-	-	-	93%	92%	*	*	93%	93%
Writing	2017	67%	82%	<b>81%</b>	-	-	-	-	-	75%	75%	-	-	75%	75%
	2016	69%	85%	<b>83%</b>	-	-	-	-	-	63%	*	*	-	63%	63%
Science	2017	79%	91%	<b>90%</b>	-	-	-	-	-	69%	67%	*	-	69%	69%
	2016	79%	91%	<b>90%</b>	-	-	-	-	-	78%	78%	-	*	78%	80%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>72%</b>	-	-	-	-	-	50%	47%	*	-	50%	50%
	2016	45%	67%	<b>68%</b>	-	-	-	-	-	58%	64%	*	*	58%	62%
Reading	2017	48%	68%	<b>76%</b>	-	-	-	-	-	50%	47%	*	-	50%	50%
	2016	46%	66%	<b>74%</b>	-	-	-	-	-	50%	55%	*	*	50%	54%
Mathematics	2017	48%	74%	<b>71%</b>	-	-	-	-	-	63%	60%	*	-	63%	63%
	2016	43%	68%	<b>69%</b>	-	-	-	-	-	83%	91%	*	*	83%	85%
Writing	2017	38%	54%	<b>55%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	41%	60%	<b>59%</b>	-	-	-	-	-	*	*	*	-	*	*
Science	2017	52%	71%	<b>79%</b>	-	-	-	-	-	60%	56%	*	-	60%	60%
	2016	47%	65%	<b>52%</b>	-	-	-	-	-	*	*	-	*	*	*
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>45%</b>	-	-	-	-	-	26%	27%	*	-	26%	26%
	2016	18%	33%	<b>40%</b>	-	-	-	-	-	34%	35%	*	*	34%	32%



District Name: TOMBALL ISD  
 Campus Name: CREEKVIEW EL  
 Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 525  
 Grade Span: KG - 05  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Reading	2017	19%	34%	<b>52%</b>	-	-	-	-	-	35%	36%	*	-	35%	35%
	2016	17%	30%	<b>47%</b>	-	-	-	-	-	41%	42%	*	*	41%	39%
Mathematics	2017	23%	45%	<b>47%</b>	-	-	-	-	-	31%	32%	*	-	31%	31%
	2016	19%	37%	<b>41%</b>	-	-	-	-	-	37%	42%	*	*	37%	36%
Writing	2017	12%	22%	<b>23%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	15%	26%	<b>29%</b>	-	-	-	-	-	*	*	*	-	*	*
Science	2017	19%	34%	<b>40%</b>	-	-	-	-	-	*	*	*	-	*	*
	2016	16%	28%	<b>24%</b>	-	-	-	-	-	*	*	-	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>69%</b>	-	-	-	-	-	71%	72%	*	-	71%	71%
	2016	62%	67%	<b>72%</b>	-	-	-	-	-	81%	81%	*	*	81%	80%
Reading	2017	59%	65%	<b>71%</b>	-	-	-	-	-	71%	74%	*	-	71%	71%
	2016	60%	63%	<b>72%</b>	-	-	-	-	-	75%	71%	*	*	75%	72%
Mathematics	2017	64%	76%	<b>67%</b>	-	-	-	-	-	71%	70%	*	-	71%	71%
	2016	63%	71%	<b>71%</b>	-	-	-	-	-	88%	90%	*	*	88%	88%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>35%</b>	-	-	-	-	-	38%	39%	*	-	38%	38%
	2016	17%	19%	<b>30%</b>	-	-	-	-	-	50%	52%	*	*	50%	48%
Reading	2017	17%	21%	<b>35%</b>	-	-	-	-	-	33%	35%	*	-	33%	33%
	2016	16%	17%	<b>32%</b>	-	-	-	-	-	54%	57%	*	*	54%	52%
Mathematics	2017	20%	33%	<b>36%</b>	-	-	-	-	-	42%	43%	*	-	42%	42%
	2016	17%	22%	<b>29%</b>	-	-	-	-	-	46%	48%	*	*	46%	44%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	<b>54%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	35%	46%	<b>*</b>	-	-	-	-	-	*	*	-	-	*	*

District Name: TOMBALL ISD  
Campus Name: CREEKVIEW EL  
Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
Bilingual Education/English as a Second Language

Total Students: 525  
Grade Span: KG - 05  
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Mathematics	2017	43%	58%	77%	-	-	-	-	-	*	*	-	-	*	*

District Name: TOMBALL ISD  
 Campus Name: CREEKVIEW EL  
 Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 525  
 Grade Span: KG - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>89%</b>	100%	86%	91%	-	91%	-	93%	95%	100%	65%
Not Included in Accountability													
Mobile	4%	4%	<b>6%</b>	0%	4%	8%	-	0%	-	7%	5%	0%	9%
Other Exclusions	1%	1%	<b>5%</b>	0%	10%	1%	-	9%	-	0%	0%	0%	27%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
<b>2016 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	<b>94%</b>	100%	93%	95%	-	90%	-	100%	100%	95%	88%
Not Included in Accountability													
Mobile	4%	3%	<b>4%</b>	0%	3%	5%	-	0%	-	0%	0%	5%	0%
Other Exclusions	1%	1%	<b>2%</b>	0%	4%	0%	-	10%	-	0%	0%	0%	12%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: TOMBALL ISD  
Campus Name: CREEKVIEW EL  
Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 525  
Grade Span: KG - 05  
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>97.3%</b>	96.5%	97.5%	97.2%	*	97.0%	-	97.9%	96.2%	96.6%	97.6%
2014-15	95.7%	96.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD  
 Campus Name: CREEKVIEW EL  
 Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 525  
 Grade Span: KG - 05  
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	525	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.2%
Kindergarten	99	18.9%	7.8%	7.0%
Grade 1	96	18.3%	7.8%	7.4%
Grade 2	95	18.1%	8.0%	7.6%
Grade 3	90	17.1%	8.3%	7.7%
Grade 4	77	14.7%	8.1%	7.7%
Grade 5	68	13.0%	8.1%	7.5%
Grade 6	0	0.0%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	12	2.3%	4.6%	12.6%
Hispanic	181	34.5%	30.1%	52.4%
White	282	53.7%	54.1%	28.1%
American Indian	0	0.0%	0.2%	0.4%
Asian	29	5.5%	7.0%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	21	4.0%	3.8%	2.2%
Economically Disadvantaged	44	8.4%	21.7%	59.0%
Non-Educationally Disadvantaged	481	91.6%	78.3%	41.0%
English Language Learners (ELL)	89	17.0%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	0.8%	1.4%
At-Risk	163	31.0%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	46			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	32.6%	44.5%
Students with Physical Disabilities	17	37.0%	21.0%	21.9%
Students with Autism	13	28.3%	13.5%	12.5%
Students with Behavioral Disabilities	10	21.7%	30.5%	19.9%
Students with Non-Categorical Early Childhood	*	*	2.4%	1.3%

District Name: TOMBALL ISD  
Campus Name: CREEKVIEW EL  
Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 525  
Grade Span: KG - 05  
School Type: Elementary

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	40	10.7%	9.2%	16.2%
By Ethnicity:				
African American	4	1.1%		
Hispanic	7	1.9%		
White	28	7.5%		
American Indian	0	0.0%		
Asian	1	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

District Name: TOMBALL ISD  
 Campus Name: CREEKVIEW EL  
 Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 525  
 Grade Span: KG - 05  
 School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	2.6%	2.4%	1.8%	0.0%	4.2%	7.7%
Grade 1	3.9%	2.8%	3.8%	16.7%	4.5%	6.8%
Grade 2	3.3%	1.3%	2.4%	0.0%	0.8%	3.1%
Grade 3	3.3%	2.2%	1.6%	0.0%	0.8%	1.2%
Grade 4	0.0%	0.6%	0.8%	0.0%	1.0%	0.7%
Grade 5	0.0%	0.3%	0.4%	0.0%	0.0%	0.7%
Grade 6	-	0.3%	0.6%	-	0.8%	0.7%
Grade 7	-	0.2%	0.7%	-	1.2%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.2	19.5	18.8
Grade 1	18.6	19.2	18.8
Grade 2	18.6	19.4	18.9
Grade 3	34.6	28.8	19.0
Grade 4	27.0	27.1	19.0
Grade 5	?	28.2	20.9
Grade 6	-	23.3	20.4
Secondary:			
English/Language Arts	-	20.6	16.8
Foreign Languages	-	21.6	18.7
Mathematics	-	24.2	18.0
Science	-	24.7	19.0
Social Studies	-	25.8	19.4

District Name: TOMBALL ISD  
 Campus Name: CREEKVIEW EL  
 Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 525  
 Grade Span: KG - 05  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	52.9	100.0%	100.0%	100.0%
Professional Staff:	43.2	81.6%	58.9%	64.0%
Teachers	36.7	69.3%	47.1%	50.0%
Professional Support	4.5	8.6%	8.2%	10.0%
Campus Administration (School Leadership)	2.0	3.8%	2.6%	2.9%
Educational Aides:	9.7	18.4%	9.8%	9.6%
Total Minority Staff:	11.9	22.4%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.7%	2.6%	10.2%
Hispanic	4.0	10.9%	12.5%	26.6%
White	28.7	78.2%	82.3%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	3.0	8.2%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	1.1	3.1%	16.5%	23.7%
Females	35.5	96.9%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.1	0.3%	0.9%	1.2%
Bachelors	20.4	55.7%	73.3%	74.5%
Masters	15.1	41.3%	25.5%	23.6%
Doctorate	1.0	2.7%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.1	5.7%	3.1%	7.8%
1-5 Years Experience	9.0	24.5%	24.7%	28.0%
6-10 Years Experience	12.0	32.7%	25.8%	20.9%
11-20 Years Experience	10.1	27.7%	32.3%	27.8%
Over 20 Years Experience	3.4	9.3%	14.0%	15.5%
Number of Students per Teacher	14.3	n/a	15.9	15.1



District Name: TOMBALL ISD  
 Campus Name: CREEKVIEW EL  
 Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 525  
 Grade Span: KG - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	23.0	25.2	19.5
Average Years Experience of Principals with District	4.0	10.7	12.2
Average Years Experience of Assistant Principals	23.0	19.5	15.7
Average Years Experience of Assistant Principals with District	19.0	9.8	10.1
Average Years Experience of Teachers:	10.5	11.5	10.9
Average Years Experience of Teachers with District:	4.2	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$50,193	\$49,088	\$46,199
1-5 Years Experience	\$52,832	\$52,467	\$48,779
6-10 Years Experience	\$54,775	\$54,398	\$51,184
11-20 Years Experience	\$58,536	\$57,433	\$54,396
Over 20 Years Experience	\$65,545	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$56,082	\$56,198	\$52,525
Professional Support	\$58,487	\$65,969	\$61,728
Campus Administration (School Leadership)	\$83,737	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.2	4.4	2,110.5

District Name: TOMBALL ISD  
 Campus Name: CREEKVIEW EL  
 Campus Number: 101921115

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 525  
 Grade Span: KG - 05  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	89	17.0%	10.5%	18.8%
Career & Technical Education	0	0.0%	27.9%	25.0%
Gifted & Talented Education	32	6.1%	8.7%	7.8%
Special Education	46	8.8%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	1.9%	5.8%	6.0%
Career & Technical Education	0.0	0.0%	3.7%	4.5%
Compensatory Education	0.0	0.0%	0.7%	2.8%
Gifted & Talented Education	1.0	2.7%	0.8%	1.9%
Regular Education	31.5	86.0%	72.8%	72.8%
Special Education	3.4	9.4%	8.1%	8.6%
Other	0.0	0.0%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.  
 '\*^' Indicates results are masked due to small numbers to protect student confidentiality.  
 '\*\*^' When only one group is masked, then the second smallest group is masked (regardless of size).  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.  
 '\*\*\*^' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

# 2016-17 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **OAKCREST INT**

Campus Number: **101921116**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in English Language Arts/Reading**

**Top 25 Percent: Student Progress**

**Top 25 Percent: Closing Performance Gaps**

**Postsecondary Readiness**

District Name: TOMBALL ISD  
 Campus Name: OAKCREST INT  
 Campus Number: 101921116

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 524  
 Grade Span: 05 - 06  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 5 ***</b>														
Reading	2017	82%	95%	<b>97%</b>	89%	95%	99%	-	100%	-	100%	75%	91%	94%
	2016	81%	94%	<b>97%</b>	100%	93%	97%	-	100%	-	100%	83%	92%	91%
Mathematics	2017	87%	98%	<b>98%</b>	100%	98%	98%	-	100%	-	100%	83%	93%	94%
	2016	86%	96%	<b>98%</b>	100%	98%	97%	-	100%	-	100%	67%	100%	97%
Science	2017	74%	90%	<b>89%</b>	83%	89%	90%	-	88%	-	91%	*	83%	76%
	2016	74%	90%	<b>90%</b>	80%	80%	93%	-	100%	-	100%	58%	74%	75%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>Grade 6</b>														
Reading	2017	69%	88%	<b>92%</b>	93%	86%	93%	-	96%	-	90%	60%	77%	72%
	2016	69%	87%	<b>86%</b>	75%	80%	89%	-	97%	-	*	37%	76%	73%
Mathematics	2017	76%	95%	<b>97%</b>	93%	92%	99%	-	100%	-	90%	93%	85%	84%
	2016	72%	91%	<b>92%</b>	75%	86%	95%	-	100%	-	100%	53%	81%	81%
<b>STAAR Percent at Approaches Grade Level or Above</b>														
<b>All Grades</b>														
All Subjects	2017	75%	90%	<b>95%</b>	91%	93%	96%	-	97%	-	94%	68%	86%	85%
	2016	75%	90%	<b>92%</b>	84%	87%	94%	-	99%	-	97%	57%	84%	84%
Reading	2017	72%	88%	<b>95%</b>	91%	91%	96%	-	98%	-	95%	67%	84%	85%
	2016	73%	89%	<b>91%</b>	85%	86%	93%	-	98%	-	92%	55%	83%	83%
Mathematics	2017	79%	93%	<b>97%</b>	97%	95%	98%	-	100%	-	95%	89%	89%	90%
	2016	76%	92%	<b>95%</b>	85%	91%	96%	-	100%	-	100%	58%	90%	90%
Science	2017	79%	91%	<b>89%</b>	83%	89%	90%	-	88%	-	91%	*	83%	76%
	2016	79%	91%	<b>90%</b>	80%	80%	93%	-	100%	-	100%	58%	74%	75%
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Two or More Subjects	2017	48%	70%	<b>65%</b>	41%	55%	70%	-	87%	-	62%	26%	46%	40%
	2016	45%	67%	<b>59%</b>	35%	40%	67%	-	84%	-	67%	*	33%	31%

District Name: TOMBALL ISD  
 Campus Name: OAKCREST INT  
 Campus Number: 101921116

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 524  
 Grade Span: 05 - 06  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Reading	2017	48%	68%	<b>69%</b>	53%	59%	73%	-	85%	-	67%	22%	51%	43%
	2016	46%	66%	<b>66%</b>	58%	49%	73%	-	82%	-	83%	*	42%	34%
Mathematics	2017	48%	74%	<b>72%</b>	44%	65%	75%	-	96%	-	67%	33%	53%	52%
	2016	43%	68%	<b>67%</b>	42%	53%	72%	-	94%	-	67%	23%	48%	51%
Science	2017	52%	71%	<b>63%</b>	39%	55%	66%	-	76%	-	82%	*	54%	50%
	2016	47%	65%	<b>53%</b>	*	30%	64%	-	77%	-	*	*	26%	28%
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	37%	<b>38%</b>	24%	29%	39%	-	67%	-	38%	12%	25%	21%
	2016	18%	33%	<b>31%</b>	19%	20%	35%	-	51%	-	38%	11%	16%	12%
Reading	2017	19%	34%	<b>42%</b>	25%	33%	45%	-	62%	-	43%	*	27%	22%
	2016	17%	30%	<b>38%</b>	27%	26%	42%	-	55%	-	46%	*	20%	10%
Mathematics	2017	23%	45%	<b>41%</b>	28%	30%	41%	-	81%	-	43%	*	24%	22%
	2016	19%	37%	<b>32%</b>	19%	18%	37%	-	55%	-	38%	*	13%	16%
Science	2017	19%	34%	<b>22%</b>	*	18%	21%	-	48%	-	*	*	24%	18%
	2016	16%	28%	<b>17%</b>	*	8%	19%	-	32%	-	*	*	13%	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	70%	<b>70%</b>	68%	69%	67%	-	85%	-	65%	73%	64%	74%
	2016	62%	67%	<b>67%</b>	60%	61%	68%	-	82%	-	*	60%	64%	66%
Reading	2017	59%	65%	<b>66%</b>	*	66%	68%	-	72%	-	*	*	60%	68%
	2016	60%	63%	<b>67%</b>	76%	60%	67%	-	78%	-	*	60%	61%	61%
Mathematics	2017	64%	76%	<b>73%</b>	80%	72%	67%	-	98%	-	75%	81%	69%	80%
	2016	63%	71%	<b>68%</b>	*	61%	70%	-	86%	-	*	*	67%	71%

District Name: TOMBALL ISD  
 Campus Name: OAKCREST INT  
 Campus Number: 101921116

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 524  
 Grade Span: 05 - 06  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	19%	27%	<b>25%</b>	18%	21%	24%	-	47%	-	25%	19%	21%	27%
	2016	17%	19%	<b>19%</b>	18%	11%	22%	-	31%	-	*	15%	15%	18%
Reading	2017	17%	21%	<b>25%</b>	*	24%	25%	-	36%	-	*	*	23%	28%
	2016	16%	17%	<b>22%</b>	20%	13%	26%	-	38%	-	*	17%	19%	21%
Mathematics	2017	20%	33%	<b>26%</b>	23%	19%	23%	-	58%	-	35%	23%	19%	25%
	2016	17%	22%	<b>16%</b>	*	10%	18%	-	24%	-	*	*	11%	15%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	43%	<b>57%</b>	*	*	67%	-	*	-	-	*	*	*
	2016	35%	46%	<b>46%</b>	*	46%	*	-	*	-	-	*	50%	50%
Mathematics	2017	43%	58%	<b>80%</b>	100%	74%	82%	-	*	-	*	86%	67%	64%

District Name: TOMBALL ISD  
 Campus Name: OAKCREST INT  
 Campus Number: 101921116

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**

Total Students: 524  
 Grade Span: 05 - 06  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 5 Reading</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	72%	88%	<b>92%</b>	67%	93%	95%	-	92%	-	91%	67%	89%	89%
<b>Students Requiring Accelerated Instruction</b>													
2017	28%	12%	<b>8%</b>	33%	7%	5%	-	*	-	*	*	11%	*
<b>STAAR Cumulative Met Standard</b>													
2017	81%	95%	<b>97%</b>	89%	95%	99%	-	100%	-	100%	75%	91%	94%
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>													
2017	81%	96%	<b>96%</b>	100%	95%	96%	-	96%	-	91%	75%	91%	89%
<b>Students Requiring Accelerated Instruction</b>													
2017	19%	4%	<b>4%</b>	*	*	4%	-	*	-	*	*	*	*
<b>STAAR Cumulative Met Standard</b>													
2017	87%	98%	<b>98%</b>	100%	98%	98%	-	100%	-	100%	83%	93%	94%

District Name: TOMBALL ISD  
 Campus Name: OAKCREST INT  
 Campus Number: 101921116

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 524  
 Grade Span: 05 - 06  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Approaches Grade Level or Above</b>															
<b>All Grades</b>															
All Subjects	2017	75%	90%	<b>95%</b>	91%	-	-	-	91%	72%	72%	-	*	85%	85%
	2016	75%	90%	<b>92%</b>	83%	-	*	-	85%	85%	83%	88%	*	84%	84%
Reading	2017	72%	88%	<b>95%</b>	92%	-	-	-	92%	68%	68%	-	*	84%	85%
	2016	73%	89%	<b>91%</b>	82%	-	*	-	84%	83%	86%	80%	*	82%	83%
Mathematics	2017	79%	93%	<b>97%</b>	92%	-	-	-	92%	84%	84%	-	*	90%	90%
	2016	76%	92%	<b>95%</b>	94%	-	*	-	97%	83%	79%	90%	*	90%	90%
Science	2017	79%	91%	<b>89%</b>	86%	-	-	-	86%	58%	58%	-	*	76%	76%
	2016	79%	91%	<b>90%</b>	65%	-	-	-	65%	92%	88%	*	-	75%	75%
<b>STAAR Percent at Meets Grade Level</b>															
<b>All Grades</b>															
Two or More Subjects	2017	48%	70%	<b>65%</b>	39%	-	-	-	39%	37%	37%	-	*	39%	40%
	2016	45%	67%	<b>59%</b>	19%	-	-	-	19%	50%	36%	75%	*	32%	31%
Reading	2017	48%	68%	<b>69%</b>	50%	-	-	-	50%	32%	32%	-	*	44%	43%
	2016	46%	66%	<b>66%</b>	30%	-	-	-	30%	41%	*	63%	*	35%	34%
Mathematics	2017	48%	74%	<b>72%</b>	50%	-	-	-	50%	53%	53%	-	*	51%	52%
	2016	43%	68%	<b>67%</b>	47%	-	-	-	47%	55%	50%	63%	*	50%	51%
Science	2017	52%	71%	<b>63%</b>	48%	-	-	-	48%	50%	50%	-	*	48%	50%
	2016	47%	65%	<b>53%</b>	*	-	-	-	*	58%	*	*	-	28%	28%
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
All Subjects	2017	20%	37%	<b>38%</b>	21%	-	-	-	21%	22%	22%	-	*	21%	21%
	2016	18%	33%	<b>31%</b>	7%	-	*	-	7%	18%	*	29%	*	12%	12%
Reading	2017	19%	34%	<b>42%</b>	23%	-	-	-	23%	*	*	-	*	22%	22%
	2016	17%	30%	<b>38%</b>	*	-	*	-	*	*	*	*	*	11%	10%
Mathematics	2017	23%	45%	<b>41%</b>	23%	-	-	-	23%	*	*	-	*	22%	22%
	2016	19%	37%	<b>32%</b>	*	-	-	-	*	21%	*	*	*	15%	16%



District Name: TOMBALL ISD  
 Campus Name: OAKCREST INT  
 Campus Number: 101921116

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Performance**  
 Bilingual Education/English as a Second Language

Total Students: 524  
 Grade Span: 05 - 06  
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Masters Grade Level</b>															
<b>All Grades</b>															
Science	2017	19%	34%	<b>22%</b>	*	-	-	-	*	*	*	-	*	18%	18%
	2016	16%	28%	<b>17%</b>	*	-	-	-	*	*	*	*	-	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	61%	70%	<b>70%</b>	68%	-	-	-	68%	79%	79%	-	*	72%	71%
	2016	62%	67%	<b>67%</b>	70%	-	*	-	72%	60%	57%	*	*	66%	67%
Reading	2017	59%	65%	<b>66%</b>	72%	-	-	-	72%	68%	68%	-	*	71%	69%
	2016	60%	63%	<b>67%</b>	73%	-	*	-	75%	50%	*	*	*	63%	64%
Mathematics	2017	64%	76%	<b>73%</b>	64%	-	-	-	64%	*	*	-	*	72%	73%
	2016	63%	71%	<b>68%</b>	68%	-	*	-	70%	*	*	*	*	69%	69%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2017	19%	27%	<b>25%</b>	24%	-	-	-	24%	26%	26%	-	*	25%	25%
	2016	17%	19%	<b>19%</b>	18%	-	*	-	18%	17%	18%	*	*	17%	18%
Reading	2017	17%	21%	<b>25%</b>	31%	-	-	-	31%	37%	37%	-	*	33%	32%
	2016	16%	17%	<b>22%</b>	21%	-	*	-	22%	21%	*	*	*	21%	21%
Mathematics	2017	20%	33%	<b>26%</b>	18%	-	-	-	18%	*	*	-	*	17%	17%
	2016	17%	22%	<b>16%</b>	15%	-	*	-	15%	*	*	*	*	14%	15%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2017	35%	43%	<b>57%</b>	-	-	-	-	-	*	*	-	-	*	*
	2016	35%	46%	<b>46%</b>	*	-	-	-	*	*	*	*	-	50%	50%
Mathematics	2017	43%	58%	<b>80%</b>	*	-	-	-	*	*	*	-	-	64%	64%

District Name: TOMBALL ISD  
 Campus Name: OAKCREST INT  
 Campus Number: 101921116

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Participation**

Total Students: 524  
 Grade Span: 05 - 06  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	99%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>95%</b>	95%	94%	95%	-	100%	-	100%	100%	98%	94%
Not Included in Accountability													
Mobile	4%	4%	<b>4%</b>	5%	5%	4%	-	0%	-	0%	0%	2%	3%
Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	-	0%	-	0%	0%	0%	3%
Not Tested	1%	1%	<b>0%</b>	0%	0%	1%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
<b>2016 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	100%	100%	99%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	<b>95%</b>	90%	95%	97%	-	94%	-	85%	96%	95%	95%
Not Included in Accountability													
Mobile	4%	3%	<b>3%</b>	10%	3%	2%	-	5%	-	15%	4%	2%	0%
Other Exclusions	1%	1%	<b>1%</b>	0%	2%	0%	-	2%	-	0%	0%	3%	5%
Not Tested	1%	1%	<b>1%</b>	0%	0%	1%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>1%</b>	0%	0%	1%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: TOMBALL ISD  
Campus Name: OAKCREST INT  
Campus Number: 101921116

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Attendance and Postsecondary Readiness**

Total Students: 524  
Grade Span: 05 - 06  
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.6%	<b>97.2%</b>	98.0%	97.4%	96.8%	-	98.1%	-	97.8%	95.6%	96.6%	97.7%
2014-15	95.7%	96.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD  
 Campus Name: OAKCREST INT  
 Campus Number: 101921116

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 524  
 Grade Span: 05 - 06  
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	524	100.0%	14,882	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.2%
Kindergarten	0	0.0%	7.8%	7.0%
Grade 1	0	0.0%	7.8%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	8.3%	7.7%
Grade 4	0	0.0%	8.1%	7.7%
Grade 5	280	53.4%	8.1%	7.5%
Grade 6	244	46.6%	7.8%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.5%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.4%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	35	6.7%	4.6%	12.6%
Hispanic	156	29.8%	30.1%	52.4%
White	259	49.4%	54.1%	28.1%
American Indian	0	0.0%	0.2%	0.4%
Asian	53	10.1%	7.0%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	21	4.0%	3.8%	2.2%
Economically Disadvantaged	93	17.7%	21.7%	59.0%
Non-Educationally Disadvantaged	431	82.3%	78.3%	41.0%
English Language Learners (ELL)	63	12.0%	10.9%	18.9%
Students w/ Disciplinary Placements (2015-2016)	1	0.2%	0.8%	1.4%
At-Risk	114	21.8%	31.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	29			
By Type of Primary Disability				
Students with Intellectual Disabilities	8	27.6%	32.6%	44.5%
Students with Physical Disabilities	**	**	21.0%	21.9%
Students with Autism	*	*	13.5%	12.5%
Students with Behavioral Disabilities	13	44.8%	30.5%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

District Name: TOMBALL ISD  
Campus Name: OAKCREST INT  
Campus Number: 101921116

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 524  
Grade Span: 05 - 06  
School Type: Middle

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	40	8.1%	9.2%	16.2%
By Ethnicity:				
African American	4	0.8%		
Hispanic	11	2.2%		
White	17	3.4%		
American Indian	0	0.0%		
Asian	6	1.2%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.4%		

District Name: TOMBALL ISD  
 Campus Name: OAKCREST INT  
 Campus Number: 101921116

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 524  
 Grade Span: 05 - 06  
 School Type: Middle

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	-	2.4%	1.8%	-	4.2%	7.7%
Grade 1	-	2.8%	3.8%	-	4.5%	6.8%
Grade 2	-	1.3%	2.4%	-	0.8%	3.1%
Grade 3	-	2.2%	1.6%	-	0.8%	1.2%
Grade 4	-	0.6%	0.8%	-	1.0%	0.7%
Grade 5	0.0%	0.3%	0.4%	0.0%	0.0%	0.7%
Grade 6	0.5%	0.3%	0.6%	0.0%	0.8%	0.7%
Grade 7	-	0.2%	0.7%	-	1.2%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.5	18.8
Grade 1	-	19.2	18.8
Grade 2	-	19.4	18.9
Grade 3	-	28.8	19.0
Grade 4	-	27.1	19.0
Grade 5	23.2	28.2	20.9
Grade 6	22.7	23.3	20.4
Secondary:			
English/Language Arts	-	20.6	16.8
Foreign Languages	-	21.6	18.7
Mathematics	-	24.2	18.0
Science	-	24.7	19.0
Social Studies	-	25.8	19.4

District Name: TOMBALL ISD  
 Campus Name: OAKCREST INT  
 Campus Number: 101921116

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 524  
 Grade Span: 05 - 06  
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	49.5	100.0%	100.0%	100.0%
Professional Staff:	40.8	82.4%	58.9%	64.0%
Teachers	34.9	70.4%	47.1%	50.0%
Professional Support	4.0	8.0%	8.2%	10.0%
Campus Administration (School Leadership)	2.0	4.0%	2.6%	2.9%
Educational Aides:	8.7	17.6%	9.8%	9.6%
Total Minority Staff:	10.8	21.7%	26.5%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.6%	10.2%
Hispanic	5.2	14.8%	12.5%	26.6%
White	28.9	83.0%	82.3%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	0.8	2.2%	1.1%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	3.5	10.1%	16.5%	23.7%
Females	31.3	89.9%	83.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	23.8	68.2%	73.3%	74.5%
Masters	11.1	31.8%	25.5%	23.6%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.1%	7.8%
1-5 Years Experience	11.6	33.1%	24.7%	28.0%
6-10 Years Experience	9.2	26.5%	25.8%	20.9%
11-20 Years Experience	11.0	31.6%	32.3%	27.8%
Over 20 Years Experience	3.1	8.8%	14.0%	15.5%
Number of Students per Teacher	15.0	n/a	15.9	15.1

District Name: TOMBALL ISD  
 Campus Name: OAKCREST INT  
 Campus Number: 101921116

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

Total Students: 524  
 Grade Span: 05 - 06  
 School Type: Middle

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	19.0	25.2	19.5
Average Years Experience of Principals with District	19.0	10.7	12.2
Average Years Experience of Assistant Principals	10.0	19.5	15.7
Average Years Experience of Assistant Principals with District	9.0	9.8	10.1
Average Years Experience of Teachers:	9.4	11.5	10.9
Average Years Experience of Teachers with District:	5.1	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,088	\$46,199
1-5 Years Experience	\$53,243	\$52,467	\$48,779
6-10 Years Experience	\$54,986	\$54,398	\$51,184
11-20 Years Experience	\$52,337	\$57,433	\$54,396
Over 20 Years Experience	\$64,468	\$64,831	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$54,409	\$56,198	\$52,525
Professional Support	\$64,298	\$65,969	\$61,728
Campus Administration (School Leadership)	\$75,358	\$84,100	\$76,471
Instructional Staff Percent:	n/a	60.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	4.4	2,110.5



District Name: TOMBALL ISD  
 Campus Name: OAKCREST INT  
 Campus Number: 101921116

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 Campus Profile**

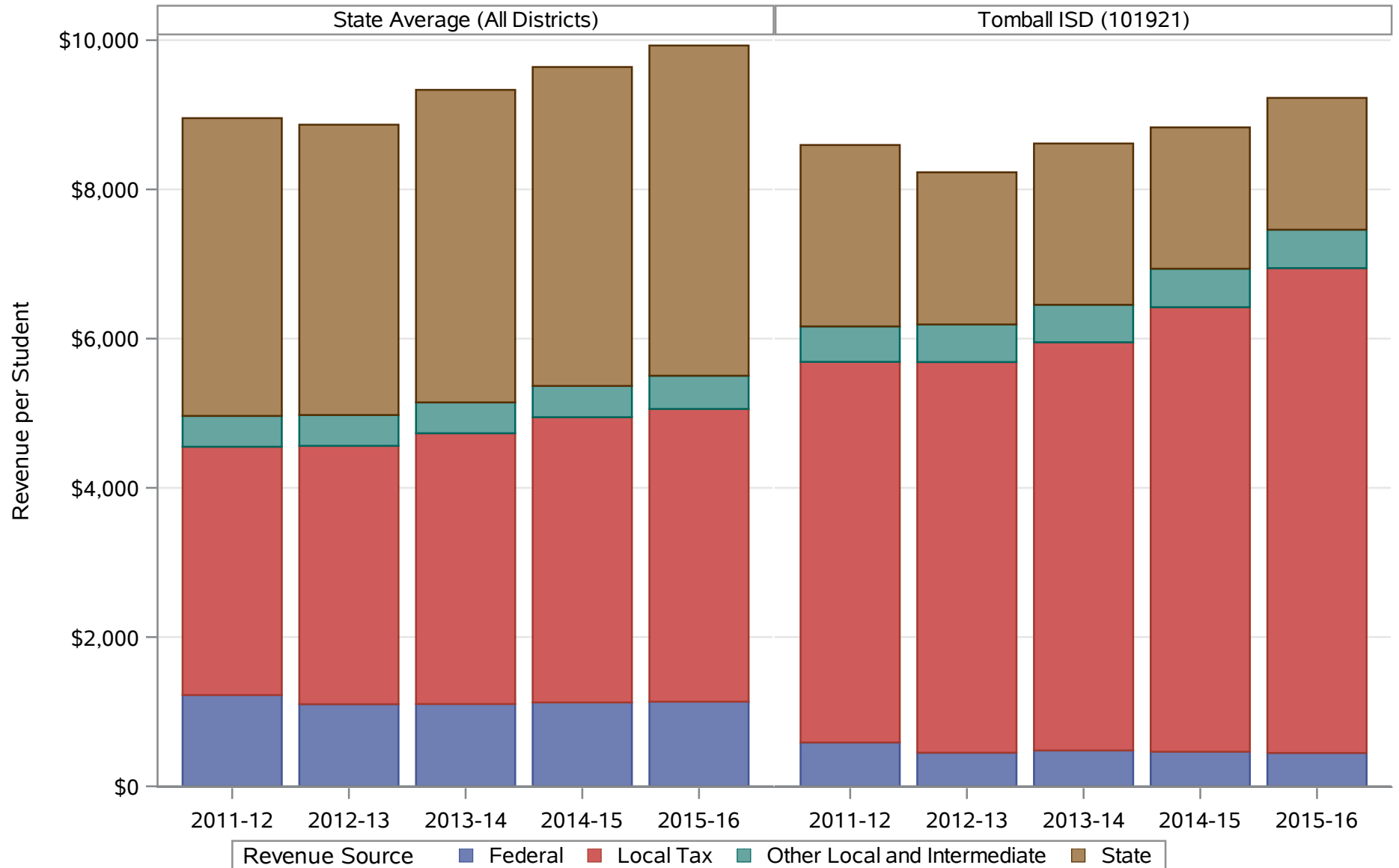
Total Students: 524  
 Grade Span: 05 - 06  
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	61	11.6%	10.5%	18.8%
Career & Technical Education	0	0.0%	27.9%	25.0%
Gifted & Talented Education	101	19.3%	8.7%	7.8%
Special Education	29	5.5%	8.0%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	2.3	6.5%	5.8%	6.0%
Career & Technical Education	0.0	0.0%	3.7%	4.5%
Compensatory Education	0.5	1.3%	0.7%	2.8%
Gifted & Talented Education	1.4	4.1%	0.8%	1.9%
Regular Education	25.8	74.0%	72.8%	72.8%
Special Education	1.9	5.4%	8.1%	8.6%
Other	3.0	8.7%	8.1%	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2015-2016 Financial Actual Report](#)

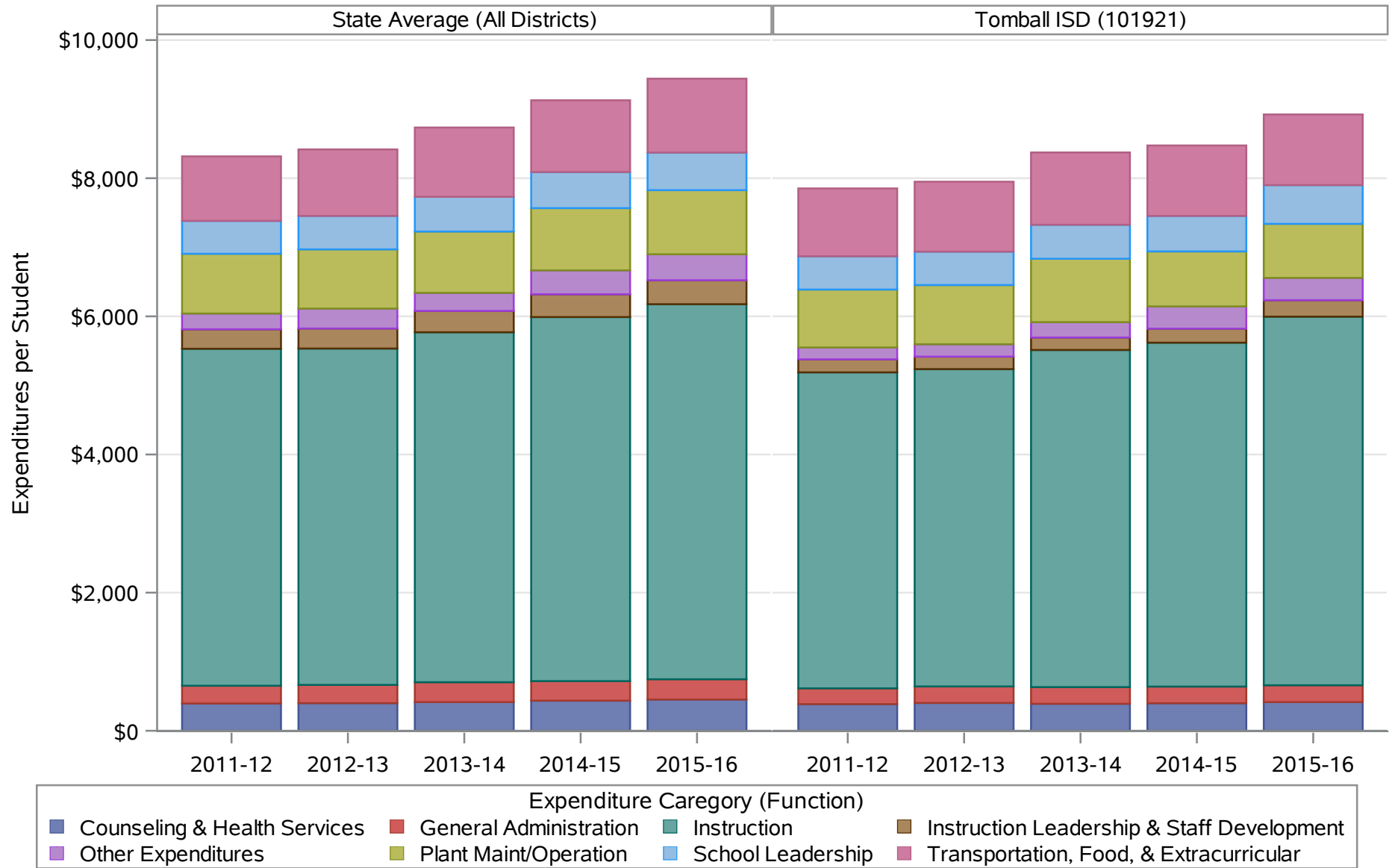
- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.  
 '\*^' Indicates results are masked due to small numbers to protect student confidentiality.  
 '\*\*^' When only one group is masked, then the second smallest group is masked (regardless of size).  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.  
 '\*\*\*^' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

## Comparison of 2011-12 through 2015-16 Operational Revenue Sources



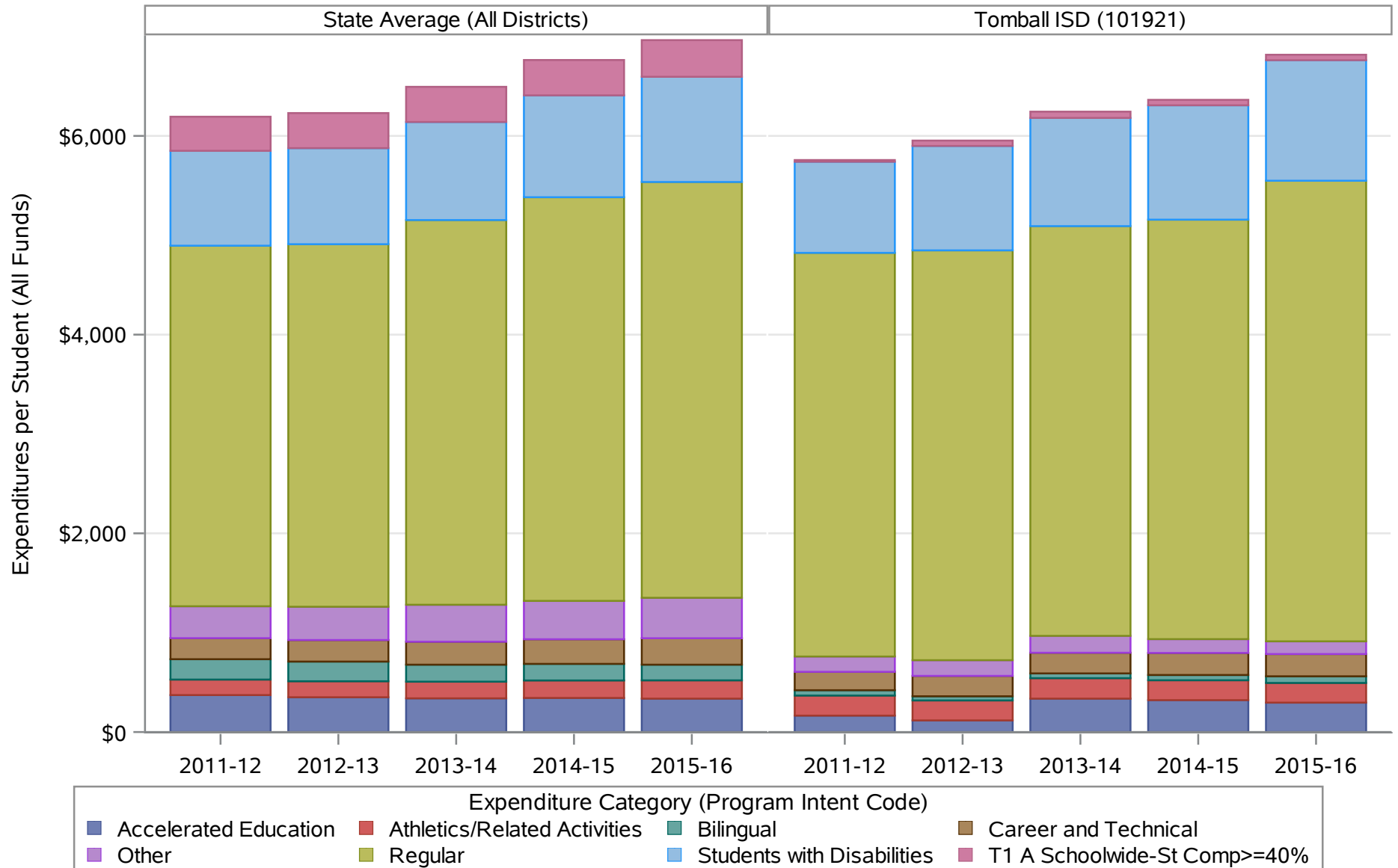
Tomball ISD (101921) Total Enrolled Students in Membership = 14,072  
 State Average (All Districts) Total Enrolled Students in Membership = 5,281,243  
 Excludes Debt Service & Recapture

# Comparison of 2011-12 through 2015-16 Operational Total Expenditures



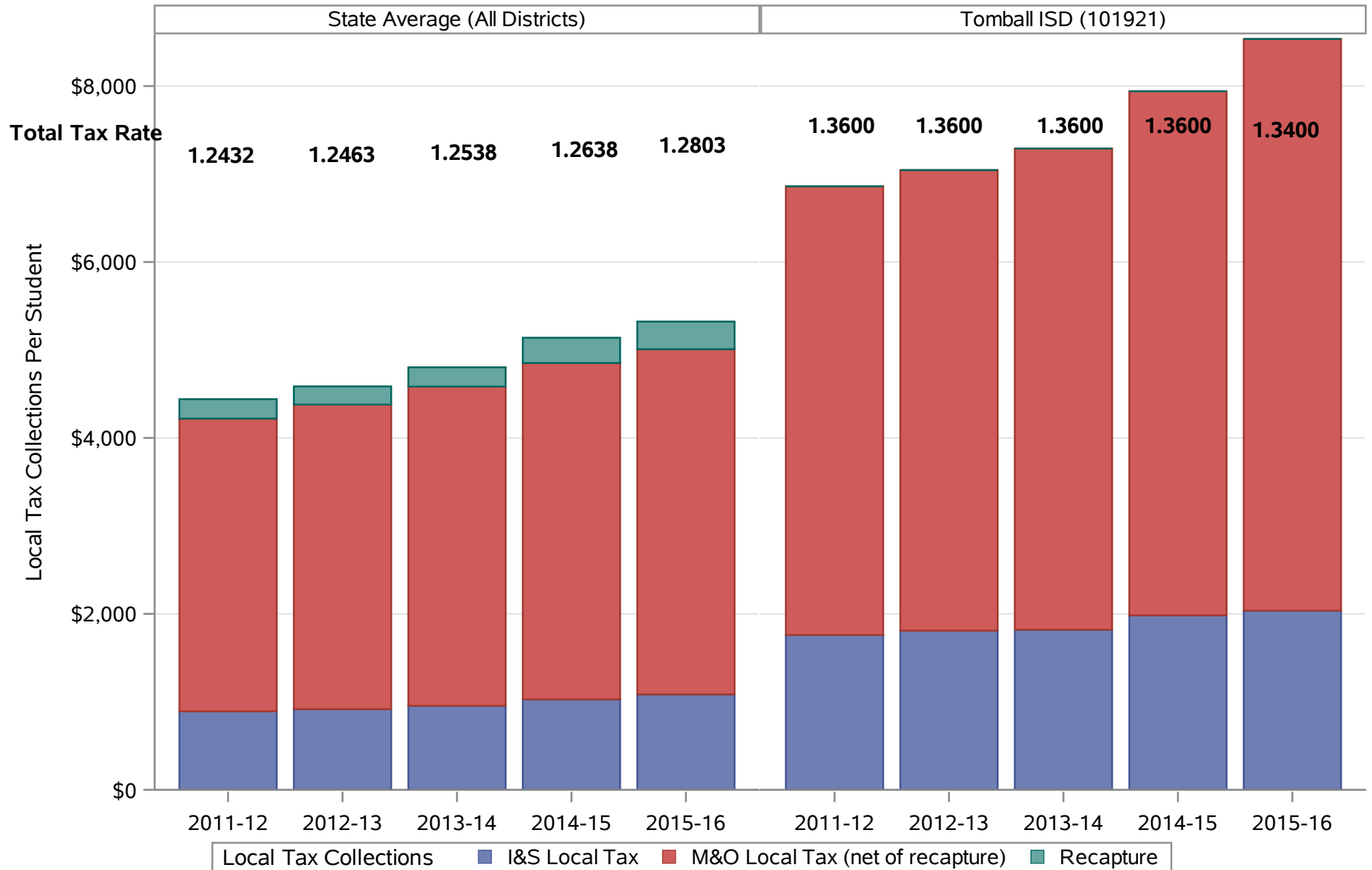
Tomball ISD (101921) Total Enrolled Students in Membership = 14,072  
 State Average (All Districts) Total Enrolled Students in Membership = 5,281,243  
 Excludes Capital Outlay & Debt Service

# Comparison of 2011-12 through 2015-16 Program Expenditures



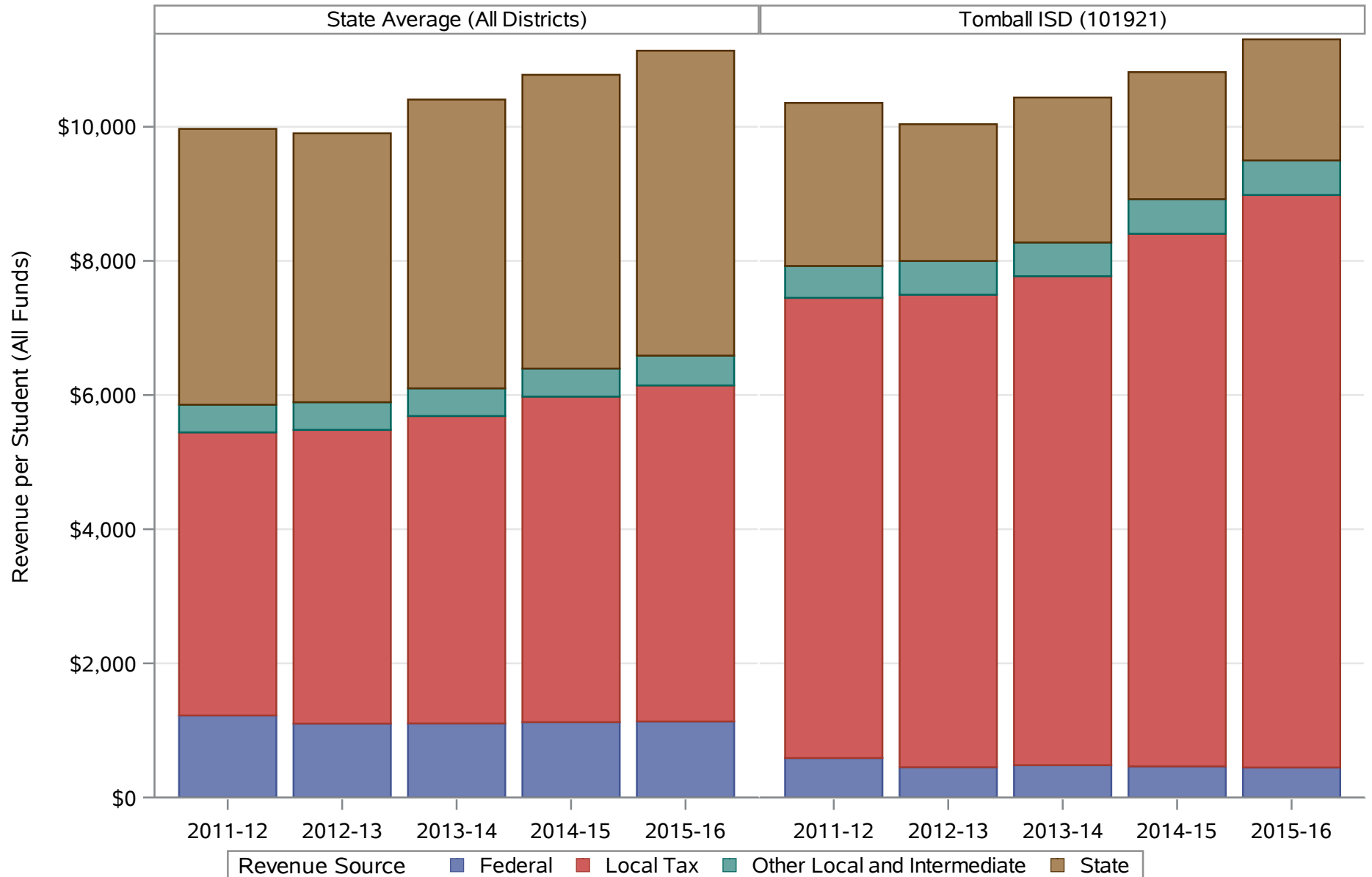
Tomball ISD (101921) Total Enrolled Students in Membership = 14,072  
 State Average (All Districts) Total Enrolled Students in Membership = 5,281,243  
 Excludes Program Intent Code 99 (undistributed)

## Comparison of 2011-12 through 2015-16 Local Tax Collections



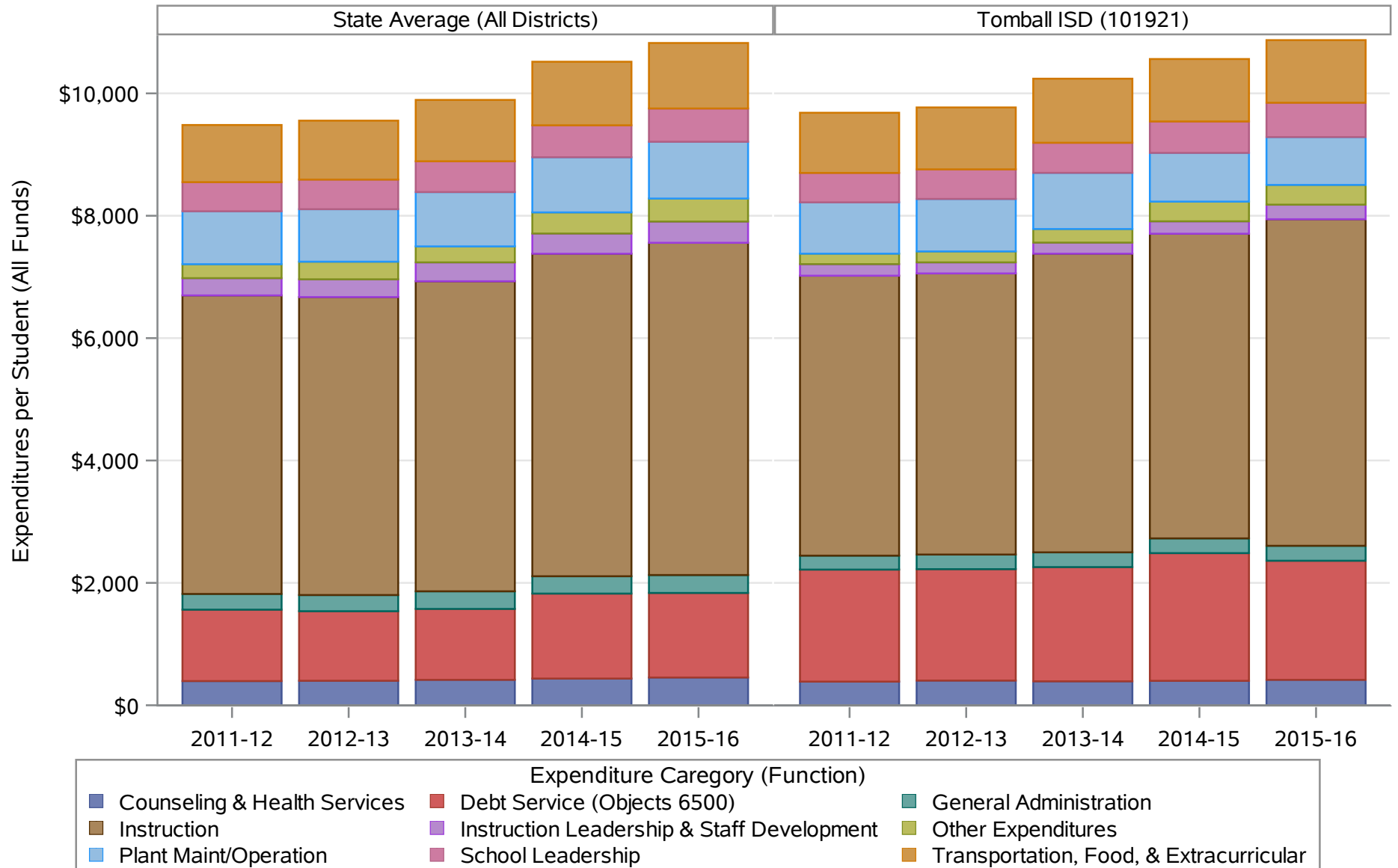
Tomball ISD (101921) Total Enrolled Students in Membership = 14,072  
 State Average (All Districts) Total Enrolled Students in Membership = 5,281,243

## Comparison of 2011-12 through 2015-16 All Funds Revenue



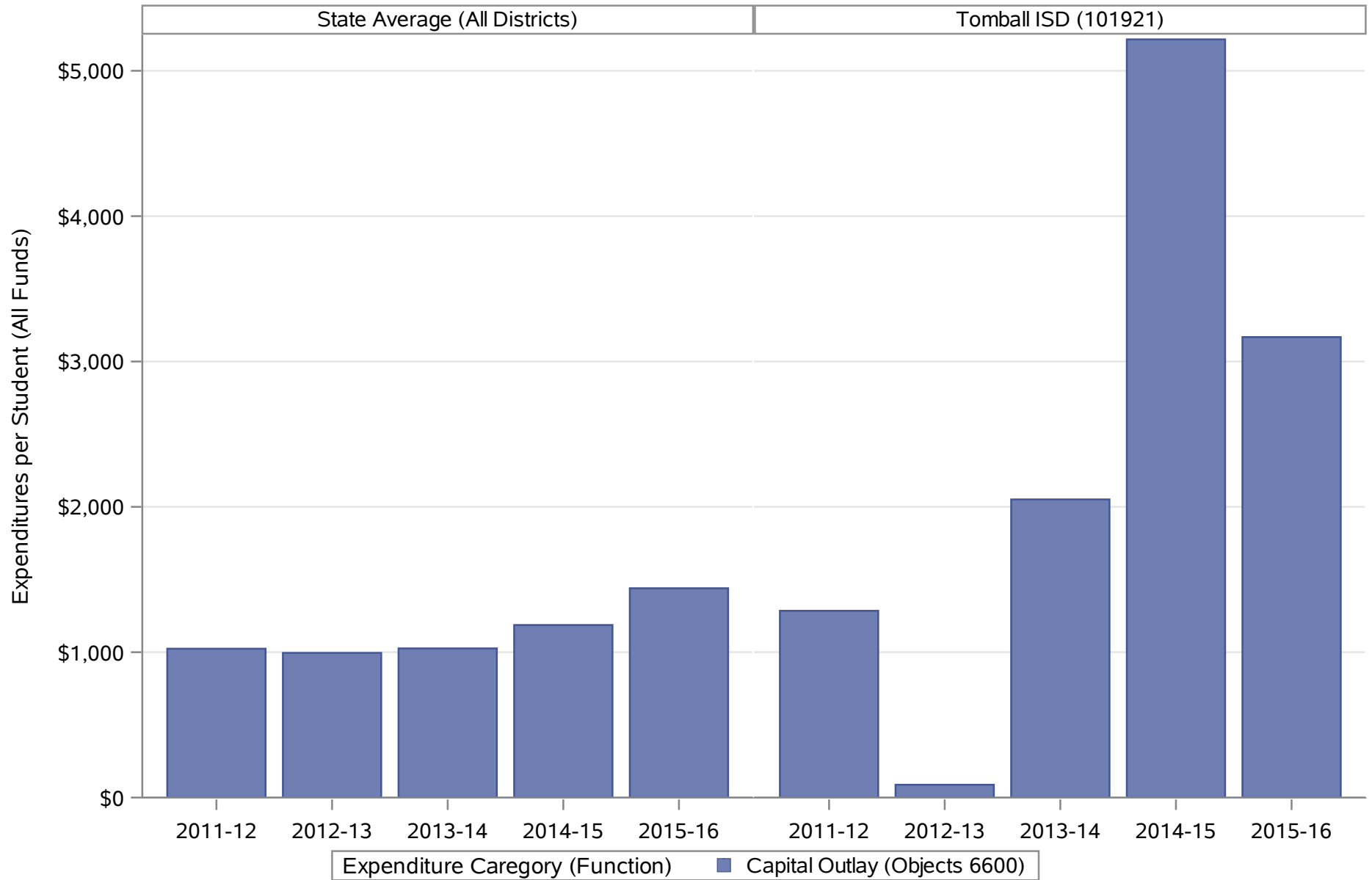
Tomball ISD (101921) Total Enrolled Students in Membership = 14,072  
 State Average (All Districts) Total Enrolled Students in Membership = 5,281,243

# Comparison of 2011-12 through 2015-16 All Funds Total Expenditures



Tomball ISD (101921) Total Enrolled Students in Membership = 14,072  
 State Average (All Districts) Total Enrolled Students in Membership = 5,281,243  
 Excludes Capital Outlay

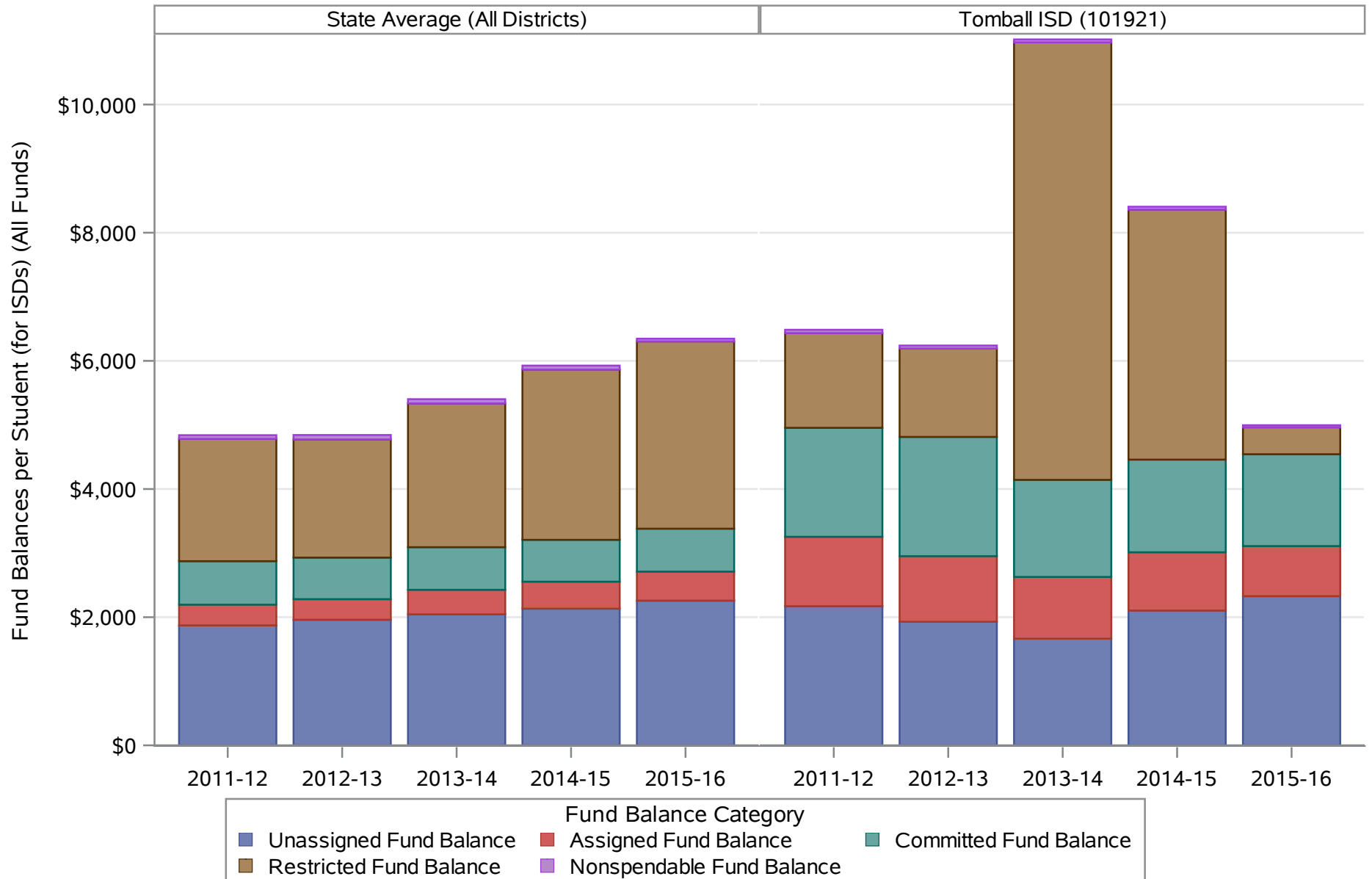
## Comparison of 2011-12 through 2015-16 All Funds Capital Outlay



Tomball ISD (101921) Total Enrolled Students in Membership = 14,072  
 State Average (All Districts) Total Enrolled Students in Membership = 5,281,243

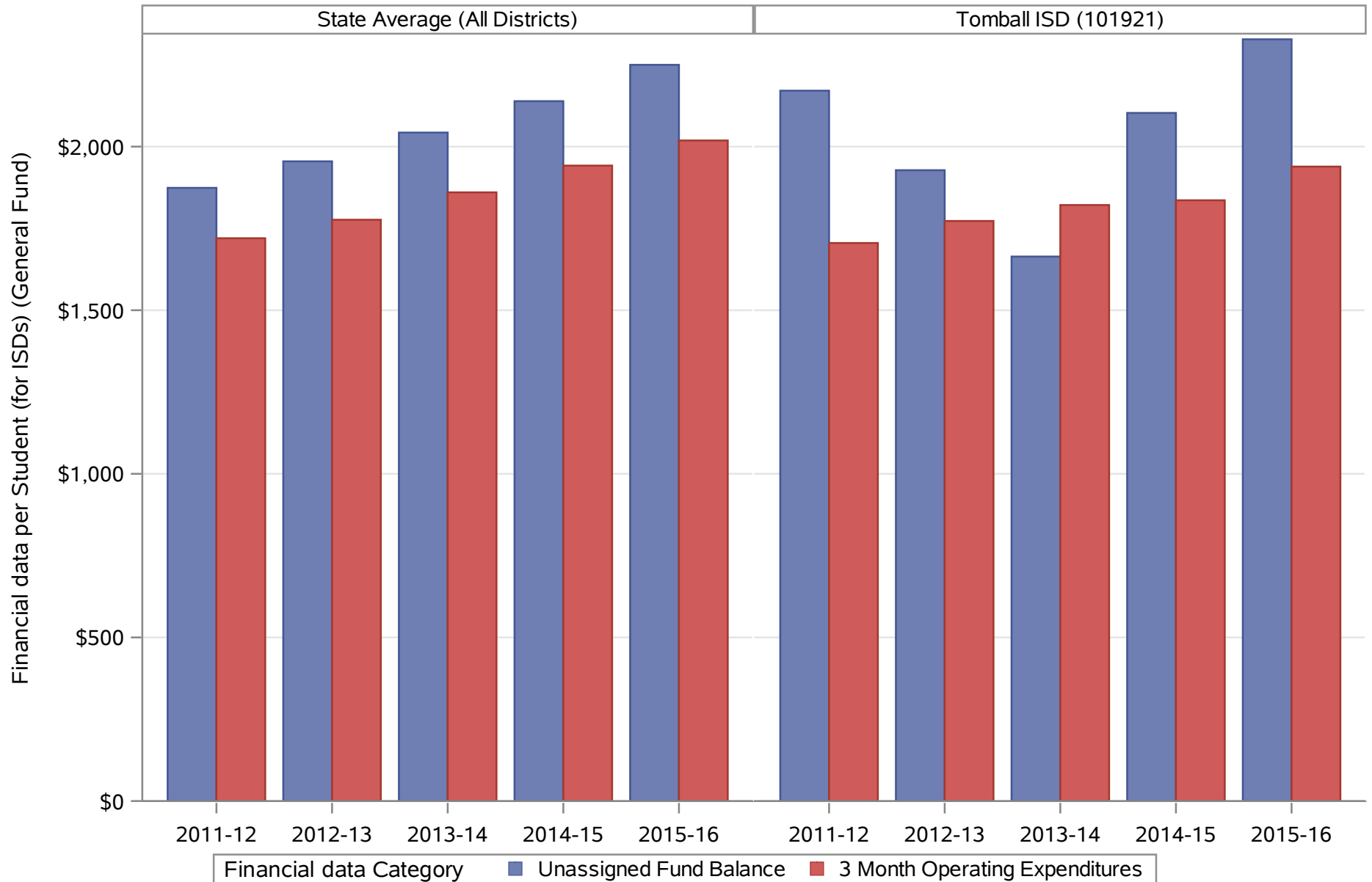


# Comparison of 2011-12 through 2015-16 All Funds Fund Balances



Tomball ISD (101921) Total Enrolled Students in Membership = 14,072  
 State Average (All Districts) Total Enrolled Students in Membership = 5,281,243

## Comparison of 2011-12 through 2015-16 General Fund Unassigned Fund Balance

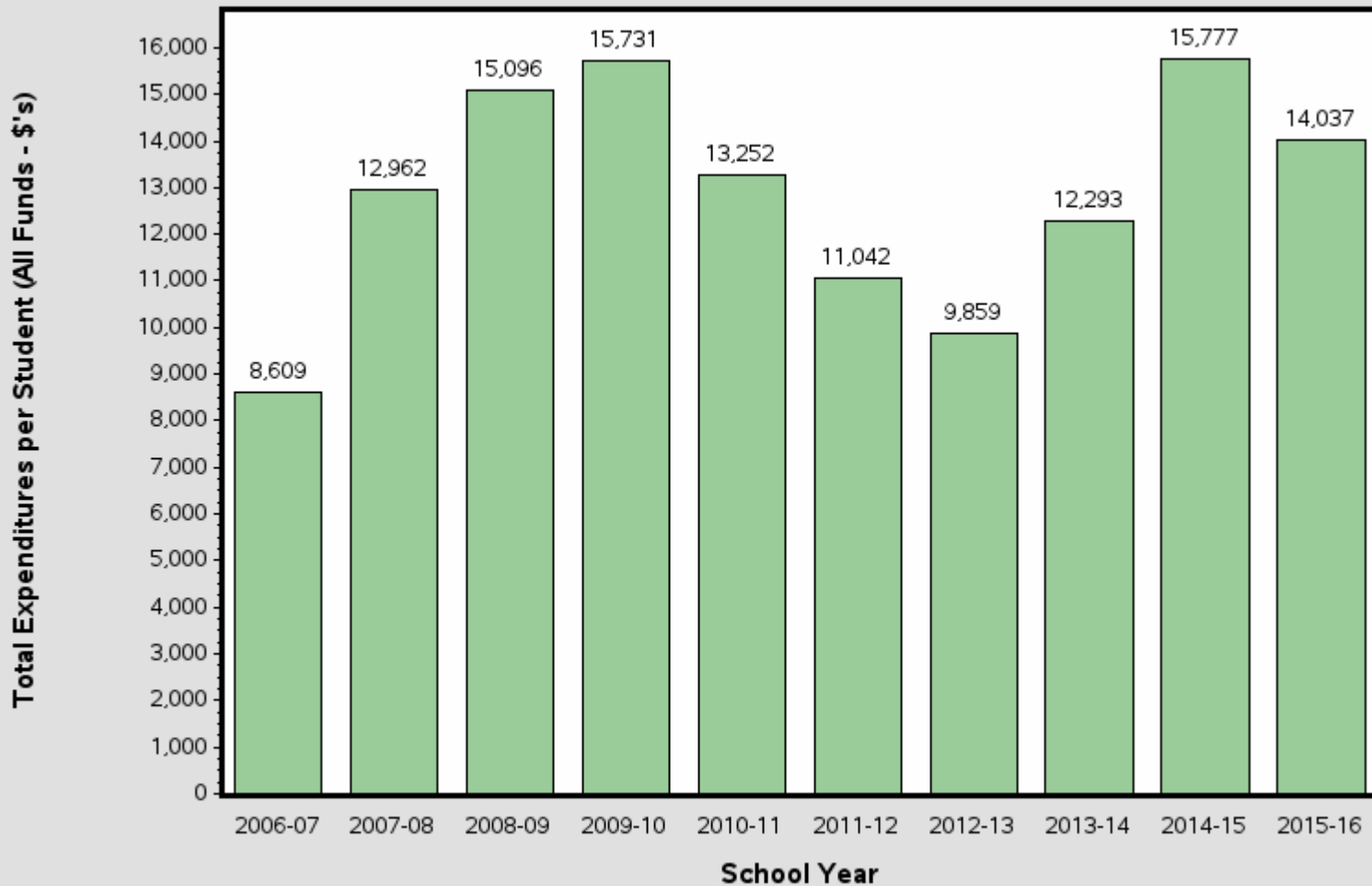


Tomball ISD (101921) Total Enrolled Students in Membership = 14,072  
 State Average (All Districts) Total Enrolled Students in Membership = 5,281,243

## Longitudinal Data: 10 Year History for Tomball ISD (101921)

Measure	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Expenditures per Student (All Funds - \$'s)	8,609	12,962	15,096	15,731	13,252	11,042	9,859	12,293	15,777	14,037
Total Expenditures (All Funds - \$'s)	78,131,923	121,015,448	145,966,270	160,649,344	140,593,331	122,302,756	115,577,947	152,969,759	208,098,614	197,533,006
Total Enrolled Students in Membership	9,076	9,336	9,669	10,212	10,609	11,076	11,723	12,444	13,190	14,072

**Total Expenditures per Student versus School Year**



Includes Debt Service and Capital Outlay, and excludes Recapture

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Canyon Pointe El		District:TOMBALL ISD		County:Harris		
Campus Number:101921111 Total Membership:		764				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,562,240	100.00	5,972	4,637,600	100.00	6,070
Operating-Payroll	4,399,922	96.44	5,759	4,475,282	96.50	5,858
Other Operating	156,863	3.44	205	156,863	3.38	205
Non-Operating(Equipt/Supplies)	5,455	0.12	7	5,455	0.12	7
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,556,785	100.00	5,964	4,632,145	100.00	6,063
Instruction (11,95) *	3,592,424	78.84	4,702	3,592,424	77.55	4,702
Instructional Res/Media (12) *	83,813	1.84	110	83,813	1.81	110
Curriculum/Staff Develop (13) *	119,664	2.63	157	119,664	2.58	157
Instructional Leadership (21) *	100,155	2.20	131	100,155	2.16	131
School Leadership (23) *	343,093	7.53	449	343,093	7.41	449
Guidance/Counseling Svcs (31) *	207,404	4.55	271	207,404	4.48	271
Social Work Services (32) *	1,209	0.03	2	1,209	0.03	2
Health Services (33) *	86,229	1.89	113	86,229	1.86	113
Food (35) **	0	0.00	0	75,360	1.63	99
Extracurricular (36) * **	19,381	0.43	25	19,381	0.42	25
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	3,413	0.07	4	3,413	0.07	4
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,533,991	100.00	5,935	4,533,991	100.00	5,935
Regular	3,274,183	72.21	4,286	3,274,183	72.21	4,286
Gifted & Talented	65,842	1.45	86	65,842	1.45	86
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	700,470	15.45	917	700,470	15.45	917
Accelerated Education	265,689	5.86	348	265,689	5.86	348
Bilingual	129,808	2.86	170	129,808	2.86	170
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Canyon Pointe El		District:TOMBALL ISD		County:Harris		
Campus Number:101921111 Total Membership:		764				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	97,999	2.16	128	97,999	2.16	128
<p>*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a>) be used for the analysis of costs reported by comparable school districts.</p>						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Creekside Forest El		District:TOMBALL ISD		County:Harris		
Campus Number:101921112 Total Membership:		553				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,797,739	100.00	6,868	3,867,214	100.00	6,993
Operating-Payroll	3,678,896	96.87	6,653	3,748,371	96.93	6,778
Other Operating	115,017	3.03	208	115,017	2.97	208
Non-Operating(Equipt/Supplies)	3,826	0.10	7	3,826	0.10	7
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,793,913	100.00	6,861	3,863,388	100.00	6,986
Instruction (11,95) *	3,044,772	80.25	5,506	3,044,772	78.81	5,506
Instructional Res/Media (12) *	88,301	2.33	160	88,301	2.29	160
Curriculum/Staff Develop (13) *	64,268	1.69	116	64,268	1.66	116
Instructional Leadership (21) *	69,011	1.82	125	69,011	1.79	125
School Leadership (23) *	312,796	8.24	566	312,796	8.10	566
Guidance/Counseling Svcs (31) *	112,878	2.98	204	112,878	2.92	204
Social Work Services (32) *	836	0.02	2	836	0.02	2
Health Services (33) *	67,125	1.77	121	67,125	1.74	121
Food (35) **	0	0.00	0	69,475	1.80	126
Extracurricular (36) * **	33,717	0.89	61	33,717	0.87	61
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	209	0.01	0	209	0.01	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,759,987	100.00	6,799	3,759,987	100.00	6,799
Regular	3,014,806	80.18	5,452	3,014,806	80.18	5,452
Gifted & Talented	150	0.00	0	150	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	632,628	16.83	1,144	632,628	16.83	1,144
Accelerated Education	109,743	2.92	198	109,743	2.92	198
Bilingual	2,660	0.07	5	2,660	0.07	5
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data ( <a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a> ) be used for the analysis of costs reported by comparable school districts.						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Creekside Forest El		District:TOMBALL ISD		County:Harris		
Campus Number:101921112 Total Membership:		553				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a>) be used for the analysis of costs reported by comparable school districts.</p>						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Creekside Park J H		District:TOMBALL ISD		County:Harris		
Campus Number:101921044 Total Membership:		596				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,577,867	100.00	6,003	3,577,867	100.00	6,003
Operating-Payroll	3,359,200	93.89	5,636	3,359,200	93.89	5,636
Other Operating	215,197	6.01	361	215,197	6.01	361
Non-Operating(Equipt/Supplies)	3,470	0.10	6	3,470	0.10	6
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,574,397	100.00	5,997	3,574,397	100.00	5,997
Instruction (11,95) *	2,659,729	74.41	4,463	2,659,729	74.41	4,463
Instructional Res/Media (12) *	72,149	2.02	121	72,149	2.02	121
Curriculum/Staff Develop (13) *	47,551	1.33	80	47,551	1.33	80
Instructional Leadership (21) *	67,523	1.89	113	67,523	1.89	113
School Leadership (23) *	454,896	12.73	763	454,896	12.73	763
Guidance/Counseling Svcs (31) *	101,616	2.84	170	101,616	2.84	170
Social Work Services (32) *	757	0.02	1	757	0.02	1
Health Services (33) *	77,654	2.17	130	77,654	2.17	130
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) * **	88,522	2.48	149	88,522	2.48	149
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	4,000	0.11	7	4,000	0.11	7
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,481,875	100.00	5,842	3,481,875	100.00	5,842
Regular	3,020,309	86.74	5,068	3,020,309	86.74	5,068
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	69,211	1.99	116	69,211	1.99	116
Students with Disabilities	384,355	11.04	645	384,355	11.04	645
Accelerated Education	0	0.00	0	0	0.00	0
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data ( <a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a> ) be used for the analysis of costs reported by comparable school districts.						



**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Creekside Park J H		District:TOMBALL ISD		County:Harris		
Campus Number:101921044 Total Membership:		596				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	8,000	0.23	13	8,000	0.23	13
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a>) be used for the analysis of costs reported by comparable school districts.</p>						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:CreekviewEI  
Campus Number:101921115 Total Membership:

District:TOMBALL ISD  
525

County:Harris

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,299,383	100.00	6,285	3,366,383	100.00	6,412
Operating-Payroll	3,185,564	96.55	6,068	3,252,564	96.62	6,195
Other Operating	110,031	3.33	210	110,031	3.27	210
Non-Operating(Equipt/Supplies)	3,788	0.11	7	3,788	0.11	7
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,295,595	100.00	6,277	3,362,595	100.00	6,405
Instruction (11,95) *	2,587,370	78.51	4,928	2,587,370	76.95	4,928
Instructional Res/Media (12) *	70,924	2.15	135	70,924	2.11	135
Curriculum/Staff Develop (13) *	82,540	2.50	157	82,540	2.45	157
Instructional Leadership (21) *	75,494	2.29	144	75,494	2.25	144
School Leadership (23) *	285,151	8.65	543	285,151	8.48	543
Guidance/Counseling Svcs (31) *	92,384	2.80	176	92,384	2.75	176
Social Work Services (32) *	830	0.03	2	830	0.02	2
Health Services (33) *	80,637	2.45	154	80,637	2.40	154
Food (35) **	0	0.00	0	67,000	1.99	128
Extracurricular (36) * **	20,264	0.61	39	20,264	0.60	39
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	1	0.00	0	1	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,275,330	100.00	6,239	3,275,330	100.00	6,239
Regular	2,589,893	79.07	4,933	2,589,893	79.07	4,933
Gifted & Talented	400	0.01	1	400	0.01	1
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	602,513	18.40	1,148	602,513	18.40	1,148
Accelerated Education	82,524	2.52	157	82,524	2.52	157
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:CreekviewEI  
Campus Number:101921115 Total Membership:

District:TOMBALL ISD  
525

County:Harris

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Decker Prairie El			District:TOMBALL ISD		County:Harris	
Campus Number:101921102 Total Membership: 620						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,127,123	100.00	6,657	4,211,203	100.00	6,792
Operating-Payroll	3,993,420	96.76	6,441	4,077,500	96.83	6,577
Other Operating	129,300	3.13	209	129,300	3.07	209
Non-Operating(Equipt/Supplies)	4,403	0.11	7	4,403	0.10	7
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,122,720	100.00	6,650	4,206,800	100.00	6,785
Instruction (11,95) *	3,259,052	79.05	5,257	3,259,052	77.47	5,257
Instructional Res/Media (12) *	76,536	1.86	123	76,536	1.82	123
Curriculum/Staff Develop (13) *	91,331	2.22	147	91,331	2.17	147
Instructional Leadership (21) *	82,592	2.00	133	82,592	1.96	133
School Leadership (23) *	336,685	8.17	543	336,685	8.00	543
Guidance/Counseling Svcs (31) *	177,593	4.31	286	177,593	4.22	286
Social Work Services (32) *	970	0.02	2	970	0.02	2
Health Services (33) *	82,555	2.00	133	82,555	1.96	133
Food (35) **	0	0.00	0	84,080	2.00	136
Extracurricular (36) * **	15,406	0.37	25	15,406	0.37	25
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,107,314	100.00	6,625	4,107,314	100.00	6,625
Regular	2,863,913	69.73	4,619	2,863,913	69.73	4,619
Gifted & Talented	4,764	0.12	8	4,764	0.12	8
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	679,338	16.54	1,096	679,338	16.54	1,096
Accelerated Education	360,125	8.77	581	360,125	8.77	581
Bilingual	119,637	2.91	193	119,637	2.91	193
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data ( <a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a> ) be used for the analysis of costs reported by comparable school districts.						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Decker Prairie El		District:TOMBALL ISD		County:Harris		
Campus Number:101921102 Total Membership:		620				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	79,537	1.94	128	79,537	1.94	128
<p>*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a>) be used for the analysis of costs reported by comparable school districts.</p>						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Lakewood El		District:TOMBALL ISD		County:Harris		
Campus Number:101921103 Total Membership:		793				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,969,687	100.00	6,267	5,049,812	100.00	6,368
Operating-Payroll	4,820,088	96.99	6,078	4,900,213	97.04	6,179
Other Operating	144,663	2.91	182	144,663	2.86	182
Non-Operating(Equipt/Supplies)	4,936	0.10	6	4,936	0.10	6
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,964,751	100.00	6,261	5,044,876	100.00	6,362
Instruction (11,95) *	4,031,625	81.20	5,084	4,031,625	79.92	5,084
Instructional Res/Media (12) *	106,822	2.15	135	106,822	2.12	135
Curriculum/Staff Develop (13) *	76,416	1.54	96	76,416	1.51	96
Instructional Leadership (21) *	85,373	1.72	108	85,373	1.69	108
School Leadership (23) *	321,902	6.48	406	321,902	6.38	406
Guidance/Counseling Svcs (31) *	227,919	4.59	287	227,919	4.52	287
Social Work Services (32) *	1,085	0.02	1	1,085	0.02	1
Health Services (33) *	94,995	1.91	120	94,995	1.88	120
Food (35) **	0	0.00	0	80,125	1.59	101
Extracurricular (36) * **	11,006	0.22	14	11,006	0.22	14
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	7,608	0.15	10	7,608	0.15	10
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,946,137	100.00	6,237	4,946,137	100.00	6,237
Regular	3,718,656	75.18	4,689	3,718,656	75.18	4,689
Gifted & Talented	107,730	2.18	136	107,730	2.18	136
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	727,267	14.70	917	727,267	14.70	917
Accelerated Education	246,078	4.98	310	246,078	4.98	310
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Lakewood El		District:TOMBALL ISD		County:Harris		
Campus Number:101921103		Total Membership: 793				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	146,406	2.96	185	146,406	2.96	185
<p>*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a>) be used for the analysis of costs reported by comparable school districts.</p>						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Northpointe Int Campus Number:101921109 Total Membership: 671		District:TOMBALL ISD		County:Harris		
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,812,856	100.00	7,173	4,924,406	100.00	7,339
Operating-Payroll	4,677,765	97.19	6,971	4,789,315	97.26	7,138
Other Operating	130,997	2.72	195	130,997	2.66	195
Non-Operating(Equipt/Supplies)	4,094	0.09	6	4,094	0.08	6
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,808,762	100.00	7,167	4,920,312	100.00	7,333
Instruction (11,95) *	3,808,404	79.20	5,676	3,808,404	77.40	5,676
Instructional Res/Media (12) *	84,316	1.75	126	84,316	1.71	126
Curriculum/Staff Develop (13) *	63,411	1.32	95	63,411	1.29	95
Instructional Leadership (21) *	71,158	1.48	106	71,158	1.45	106
School Leadership (23) *	487,390	10.14	726	487,390	9.91	726
Guidance/Counseling Svcs (31) *	202,175	4.20	301	202,175	4.11	301
Social Work Services (32) *	896	0.02	1	896	0.02	1
Health Services (33) *	67,933	1.41	101	67,933	1.38	101
Food (35) **	0	0.00	0	111,550	2.27	166
Extracurricular (36) * **	15,344	0.32	23	15,344	0.31	23
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	7,735	0.16	12	7,735	0.16	12
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,785,683	100.00	7,132	4,785,683	100.00	7,132
Regular	3,624,682	75.74	5,402	3,624,682	75.74	5,402
Gifted & Talented	116,601	2.44	174	116,601	2.44	174
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	880,269	18.39	1,312	880,269	18.39	1,312
Accelerated Education	147,501	3.08	220	147,501	3.08	220
Bilingual	16,630	0.35	25	16,630	0.35	25
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data ( <a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a> ) be used for the analysis of costs reported by comparable school districts.						



**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Northpointe Int  
Campus Number:101921109 Total Membership:

District:TOMBALL ISD  
671

County:Harris

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Oakcrest Int Campus Number:101921116 Total Membership: 524		District:TOMBALL ISD		County:Harris		
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,250,585	100.00	6,203	3,326,585	100.00	6,348
Operating-Payroll	3,132,591	96.37	5,978	3,208,591	96.45	6,123
Other Operating	114,240	3.51	218	114,240	3.43	218
Non-Operating(Equipt/Supplies)	3,754	0.12	7	3,754	0.11	7
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,246,831	100.00	6,196	3,322,831	100.00	6,341
Instruction (11,95) *	2,531,850	77.98	4,832	2,531,850	76.20	4,832
Instructional Res/Media (12) *	99,112	3.05	189	99,112	2.98	189
Curriculum/Staff Develop (13) *	99,436	3.06	190	99,436	2.99	190
Instructional Leadership (21) *	68,418	2.11	131	68,418	2.06	131
School Leadership (23) *	231,996	7.15	443	231,996	6.98	443
Guidance/Counseling Svcs (31) *	103,779	3.20	198	103,779	3.12	198
Social Work Services (32) *	823	0.03	2	823	0.02	2
Health Services (33) *	70,792	2.18	135	70,792	2.13	135
Food (35) **	0	0.00	0	76,000	2.29	145
Extracurricular (36) ***	32,831	1.01	63	32,831	0.99	63
Plant Maint/Operation (51) ***	0	0.00	0	0	0.00	0
Security/Monitoring (52) ***	7,794	0.24	15	7,794	0.23	15
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,206,206	100.00	6,119	3,206,206	100.00	6,119
Regular	2,498,500	77.93	4,768	2,498,500	77.93	4,768
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	545,140	17.00	1,040	545,140	17.00	1,040
Accelerated Education	56,661	1.77	108	56,661	1.77	108
Bilingual	105,905	3.30	202	105,905	3.30	202
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data ( <a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a> ) be used for the analysis of costs reported by comparable school districts.						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Oakcrest Int  
Campus Number:101921116 Total Membership:

District:TOMBALL ISD  
524

County:Harris

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:RosehillEI		District:TOMBALL ISD		County:Harris		
Campus Number:101921110 Total Membership:		462				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,885,166	100.00	8,409	3,965,841	100.00	8,584
Operating-Payroll	3,771,783	97.08	8,164	3,852,458	97.14	8,339
Other Operating	109,396	2.82	237	109,396	2.76	237
Non-Operating(Equipt/Supplies)	3,987	0.10	9	3,987	0.10	9
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,881,179	100.00	8,401	3,961,854	100.00	8,575
Instruction (11,95) *	2,988,892	77.01	6,469	2,988,892	75.44	6,469
Instructional Res/Media (12) *	75,979	1.96	164	75,979	1.92	164
Curriculum/Staff Develop (13) *	81,293	2.09	176	81,293	2.05	176
Instructional Leadership (21) *	76,605	1.97	166	76,605	1.93	166
School Leadership (23) *	320,861	8.27	695	320,861	8.10	695
Guidance/Counseling Svcs (31) *	247,655	6.38	536	247,655	6.25	536
Social Work Services (32) *	887	0.02	2	887	0.02	2
Health Services (33) *	82,370	2.12	178	82,370	2.08	178
Food (35) **	0	0.00	0	80,675	2.04	175
Extracurricular (36) * **	6,637	0.17	14	6,637	0.17	14
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,874,542	100.00	8,386	3,874,542	100.00	8,386
Regular	2,307,968	59.57	4,996	2,307,968	59.57	4,996
Gifted & Talented	2,249	0.06	5	2,249	0.06	5
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	819,341	21.15	1,773	819,341	21.15	1,773
Accelerated Education	455,650	11.76	986	455,650	11.76	986
Bilingual	105,062	2.71	227	105,062	2.71	227
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data ( <a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a> ) be used for the analysis of costs reported by comparable school districts.						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus: RosehillEI      District: TOMBALL ISD      County: Harris  
Campus Number: 101921110 Total Membership: 462

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	184,272	4.76	399	184,272	4.76	399

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Summer School Campus Number:101921699 Total Membership:		District:TOMBALL ISD 0		County:Harris		
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	173,331	100.00	0	173,331	100.00	0
Operating-Payroll	166,331	95.96	0	166,331	95.96	0
Other Operating	7,000	4.04	0	7,000	4.04	0
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	173,331	100.00	0	173,331	100.00	0
Instruction (11,95) *	166,158	95.86	0	166,158	95.86	0
Instructional Res/Media (12) *	0	0.00	0	0	0.00	0
Curriculum/Staff Develop (13) *	0	0.00	0	0	0.00	0
Instructional Leadership (21) *	0	0.00	0	0	0.00	0
School Leadership (23) *	0	0.00	0	0	0.00	0
Guidance/Counseling Svcs (31) *	0	0.00	0	0	0.00	0
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	0	0.00	0	0	0.00	0
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) * **	7,173	4.14	0	7,173	4.14	0
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	166,158	100.00	0	166,158	100.00	0
Regular	0	0.00	0	0	0.00	0
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	0	0.00	0	0	0.00	0
Accelerated Education	166,158	100.00	0	166,158	100.00	0
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data ( <a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a> ) be used for the analysis of costs reported by comparable school districts.						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Summer School

District:TOMBALL ISD

County:Harris

Campus Number:101921699 Total Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Timber Creek El		District:TOMBALL ISD		County:Harris		
Campus Number:101921113 Total Membership:		489				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,472,239	100.00	7,101	3,530,819	100.00	7,220
Operating-Payroll	3,368,128	97.00	6,888	3,426,708	97.05	7,008
Other Operating	100,655	2.90	206	100,655	2.85	206
Non-Operating(Equipt/Supplies)	3,456	0.10	7	3,456	0.10	7
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,468,783	100.00	7,094	3,527,363	100.00	7,213
Instruction (11,95) *	2,743,866	79.10	5,611	2,743,866	77.79	5,611
Instructional Res/Media (12) *	11,431	0.33	23	11,431	0.32	23
Curriculum/Staff Develop (13) *	142,755	4.12	292	142,755	4.05	292
Instructional Leadership (21) *	59,043	1.70	121	59,043	1.67	121
School Leadership (23) *	307,239	8.86	628	307,239	8.71	628
Guidance/Counseling Svcs (31) *	111,195	3.21	227	111,195	3.15	227
Social Work Services (32) *	756	0.02	2	756	0.02	2
Health Services (33) *	62,078	1.79	127	62,078	1.76	127
Food (35) **	0	0.00	0	58,580	1.66	120
Extracurricular (36) * **	30,420	0.88	62	30,420	0.86	62
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,438,363	100.00	7,031	3,438,363	100.00	7,031
Regular	2,863,984	83.29	5,857	2,863,984	83.29	5,857
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	480,066	13.96	982	480,066	13.96	982
Accelerated Education	93,813	2.73	192	93,813	2.73	192
Bilingual	500	0.01	1	500	0.01	1
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						



**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus: Timber Creek El  
Campus Number: 101921113

District: TOMBALL ISD  
Total Membership: 489

County: Harris

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:TomballAlternative Education Cent District:TOMBALL ISD  
Campus Number:101921104 Total Membership: 0

County:Harris

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	584,646	100.00	0	584,646	100.00	0
Operating-Payroll	569,795	97.46	0	569,795	97.46	0
Other Operating	14,376	2.46	0	14,376	2.46	0
Non-Operating(Equipt/Supplies)	475	0.08	0	475	0.08	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	584,171	100.00	0	584,171	100.00	0
Instruction (11,95) *	407,285	69.72	0	407,285	69.72	0
Instructional Res/Media (12) *	1,761	0.30	0	1,761	0.30	0
Curriculum/Staff Develop (13) *	6,588	1.13	0	6,588	1.13	0
Instructional Leadership (21) *	6,770	1.16	0	6,770	1.16	0
School Leadership (23) *	158,564	27.14	0	158,564	27.14	0
Guidance/Counseling Svcs (31) *	1,410	0.24	0	1,410	0.24	0
Social Work Services (32) *	110	0.02	0	110	0.02	0
Health Services (33) *	1,683	0.29	0	1,683	0.29	0
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) * **	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	584,171	100.00	0	584,171	100.00	0
Regular	0	0.00	0	0	0.00	0
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	0	0.00	0	0	0.00	0
Accelerated Education	0	0.00	0	0	0.00	0
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	584,171	100.00	0	584,171	100.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Tomball/Alternative Education Cent District:TOMBALL ISD  
 Campus Number:101921104 Total Membership: 0

County:Harris

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:TomballEI District:TOMBALL ISD County:Harris  
Campus Number:101921108 Total Membership: 719

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,340,707	100.00	7,428	5,436,757	100.00	7,562
Operating-Payroll	5,185,728	97.10	7,212	5,281,778	97.15	7,346
Other Operating	149,827	2.81	208	149,827	2.76	208
Non-Operating(Equipt/Supplies)	5,152	0.10	7	5,152	0.09	7
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,335,555	100.00	7,421	5,431,605	100.00	7,554
Instruction (11,95) *	4,325,702	81.07	6,016	4,325,702	79.64	6,016
Instructional Res/Media (12) *	88,893	1.67	124	88,893	1.64	124
Curriculum/Staff Develop (13) *	100,000	1.87	139	100,000	1.84	139
Instructional Leadership (21) *	98,344	1.84	137	98,344	1.81	137
School Leadership (23) *	427,160	8.01	594	427,160	7.86	594
Guidance/Counseling Svcs (31) *	171,366	3.21	238	171,366	3.15	238
Social Work Services (32) *	1,141	0.02	2	1,141	0.02	2
Health Services (33) *	101,958	1.91	142	101,958	1.88	142
Food (35) **	0	0.00	0	96,050	1.77	134
Extracurricular (36) ***	19,910	0.37	28	19,910	0.37	28
Plant Maint/Operation (51) ***	0	0.00	0	0	0.00	0
Security/Monitoring (52) ***	1,081	0.02	2	1,081	0.02	2
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,314,564	100.00	7,392	5,314,564	100.00	7,392
Regular	3,471,936	65.33	4,829	3,471,936	65.33	4,829
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	884,851	16.65	1,231	884,851	16.65	1,231
Accelerated Education	607,637	11.43	845	607,637	11.43	845
Bilingual	116,656	2.20	162	116,656	2.20	162
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:TomballEI District:TOMBALL ISD County:Harris  
Campus Number:101921108 Total Membership: 719

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	233,484	4.39	325	233,484	4.39	325

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:TomballH S		District:TOMBALL ISD		County:Harris		
Campus Number:101921001 Total Membership: 1,875						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	13,029,605	100.00	6,949	13,274,625	100.00	7,080
Operating-Payroll	11,891,684	91.27	6,342	12,136,704	91.43	6,473
Other Operating	962,656	7.39	513	962,656	7.25	513
Non-Operating(Equipt/Supplies)	175,265	1.35	93	175,265	1.32	93
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	12,854,340	100.00	6,856	13,099,360	100.00	6,986
Instruction (11,95) *	9,438,412	73.43	5,034	9,438,412	72.05	5,034
Instructional Res/Media (12) *	102,082	0.79	54	102,082	0.78	54
Curriculum/Staff Develop (13) *	175,030	1.36	93	175,030	1.34	93
Instructional Leadership (21) *	236,288	1.84	126	236,288	1.80	126
School Leadership (23) *	920,247	7.16	491	920,247	7.03	491
Guidance/Counseling Svcs (31) *	694,211	5.40	370	694,211	5.30	370
Social Work Services (32) *	2,266	0.02	1	2,266	0.02	1
Health Services (33) *	165,775	1.29	88	165,775	1.27	88
Food (35) **	0	0.00	0	245,020	1.87	131
Extracurricular (36) * **	1,076,242	8.37	574	1,076,242	8.22	574
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	43,787	0.34	23	43,787	0.33	23
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	11,734,311	100.00	6,258	11,734,311	100.00	6,258
Regular	8,114,155	69.15	4,328	8,114,155	69.15	4,328
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	1,151,977	9.82	614	1,151,977	9.82	614
Students with Disabilities	2,163,913	18.44	1,154	2,163,913	18.44	1,154
Accelerated Education	262,765	2.24	140	262,765	2.24	140
Bilingual	1,407	0.01	1	1,407	0.01	1
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data ( <a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a> ) be used for the analysis of costs reported by comparable school districts.						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:TomballH S

District:TOMBALL ISD

County:Harris

Campus Number:101921001 Total Membership: 1,875

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	40,094	0.34	21	40,094	0.34	21
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:TomballInt Campus Number:101921105 Total Membership: 707		District:TOMBALL ISD		County:Harris		
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,414,366	100.00	7,658	5,508,541	100.00	7,791
Operating-Payroll	5,230,898	96.61	7,399	5,325,073	96.67	7,532
Other Operating	177,690	3.28	251	177,690	3.23	251
Non-Operating(Equipt/Supplies)	5,778	0.11	8	5,778	0.10	8
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,408,588	100.00	7,650	5,502,763	100.00	7,783
Instruction (11,95) *	4,297,146	79.45	6,078	4,297,146	78.09	6,078
Instructional Res/Media (12) *	84,903	1.57	120	84,903	1.54	120
Curriculum/Staff Develop (13) *	102,680	1.90	145	102,680	1.87	145
Instructional Leadership (21) *	127,801	2.36	181	127,801	2.32	181
School Leadership (23) *	442,543	8.18	626	442,543	8.04	626
Guidance/Counseling Svcs (31) *	254,844	4.71	360	254,844	4.63	360
Social Work Services (32) *	1,280	0.02	2	1,280	0.02	2
Health Services (33) *	82,456	1.52	117	82,456	1.50	117
Food (35) **	0	0.00	0	94,175	1.71	133
Extracurricular (36) * **	10,594	0.20	15	10,594	0.19	15
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	4,341	0.08	6	4,341	0.08	6
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,393,653	100.00	7,629	5,393,653	100.00	7,629
Regular	3,656,667	67.80	5,172	3,656,667	67.80	5,172
Gifted & Talented	50,310	0.93	71	50,310	0.93	71
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	1,358,857	25.19	1,922	1,358,857	25.19	1,922
Accelerated Education	233,870	4.34	331	233,870	4.34	331
Bilingual	93,949	1.74	133	93,949	1.74	133
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data ( <a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a> ) be used for the analysis of costs reported by comparable school districts.						



**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:TomballInt  
Campus Number:101921105 Total Membership:

District:TOMBALL ISD  
707

County:Harris

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Tomball J H District:TOMBALL ISD County:Harris  
Campus Number:101921042 Total Membership: 767

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,260,087	100.00	6,858	5,395,117	100.00	7,034
Operating-Payroll	4,974,476	94.57	6,486	5,109,506	94.71	6,662
Other Operating	280,882	5.34	366	280,882	5.21	366
Non-Operating(Equipt/Supplies)	4,729	0.09	6	4,729	0.09	6
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,255,358	100.00	6,852	5,390,388	100.00	7,028
Instruction (11,95) *	3,838,973	73.05	5,005	3,838,973	71.22	5,005
Instructional Res/Media (12) *	88,046	1.68	115	88,046	1.63	115
Curriculum/Staff Develop (13) *	77,462	1.47	101	77,462	1.44	101
Instructional Leadership (21) *	107,118	2.04	140	107,118	1.99	140
School Leadership (23) *	561,646	10.69	732	561,646	10.42	732
Guidance/Counseling Svcs (31) *	325,440	6.19	424	325,440	6.04	424
Social Work Services (32) *	1,045	0.02	1	1,045	0.02	1
Health Services (33) *	96,591	1.84	126	96,591	1.79	126
Food (35) **	0	0.00	0	135,030	2.51	176
Extracurricular (36) ***	156,037	2.97	203	156,037	2.89	203
Plant Maint/Operation (51) ***	0	0.00	0	0	0.00	0
Security/Monitoring (52) ***	3,000	0.06	4	3,000	0.06	4
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,096,321	100.00	6,644	5,096,321	100.00	6,644
Regular	3,282,592	64.41	4,280	3,282,592	64.41	4,280
Gifted & Talented	70	0.00	0	70	0.00	0
Career & Technical	379,106	7.44	494	379,106	7.44	494
Students with Disabilities	1,132,676	22.23	1,477	1,132,676	22.23	1,477
Accelerated Education	259,387	5.09	338	259,387	5.09	338
Bilingual	22,490	0.44	29	22,490	0.44	29
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:TomballJ H  
 Campus Number:101921042 Total Membership:

District:TOMBALL ISD  
 767

County:Harris

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	20,000	0.39	26	20,000	0.39	26
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:TomballMemorial H S			District:TOMBALL ISD		County:Harris	
Campus Number:101921002 Total Membership: 2,131						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	11,704,532	100.00	5,493	12,007,092	100.00	5,634
Operating-Payroll	10,665,255	91.12	5,005	10,967,815	91.34	5,147
Other Operating	1,029,073	8.79	483	1,029,073	8.57	483
Non-Operating(Equipt/Supplies)	10,204	0.09	5	10,204	0.08	5
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	11,694,328	100.00	5,488	11,996,888	100.00	5,630
Instruction (11,95) *	8,248,892	70.54	3,871	8,248,892	68.76	3,871
Instructional Res/Media (12) *	104,816	0.90	49	104,816	0.87	49
Curriculum/Staff Develop (13) *	167,543	1.43	79	167,543	1.40	79
Instructional Leadership (21) *	224,775	1.92	105	224,775	1.87	105
School Leadership (23) *	1,101,232	9.42	517	1,101,232	9.18	517
Guidance/Counseling Svcs (31) *	594,938	5.09	279	594,938	4.96	279
Social Work Services (32) *	2,247	0.02	1	2,247	0.02	1
Health Services (33) *	139,749	1.20	66	139,749	1.16	66
Food (35) **	0	0.00	0	302,560	2.52	142
Extracurricular (36) * **	1,046,655	8.95	491	1,046,655	8.72	491
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	63,481	0.54	30	63,481	0.53	30
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	10,584,192	100.00	4,967	10,584,192	100.00	4,967
Regular	7,620,938	72.00	3,576	7,620,938	72.00	3,576
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	1,159,018	10.95	544	1,159,018	10.95	544
Students with Disabilities	1,552,896	14.67	729	1,552,896	14.67	729
Accelerated Education	209,980	1.98	99	209,980	1.98	99
Bilingual	100	0.00	0	100	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data ( <a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a> ) be used for the analysis of costs reported by comparable school districts.						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:TomballMemorial H S

District:TOMBALL ISD

County:Harris

Campus Number:101921002 Total Membership: 2,131

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	41,260	0.39	19	41,260	0.39	19
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Wildwood El		District:TOMBALL ISD		County:Harris		
Campus Number:101921114 Total Membership:		780				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,056,470	100.00	6,483	5,145,470	100.00	6,597
Operating-Payroll	4,904,466	96.99	6,288	4,993,466	97.05	6,402
Other Operating	146,992	2.91	188	146,992	2.86	188
Non-Operating(Equipt/Supplies)	5,012	0.10	6	5,012	0.10	6
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,051,458	100.00	6,476	5,140,458	100.00	6,590
Instruction (11,95) *	4,180,700	82.76	5,360	4,180,700	81.33	5,360
Instructional Res/Media (12) *	72,915	1.44	93	72,915	1.42	93
Curriculum/Staff Develop (13) *	92,943	1.84	119	92,943	1.81	119
Instructional Leadership (21) *	93,944	1.86	120	93,944	1.83	120
School Leadership (23) *	395,365	7.83	507	395,365	7.69	507
Guidance/Counseling Svcs (31) *	114,947	2.28	147	114,947	2.24	147
Social Work Services (32) *	1,097	0.02	1	1,097	0.02	1
Health Services (33) *	79,642	1.58	102	79,642	1.55	102
Food (35) **	0	0.00	0	89,000	1.73	114
Extracurricular (36) * **	19,405	0.38	25	19,405	0.38	25
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	500	0.01	1	500	0.01	1
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,031,553	100.00	6,451	5,031,553	100.00	6,451
Regular	3,585,081	71.25	4,596	3,585,081	71.25	4,596
Gifted & Talented	250	0.00	0	250	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	771,658	15.34	989	771,658	15.34	989
Accelerated Education	464,883	9.24	596	464,883	9.24	596
Bilingual	53,524	1.06	69	53,524	1.06	69
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus: Wildwood El      District: TOMBALL ISD      County: Harris  
Campus Number: 101921114 Total Membership: 780

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	156,157	3.10	200	156,157	3.10	200

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Willow Creek EI Campus Number:101921107 Total Membership: 766		District:TOMBALL ISD		County:Harris		
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,904,744	100.00	7,709	6,000,694	100.00	7,834
Operating-Payroll	5,742,077	97.25	7,496	5,838,027	97.29	7,621
Other Operating	157,510	2.67	206	157,510	2.62	206
Non-Operating(Equipt/Supplies)	5,157	0.09	7	5,157	0.09	7
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,899,587	100.00	7,702	5,995,537	100.00	7,827
Instruction (11,95) *	5,023,018	85.14	6,557	5,023,018	83.78	6,557
Instructional Res/Media (12) *	89,034	1.51	116	89,034	1.49	116
Curriculum/Staff Develop (13) *	80,553	1.37	105	80,553	1.34	105
Instructional Leadership (21) *	96,991	1.64	127	96,991	1.62	127
School Leadership (23) *	327,709	5.55	428	327,709	5.47	428
Guidance/Counseling Svcs (31) *	190,925	3.24	249	190,925	3.18	249
Social Work Services (32) *	1,128	0.02	1	1,128	0.02	1
Health Services (33) *	79,211	1.34	103	79,211	1.32	103
Food (35) **	0	0.00	0	95,950	1.60	125
Extracurricular (36) * **	11,018	0.19	14	11,018	0.18	14
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,888,569	100.00	7,687	5,888,569	100.00	7,687
Regular	4,804,079	81.58	6,272	4,804,079	81.58	6,272
Gifted & Talented	46,367	0.79	61	46,367	0.79	61
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	966,530	16.41	1,262	966,530	16.41	1,262
Accelerated Education	71,343	1.21	93	71,343	1.21	93
Bilingual	250	0.00	0	250	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data ( <a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a> ) be used for the analysis of costs reported by comparable school districts.						



**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus:Willow Creek El		District:TOMBALL ISD		County:Harris		
Campus Number:101921107		Total Membership: 766				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<a href="http://tea.texas.gov/financialstandardreports/">http://tea.texas.gov/financialstandardreports/</a>) be used for the analysis of costs reported by comparable school districts.</p>						

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus: Willow Wood J H      District: TOMBALL ISD      County: Harris  
Campus Number: 101921043 Total Membership: 1,139

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,421,747	100.00	5,638	6,568,932	100.00	5,767
Operating-Payroll	6,024,767	93.82	5,290	6,171,952	93.96	5,419
Other Operating	391,074	6.09	343	391,074	5.95	343
Non-Operating(Equipt/Supplies)	5,906	0.09	5	5,906	0.09	5
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,415,841	100.00	5,633	6,563,026	100.00	5,762
Instruction (11,95) *	5,022,912	78.29	4,410	5,022,912	76.53	4,410
Instructional Res/Media (12) *	84,182	1.31	74	84,182	1.28	74
Curriculum/Staff Develop (13) *	103,612	1.61	91	103,612	1.58	91
Instructional Leadership (21) *	127,590	1.99	112	127,590	1.94	112
School Leadership (23) *	543,553	8.47	477	543,553	8.28	477
Guidance/Counseling Svcs (31) *	280,926	4.38	247	280,926	4.28	247
Social Work Services (32) *	1,300	0.02	1	1,300	0.02	1
Health Services (33) *	79,240	1.24	70	79,240	1.21	70
Food (35) **	0	0.00	0	147,185	2.24	129
Extracurricular (36) * **	169,326	2.64	149	169,326	2.58	149
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	3,200	0.05	3	3,200	0.05	3
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	6,243,315	100.00	5,481	6,243,315	100.00	5,481
Regular	4,464,838	71.51	3,920	4,464,838	71.51	3,920
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	467,812	7.49	411	467,812	7.49	411
Students with Disabilities	1,020,485	16.35	896	1,020,485	16.35	896
Accelerated Education	254,680	4.08	224	254,680	4.08	224
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

**TEXAS EDUCATION AGENCY**  
**2016-2017 PEIMS Budget Financial Data, Organized by Campus**

School Campus: Willow Wood J H  
 Campus Number: 101921043

District: TOMBALL ISD

County: Harris

Total Membership: 1,139

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	35,500	0.57	31	35,500	0.57	31
Prekindergarten	0	0.00	0	0	0.00	0

\*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

\*\*Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.



[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / Accreditation Status

## 2016-2017 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2016-2017 are listed below:

### Show/Hide columns:

CDN | Name | ESC | District Type | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2016-2017 Accreditation Status | Reason For Status | Notes

Show  entries

Search:

Name	ESC	2016 FIRST Rating	2016 Accountability Rating	2016-2017 Accreditation Status	Reason For Status	Notes
TOMBALL ISD	4	A - Superior	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)

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## PERFORMANCE OBJECTIVES

The following performance objectives have been identified to support improvement in each priority:

<b>TISD Priority</b>	<b>Tomball ISD Performance Objectives</b>	
<b>Academic Achievement</b>	1	Tomball ISD will promote academic success by engaging students through real world experiences while cultivating independent thinking and creative problem solving.
	2	Tomball ISD will prepare our graduates to succeed in the college/career path of their choice.
<b>Innovative and Individualized Instruction</b>	3	Tomball ISD will develop, continuously enhance and utilize rigorous college, career, and life-ready curricula that is responsive to the needs of individual learners.
	4	Tomball ISD will provide multiple sources of high quality academic content that infuses technology in learning experiences and instruction.
<b>District Culture</b>	5	Tomball ISD will promote an emotionally and physically safe and secure learning environment.
	6	Tomball ISD will inspire students to develop and exhibit character traits that are reflective of community standards.
	7	Tomball ISD will actively engage and involve parents and the community
<b>Quality Staff</b>	8	Tomball ISD will attract, develop, and retain high quality staff through a well-defined personally valuable professional development plan and support structure.
	9	Tomball ISD will foster a culture of caring and compassionate educators to provide a supportive learning environment.
<b>Fiscal Responsibility</b>	10	Tomball ISD will be fiscally responsible while meeting the educational and facility needs of the students.

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities?

<b>Concern 1</b>	STAAR scores for students with disabilities are below all other subpopulations on the campus in reading, writing and math.				
<b>Goal 1A</b>	Increase the % approaches reading by 23% (currently 67%)				
<b>Goal 1B</b>	Increase the % approaches writing by 27% (currently 63%)				
<b>Goal 1C</b>	Increase the % approaches math by 23% (currently 67%)				
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Implement literacy aligned Curriculum Access Tools (CAT) including text to speech, text simplification, vocabulary support and text flexibility tools (i.e. font, color, text size adjustment) through the district's Snap and Read district-wide software for students receiving intervention and students with disabilities.</b>		General Ed. Teachers Special Ed. Teachers	Snap and Read, district-wide license with home access.	November 1, 2017	1. Student usage report 2. Home usage report 3. Initial campus wide training 4. TISD developed Benchmark assessment
<b>Implement composition/writing aligned Curriculum Access Tools (CAT) including speech to text, auditory support, predicted spelling support and dictionary support through the district-wide software for students receiving intervention and student with disabilities.</b>		General Ed. Teachers Special Ed. Teachers	Co-Writer, district wide license with home access.	November 1, 2017	1. Student usage report 2. Home usage report 3. Initial campus wide training 4. TISD developed Benchmark assessment
<b>Create and analyze Common Formative Assessments for reading, writing and math for each unit of study.</b>		Grade Level Collaborative Teams	Training	October 9, 2017	1. Increased use of common formative assessments within the grade level. 2. Increase student IEP mastery of skills

<b>Concern 2</b>	STAAR scores for English Language students who are below all other subpopulations on the campus in reading.				
<b>Goal 2A</b>	Increase the % approaches reading by 5% (currently 89%)				
<b>Goal 2B</b>					
<b>Goal 2C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Implement literacy aligned Curriculum Access Tools (CAT) including text to speech, text simplification, vocabulary support and text flexibility tools (i.e. font, color, text size adjustment) through the district's Snap and Read district-wide software for students receiving intervention and students with disabilities.</b>		General Ed. Teachers Special Ed. Teachers	Snap and Read, district-wide license with home access.	November 1, 2017	1. Student usage report 2. Home usage report 3. Initial campus wide training 4. TISD developed Benchmark assessment
<b>Implement composition/writing aligned Curriculum Access Tools (CAT) including speech to text, auditory support, predicted spelling support and dictionary support through the district-wide software for students receiving intervention and student with disabilities.</b>		General Ed. Teachers Special Ed. Teachers	Snap and Read, district-wide license with home access.	November 1, 2017	1. Student usage report 2. Home usage report 3. Initial campus wide training 4. TISD developed Benchmark assessment
<b>Create and analyze Common Formative Assessments for reading for each unit of study.</b>		Grade Level Collaborative Teams	Training	October 9, 2017	1. Increased use of common formative assessments within the grade level. 2. Increase student mastery of skills

<b>Concern 3</b>	Attendance rate for Canyon Pointe was Quartile 3 (97.3%) when compared to campus comparison groups.				
<b>Goal 3A</b>	Increase attendance rate by 1%.				
<b>Goal 3B</b>					
<b>Goal 3C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Meet with parents who are taking vacations longer than 3 days and signing a commitment to improve attendance.</b>		Assistant Principal		On-going	Individual student attendance
<b>Reward students with perfect attendance.</b>		Teachers Assistant Principal	Spirit Sticks	Quarterly	Quarterly comparison of attendance rates
<b>Begin daily Rise and Shine activities before tardy bell.</b>		Great Expectations Committee	Great Expectations Methodology	On-going	Number of tardies before school & early releases



## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	Students' ability to write a composition that reflects development of ideas and organization, application of grammar skills, and the ability to identify and correct grammar errors when editing and revising. STAAR Writing results showed that while 90% approached standard, only 54% met standard, 33% mastered standard, 10% Did not meet standard.				
<b>Goal 1A</b>	Increase STAAR Writing score in Approaches from 90% to 99%.				
<b>Goal 1B</b>	Increase STAAR Writing score in Met from 54% to 75%.				
<b>Goal 1C</b>	Increase STAAR Writing score in Mastered from 33% to 50%.				
<b>Supported District Priorities</b>	1. Academic Achievement ☒	2. Innovative and Individualized Instruction ☒	3. District Culture ☒	4. Quality Staff ☒	5. Fiscal Responsibility ☒
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Train staff by modeling of writing process		*Reading Specialist	*Writer's Workshop *Drops in the Bucket *Kamico Revising and Editing	*Monthly per class	*Writing portfolio
Collaborate through vertical alignment meetings to analyze compositions and review Lucky Calkins' writing progression chart.		*Reading / ESL Specialists	*Writer's Workshop *Lucky Calkins	*Quarterly Meetings	*Instruction: Walk-throughs, lesson plans. *Student Writing: Portfolios, Composition
Allow collaboration of teachers to implement instructional strategies to increase students' use of grammar skills.		Reading/ESL Specialists Fourth Grade ELA Teachers	*Writing Academy *Writer's Workshop	*October *January	*Instruction: Walk-throughs, lesson plans. *Student Writing: Portfolios, Composition

<b>Concern 2</b>	Students not showing Progress Measure in Fourth Grade STAAR Reading continues to be over 21% of the class.				
<b>Goal 2A</b>	Increase percentage of students making progress in Fourth Grade STAAR Reading from 76% to 85%.				
<b>Goal 2B</b>					
<b>Goal 2C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement ☒	2.Innovative and Individualized Instruction ☒	3.District Culture ☒	4. Quality Staff ☒	5. Fiscal Responsibility ☒
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Expect students to use TEKS tracking chart to develop goals.		*Reading/ESL Specialist Teachers	*TEKS *Lead4Ward *Previous testing data from STAAR and current data.	*October	* Creation of goals and evaluation of achievement.
Review STAAR data from past two years and any current assessment data to identify teacher's instructional strengths and weaknesses.		*Principal *Reading Specialist *Teachers	*Data in Aware	*September/October *Monthly	*Instructional focus in small groups, lesson plans. *Provide assistance through collaboration with colleagues, specialists, or content teachers or outside professional development to assist teachers in improving identified areas of weakness.

<b>Concern 3</b>	Achievement and student progress in Fourth Grade STAAR Reading resulting in lowest level of Quartile 1 at 63 points.				
<b>Goal 3A</b>	Implementation of TEK student tracking charts for students to identify their individual strengths and weaknesses and monitor their growth.				
<b>Goal 3B</b>	Evaluation of students' previous STAAR data to identify areas of weakness to address through a variety of instructional opportunities.				
<b>Goal 3C</b>	Evaluation of the effectiveness of instruction to target areas of instructional strengths and weaknesses.				
<b>Supported District Priorities</b>	1.Academic Achievement ☒	2.Innovative and Individualized Instruction ☒	3.District Culture ☒	4. Quality Staff ☒	5. Fiscal Responsibility ☒
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Expect students to use TEKS tracking charts to develop goals.		*Reading/ESL Specialist *Teachers	*TEKS *Lead4Ward	*October	* Weekly, as assessments are given.
Review of student data in Focus Hour and address instruction to meet individual needs.		*Principal *Reading/ESL Specialists *Teacher	*STAAR Data *TEKS *Lead4ward	*October *Monthly	*Focus Hour notes *Stations to address weaknesses *Small group instruction to address weakness *Homework as practice on deficit skills.
Review students' academic progress through monitoring of grades on common assessments, major grades, and benchmarks and provide needed support.		*Principal *Teachers *Reading/ESL Specialist	*Gradebook *Aware	*Weekly	*Increase in grade averages of students.

<b>Concern 4</b>	Attendance rate of 97.6% results in school being in bottom quarter of comparison group.				
<b>Goal 4A</b>	Increased communication with stake holders of school awards associated with high attendance.				
<b>Goal 4B</b>	Principal and registrar will meet with all parents who receive a warning letter from the Harris County District Attorney's office to review attendance laws and complete an attendance contract.				
<b>Goal 4C</b>	Consistent recognition for perfect attendance by daily recognition during school announcements.				
<b>Supported District Priorities</b>	1.Academic Achievement ☒	2.Innovative and Individualized Instruction ☒	3.District Culture ☒	4. Quality Staff ☒	5. Fiscal Responsibility ☒
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Schedule meetings with parents who received DA letter to review attendance laws and complete an attendance contract.		Principal	District attendance contract	On-going as absences occur	Reduction in letters sent and increased ADA.
Increase communication with parents through Parent Orientation, Twitter, School Messenger.		Principal, Teachers, Registrar	School Messenger, Twitter	Weekly	Increase in attendance compared to prior year's.
Provide recognition for perfect attendance by daily school announcements.		Principal		Daily	Increase in daily attendance.

<b>Concern 5</b>	Academic success of Special Education students on STAAR was 80% overall compared to All Students at 98%.				
<b>Goal 5A</b>	Increase Special Education STAAR Writing passing rate from 20% to 80%.				
<b>Goal 5B</b>	Increase Special Education STAAR Science passing rate from 67% to 85%.				
<b>Goal 5C</b>	Maintain Special Education STAAR Reading and Math score to 90% or above.				
<b>Supported District Priorities</b>	1.Academic Achievement ☒	2.Innovative and Individualized Instruction ☒	3.District Culture ☒	4. Quality Staff ☒	5. Fiscal Responsibility ☒
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
Implement testing method and accommodations on Benchmarks and major tests.	Teachers	Curriculum	Monthly	Grades, passing tests	
Establish formal and informal meetings between regular and special education teachers	Teachers	Calendar	Weekly	Consistent instruction and expectations	
Monitor grades and evaluate appropriateness of programming and support to meet the needs of students.	Leadership Team		Quarterly	IEP passing rate	

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	Student Achievement				
<b>Goal 1A</b>	Earn a Distinction on State Accountability in all Core Areas.				
<b>Goal 1B</b>	Increase the achievement levels of students in special populations.				
<b>Goal 1C</b>	All adult learners will achieve their identified goals through their evaluation tool (T-Tess)				
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Frequently observe classrooms for depth of instruction being taught and address discrepancies with individuals/groups of teachers to ensure students are reaching the level of thinking required by TEK.		Administration  Department Chairs	n/a	August 2017 – June 2018	Lesson plans, PLC meeting agendas, T-TESS data
Use “Learning A – Z”, which is a system to test students who are at a lower level than what the BAS system will allow.		Administration  ESL Teachers  Special Education Teachers	High School Allotment Funds	August 2017 – June 2018	Teacher feedback and application in classroom  Increase in reading levels with targeted students
Accesses students’ fluency and reading levels/rate using the Fountas & Pinnell BAS (tool).		Administration ESL Teachers Special Education Teachers	High School Allotment Funds	August 2017 – June 2018	Teacher feedback and application in classroom  Increase in reading levels with targeted students
Get a Base line to start our struggling readers and new English Language learners using Fountas & Pinnell Leveled Literacy Intervention (LLI) Blue System, Second Edition		Administration ESL Teachers Special Education Teachers	High School Allotment Funds	August 2017 – June 2018  (Begin at the time of the students enrollment)	Teacher feedback and application in classroom  Increase in reading levels with targeted students

Use advisory time (Paw Period) to create data driven and specific interventions for targeted students.	Administration ESL Teachers Special Education Teachers	n/a	August 2017 – June 2018	Use student grades, teacher interventions and feedback, benchmark data
Implement literacy aligned Curriculum Access Tools (CAT) including text to speech, text simplification, vocabulary support and text flexibility tools (i.e. font, color, text size adjustments) through the district's Snap and Read district-wide software for students receiving intervention and students with disabilities.	Administration Teachers	Snap and Read, District-Wide License with Home Access	November 1, 2017	Student usage report.  Home usage report.  TISD developed Benchmark assessments Follow up technical assistance provided by Student Support.

<b>Concern 2</b>	Campus Culture				
<b>Goal 2A</b>	Establish authentic relationships between all stakeholders that embody trust, respect, common goals, collaboration, and communication.				
<b>Goal 2B</b>	Celebrate Faculty, Staff and Student Success.				
<b>Goal 2C</b>	Foster a Safe Learning environment.				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Create structures within the school that produce collaborating teams including departmental, grade level, and campus improvement teams		Administration Department Chairs	n/a	August 2017 – October 2017	Creation of teams, schedule showing and meeting times, meeting agendas
During Advisory time (Paw Period) curriculum will designed to encourage respectful, supportive relationships among and between students, school staff, and parents;		Administration Advisory Teachers	n/a	August 2017 – June 2018	Curriculum design, advisory lesson plans, walkthrough data, review of disciplinary report
Conduct surveys each nine weeks so the feedback is ongoing and shows progress		Administration Department Chairs	n/a	Each 9 weeks	Survey development and Survey data

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	Student attendance rate placed us in Quartile 3 of our Comparison Group.				
<b>Goal 1A</b>	Increase our annual ADA to 97.7% from 97.3%				
<b>Goal 1B</b>					
<b>Goal 1C</b>					
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input type="checkbox"/>	3. District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Send warning letters or press charges through District Attorney's office for all parents who violate attendance laws.</b>		Assistant Principal Registrar	N/A	September 2017 – May 2018	Copy of Letters
<b>Communicate attendance laws, expectations, and current attendance rate.</b>		Principal Assistant Principal Registrar	N/A	September 2017 – May 2018	Campus and District Websites Newsletter Phone Call Log Tweet ADA Information Weekly
<b>Hold Attendance Review Committee meetings with parents of students that have excessive absences.</b>		Assistant Principal Registrar	N/A	September 2017 – May 2018	Copy of Letters, Contracts, and Deliberations
<b>Announce classrooms with perfect attendance daily.</b>		Assistant Principal Registrar Receptionist	N/A	September 2017 – May 2018 Daily	Daily Attendance Records Announcements
<b>Celebrate students who earned 100% perfect attendance for the school year with certificate, awards assembly, and party (excused late arrivals and early releases).</b>		Principal Assistant Principal Counselor Registrar	Activity Fund	June 1, 2018	Attendance Records Campus Calendar



<b>Reward students with perfect attendance each nine weeks with certificate and special reward (excused late arrivals and early releases).</b>	Principal Assistant Principal Counselor Registrar	Activity Fund	October 2017 – May 2018 Nine Week Grading Periods	Attendance Records/Perfect Attendance Lists
<b>Post names of students who have perfect attendance for each nine weeks in common school area (excused late arrivals and early releases).</b>	Assistant Principal Registrar	N/A	September 2017 – May 2018	Attendance Records/Perfect Attendance Lists

<b>Concern 2</b>	Student Performance on STAAR Writing Assessment at 78% Approaches.				
<b>Goal 2A</b>	Writing performance will increase to 90% Meets and/or Masters on the 2017-2018 STAAR Writing Assessment.				
<b>Goal 2B</b>	Expand the expectation of analyzing and improving writing instruction of students to include grades K-3, and grade 5.				
<b>Goal 2C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
<b>Provide support for 4<sup>th</sup> grade ELA teachers to improve instruction and student learning using the ELA Director and Content Teachers</b>	4 <sup>th</sup> grade ELA Teachers Reading Specialist ESL Specialist Administration	N/A	September 2017 – May 2018	Meeting agendas Walkthroughs/Observations	
<b>ELA teachers collectively create and analyze common formative assessments to address student's areas of strengths and areas of concerns at least once per unit of study</b>	K-5 ELA Teachers Reading Specialist ESL Specialist Administration	N/A	September 2017 – May 2018 Bimonthly	Common Formative Assessments Student performance data	
<b>ELA teachers collaborate and calibrate student writing each grading period</b>	K-5 ELA Teachers Reading Specialist ESL Specialist Administration	N/A	September 2017 – May 2018 Nine Week Grading Periods	Scored writing rubrics Student performance data	
<b>Weekly collaborative team meetings to increase the collective efficacy of teachers</b>	K-5 ELA Teachers Administration	N/A	September 2017 – May 2018 Weekly	Agendas Sign-in sheets Student performance data	
<b>Provide coaching and feedback to K-5 ELA teachers on the Readers and</b>	Administration Reading Specialist	N/A	September 2017 – May 2018	Walkthroughs/Observations Student performance data	

<b>Writers Workshop Model</b>	ESL Specialist		Every three weeks	
<b>Provide Professional Learning session to third and fourth grade ELA teachers targeting Writing with Mary Beth Barr and Cheryl Kelley</b>	Administration	N/A	Fall 2017	Sign-in sheets Lesson Plans Student performance data
<b>Implement composition/writing aligned Curriculum Access Tools (CAT) including speech to text, auditory support, predicted spelling support and dictionary support through the district-wide software for students receiving intervention and students with disabilities</b>	General Ed. Teachers Special Ed. Teachers	Co-Writer, district wide license with home access	September 2017 – May 2018	Student use report Home usage report Initial campus-wide training TISD developed Benchmark assessments Follow up technical assistance provided by Student Support

<b>Concern 3</b>	Student Performance on STAAR Math Assessment.				
<b>Goal 3A</b>	Increase student percentage of growth measured on STAAR Math Assessment from 3 <sup>rd</sup> grade to 4 <sup>th</sup> grade (2017 = Masters 45% to 31%).				
<b>Goal 3B</b>	Increase student math performance on STAAR Math Assessment from 92% to 95%.				
<b>Goal 3C</b>	Meet federal safeguards (95%) in Eco Dis (2017 = 88%) and ELL (2017 = 86%) sub populations.				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
<b>Provide support for 4<sup>th</sup> grade Math teachers to improve instruction and student learning using the Math Director and Content Teachers</b>	4 <sup>th</sup> grade Math Teachers Math Specialist ESL Specialist Administration	N/A	September 2017 – May 2018	Meeting agendas Walkthroughs/Observations	
<b>Math teachers collectively create and analyze common formative assessments to address student's areas of strengths and areas of concerns at least once per unit of study</b>	K-5 grade Math Teachers Math Specialist ESL Specialist Administration	N/A	September 2017 – May 2018 Bimonthly	Common Formative Assessments Student performance data	
<b>Weekly collaborative team meetings to increase the collective efficacy of teachers</b>	K-5 grade Math Teachers Math Specialist ESL Specialist Administration	N/A	September 2017 – May 2018 Weekly	Agendas Sign-in sheets Student performance data	

<b>Provide training, coaching, and feedback to K-5 Math teachers on the Guided Math Instruction Model</b>	Math Specialist Administration	N/A	September 2017 – May 2018 Every three weeks	Sign-in sheets Lesson Plans Coaching notes/feedback Walkthroughs/Observations Student performance data
<b>Implement literacy aligned Curriculum Access Tools (CAT) including text to speech, text simplification, vocabulary support and text flexibility tools (i.e. font, color, text size adjustments) through the district's Snap and Read district-wide software for students receiving intervention and students with disabilities</b>	General Ed. Teachers Special Ed. Teachers	Snap and Read, district-wide license with home access	September 2017 – May 2018	Student use report Home usage report Initial campus-wide training TISD developed Benchmark assessments Follow up technical assistance provided by Student Support

<b>Concern 4</b>	Student Performance on STAAR Reading Assessment.				
<b>Goal 4A</b>	Increase student percentage of growth measured on STAAR Reading Assessment from 3 <sup>rd</sup> grade to 4 <sup>th</sup> grade (2017 = Masters 52% to 41%).				
<b>Goal 4B</b>	Increase student reading performance on STAAR Reading Assessment from 92% to 95%.				
<b>Goal 4C</b>	Meet federal safeguards (95%) in Hisp (2017 = 89%), Eco Dis (2017 = 88%), and ELL (2017 = 81%) sub populations.				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
<b>Provide support for 4<sup>th</sup> grade ELA teachers to improve instruction and student learning using the ELA Director and Content Teachers</b>	4 <sup>th</sup> grade ELA Teachers Reading Specialist ESL Specialist Administration	N/A	September 2017 – May 2018	Meeting agendas Walkthroughs/Observations Student performance data	
<b>ELA teachers collectively create and analyze common formative assessments to address student's areas of strengths and areas of concerns at least once per unit of study</b>	K-5 ELA Teachers Reading Specialist ESL Specialist Administration	N/A	September 2017 – May 2018 Bimonthly	Common Formative Assessments Student performance data	

<b>Weekly collaborative team meetings to increase the collective efficacy of teachers</b>	K-5 ELA Teachers Reading Specialist ESL Specialist Administration	N/A	September 2017 – May 2018 Weekly	Agendas Sign-in sheets Student performance data
<b>Provide coaching and feedback to K-5 ELA teachers on the Readers and Writers Workshop Model</b>	Reading Specialist Administration	N/A	September 2017 – May 2018 Every three weeks	Walkthroughs/Observations Student performance data
<b>Provide training and coaching on analyzing running records and utilizing the Continuum of Learning to move students forward in learning</b>	Reading Specialist Administration	N/A	September 2017 – May 2018 Every three weeks	Sign-in sheets Walkthroughs/Observations Student performance data
<b>Implement literacy aligned Curriculum Access Tools (CAT) including text to speech, text simplification, vocabulary support and text flexibility tools (i.e. font, color, text size adjustments) through the district's Snap and Read district-wide software for students receiving intervention and students with disabilities</b>	General Ed. Teachers Special Ed. Teachers	Snap and Read, district-wide license with home access	September 2017 – May 2018	Student use report Home usage report Initial campus-wide training TISD developed Benchmark assessments Follow up technical assistance provided by Student Support

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	STAAR scores in Reading for students in 3 <sup>rd</sup> and 4 <sup>th</sup> grade are below the district average for Approaches and Mastery levels.				
<b>Goal 1A</b>	Increase the number of students who score at the Approaches(77%) and mastery level(28%) on STAAR 3 <sup>rd</sup> Grade reading by 10%				
<b>Goal 1B</b>	Increase the number of students who score at the Approaches (87%) and Mastery level (36%) on STAAR 4 <sup>th</sup> Grade Reading by 10%.				
<b>Goal 1C</b>	Increase the number of students with disabilities meeting the Approaches level by 30% and Mastery level by 20%. (3 <sup>rd</sup> Grade 47%/7%),(4 <sup>th</sup> Grade 20%/0%)				
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>		<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Utilize PLC to disaggregate data to determine areas of concern from 2017 STAAR results using Lead4ward reports</b>	Instructional Specialists Administrators		N/A	October 2017 January 2018	Minutes from meetings Results from Benchmarks and CBA Lesson Plans Walkthroughs/Evaluations
<b>Complete Learning Design template for each TEKS Readiness Skill taught in each nine week period.</b>	Principal Classroom Teachers		Learning Design Template Field Guides from Lead4ward	October 2017 January 2018 March 2018	Lesson Plans Mastery Plan Documents Walkthroughs/Evaluations
<b>Disaggregate data from Common Assessments/District Benchmarks within a week of assessment given</b>	Instructional Specialists Administrators Classroom Teachers		Results from Assessments	Within two weeks of any assessment given throughout the school year	Results of assessments Lesson Plans Walkthroughs/Evaluations
<b>Utilize Content Specialist for Reading to train, model and monitor teacher strategies for Readers/Writers Workshop</b>	Content Teacher Reading Specialists Administrators		Local \$1500	November 2017 to May 2018	Lesson Plans Walkthroughs/Evaluations Surveys

<b>Concern 2</b>	Many students are leaving Kindergarten (55%) and First Grade(67%) not reading on grade level.				
<b>Goal 2A</b>	Increase the number of students reading on grade level at the end of Kindergarten by 25%.				
<b>Goal 2B</b>	Increase the number of students reading on grade level at the end of First grade by 25%.				
<b>Goal 2C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Utilize a Reading Wall which will monitor progress of all students toward reaching grade level expectations by the end of the year</b>		Reading Specialists Teachers	Local \$250	October 2017 to May 2018	Percentage of students on grade level at the end of the school year
<b>Utilize PLC to determine students in need and develop an appropriate intervention</b>		Administrators Instructional Specialists Teachers	N/A	September 2017 to May 2018	Minutes from PLC Intervention documentation Increase of student's scores on STAR Ren
<b>Utilize paraprofessional staff to support interventions determined for students who are in Tier II/III</b>		Administration	N/A	August 2017 to May 2018	Intervention documentation Increase of student's scores on STAR Ren

<b>Concern 3</b>	STAAR scores in Math for students in 3 <sup>rd</sup> and 4 <sup>th</sup> grade are below the district average for Approaches and Mastery levels.				
<b>Goal 3A</b>	Increase the number of students who score at the Approaches(79%) and mastery level (26%) on STAAR 3 <sup>rd</sup> grade Math by 10%				
<b>Goal 3B</b>	Increase the number of students who score at the Approaches (88%) and Mastery level (42%) on STAAR 4 <sup>th</sup> Grade Math by 5%.				
<b>Goal 3C</b>	Increase the number of students with disabilities meeting the Approaches level by 30% and Mastery level by 20%. (3 <sup>rd</sup> Grade 44%)/6%)(4 <sup>th</sup> Grade 40%/20%)				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Utilize PLC to disaggregate data to determine areas of concern from 2017 STAAR results using Lead4ward reports</b>		Instructional Specialists Administrators	N/A	October 2017 January 2018	Minutes from meetings Results from Benchmarks and CBA Lesson Plans Walkthroughs/Evaluations
<b>Utilize Math Solutions to provide Staff Development, Teacher Coaching, and Walkthroughs to increase teacher understanding of the TEKS and the development of effective instructional strategies for Math and increase Intervention Strategies</b>		Administrators Math Teachers Math Instructional Specialist	Title I \$50,000	November 2017 to May 2018	Lesson Plans Walkthroughs/Evaluations Survey Results from Math Solutions Professional Development Survey results
<b>Complete Learning Design template for each TEKS Readiness Skill taught in each nine week period.</b>		Principal Classroom Teachers	Learning Design Template Field Guides from Lead4ward	October 2017 January 2018 March 2018	Lesson Plans Mastery Plan Documents Walkthroughs/Evaluations
<b>Disaggregate data from Common Assessments/District Benchmarks within a week of assessment given</b>		Instructional Specialists Administrators Classroom Teachers	Results from Assessments through AWARE	Within two weeks of any assessment given throughout the school year	Results of assessments Lesson Plans Walkthroughs/Evaluations

<b>Concern 4</b>	Student referrals are the higher than any other elementary school in the district.				
<b>Goal 4A</b>	Decrease the number of discipline referrals (380) by 50%				
<b>Goal 4B</b>	Decrease the number of bus referrals (150) by 50%				
<b>Goal 4C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Utilize strategies learned at Great Expectations training		Administration Teachers	Great Expectations Training Manual	August 2017 to May 2018	Number of Discipline Referrals Feedback from GE Staff Observations
Conduct Good Phone Calls home for students who are exhibiting appropriate behavior		Administrators Teachers	N/A	October 2017 to May 2018	Number of Phone Call made Number of Discipline Referrals
Recognize good behavior during Nine Week reward celebrations		Administrators Teachers	Local \$500	Within one week of Report Cards going home	Number of Discipline referrals
Bus Driver training which aligns with Great Expectations		Principal	N/A	August 2017	Number of Bus Referrals



<b>Concern 5</b>	Attendance (96.4%) is below the district average.				
<b>Goal 5A</b>	Increase ADA by .2%				
<b>Goal 5B</b>	Decrease frequency of tardy students (1077) by 30%				
<b>Goal 5C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Use monthly celebrations/9 week reward celebrations to encourage better attendance</b>		Administrators Registrar	Local Funds \$1000	Every Month September to May At the end of every grading period	Monthly attendance celebrations Attendance rate
<b>Notify parents in a timely manner when attendance/tardies are a concern</b>		Registrar Administrators	N/A	September 2017 to May 2018	Parent letters sent Conference held with parents Attendance rate
<b>Provide Career Day to encourage students to value education for their future.</b>		Counselor	Local \$250	February 2018	Number of presenters
<b>Provide character education programs to encourage and model appropriate behaviors and good citizenship (BMX Program, Magician, American Ninja Warrior)</b>		Administrators Counselor	PTO \$4000	At least 3 times during the school year	Student Surveys Parent Surveys

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	3 <sup>rd</sup> and 4 <sup>th</sup> grade students' performance on the STAAR Reading Test was 88% at the Approaches Grade Level Standard.				
<b>Goal 1A</b>	Lakewood Elementary School will improve the Approaches Grade Level Standard on the STAAR Reading Test to 92% (currently 88%).				
<b>Goal 1B</b>	Lakewood Elementary School will improve the Masters Grade Level Standard on the STAAR Reading Test to 50% (currently 44%).				
<b>Goal 1C</b>	Lakewood Elementary School will increase the Approaches Grade Level Standard on the STAAR Reading Test for specific subgroups by 5%: African American (currently 56%); Hispanic (currently 84%); Economically Disadvantaged (currently 80%); ELL (currently 75%); Special Education (currently 48%).				
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Guiding Coalition meets 1-2 times per month to analyze data and provide support for collaborative teams.		Principal Assistant Principal Guiding Coalition Members	Guiding Coalition agendas Data (Such as: CBAs, Benchmarks, Reading Levels, Unit Assessments, STAR Renaissance Reports)	1-2 times / month	Guiding Coalition agendas Data Improvement
Collaborative teams meet weekly to analyze data and focus on the 4 guiding questions of Professional Learning Communities.		Principal Assistant Principal Guiding Coalition Members Teachers	Collaborative team agendas Data (Such as: CBAs, Benchmarks, Reading Levels, Unit Assessments, STAR Renaissance Reports)	Weekly	Collaborative team agendas Data monitoring spreadsheet SMART goals Data Improvement
Utilize the Designing Learning Template to identify essential learning targets.		Principal Assistant Principal Instructional Specialists Teachers	Designing Learning Template TEKS Scaffolds TISD Curriculum	Each 9 week grading period	Completed Designing Learning Templates Lesson Plans I can...so I can statements
Focus on best teaching practices during professional learning time and implement the practices in classroom instruction (Ex: Refine Reader's Workshop method; Running Record Analysis; Curriculum Accessibility Tools, GE and Seidlitz practices).		Principal Assistant Principal Instructional Specialists Teachers	Running Records TISD Curriculum Seidlitz materials GE Methodology Manual	1-2 times / month	Running Record data Exit Tickets Critical Writing Lesson Plans Walkthrough Data Professional learning time agendas

<b>Concern 2</b>	4 <sup>th</sup> grade students' performance on the STAAR Writing Test was 75% at the Approaches Grade Level Standard.				
<b>Goal 2A</b>	Lakewood Elementary School will improve the Approaches Grade Level Standard on the STAAR Writing Test to 90% (currently 75%).				
<b>Goal 2B</b>	Lakewood Elementary School will improve the Masters Grade Level Standard on the STAAR Writing Test to 30% (currently 17%).				
<b>Goal 2C</b>	Lakewood Elementary School will increase the Approaches Grade Level Standard on the STAAR Writing Test for specific subgroups by 5%: African American (currently 40%); Hispanic (currently 74%); White (currently 77%); Two or More Races (currently 67%); Special Education (currently 7%); Economically Disadvantaged (currently 70%); ELL (currently 67%)				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Guiding Coalition meets 1-2 times per month to analyze data and provide support for collaborative teams.		Principal Assistant Principal Guiding Coalition Members	Guiding Coalition agendas Data (Such as: CBAs, Benchmarks, Unit Assessments) Writing Portfolios	1-2 times / month	Guiding Coalition agendas Data Improvement
Collaborative Teams meet weekly to analyze data and focus on the 4 guiding questions of Professional Learning Communities.		Principal Assistant Principal Guiding Coalition Members Teachers	Collaborative team agendas Data (Such as: CBAs, Benchmarks, Unit Assessments) Writing Portfolios	Weekly	Collaborative team agendas Data monitoring spreadsheet SMART goals Data Improvement
Utilize the Designing Learning Template to identify essential learning targets.		Principal Assistant Principal Instructional Specialists Teachers	Designing Learning Template TEKS Scaffolds TISD Curriculum	Each 9 week grading period	Completed Designing Learning Templates Lesson Plans I can...so I can statements
Focus on best teaching practices during professional learning time and implement the practices in classroom instruction (Ex: Refine Writer's Workshop method; Revising and Editing Strategies; Curriculum Accessibility Tools; GE and Seidlitz practices).		Principal Assistant Principal Instructional Specialists Teachers	The Power of Grammar book study Revising and Editing staff development TISD Curriculum Seidlitz materials GE Methodology Manual	1-2 times / month	Exit Tickets Critical Writing Lesson Plans Walkthrough Data Professional learning time agendas Professional learning time sign in sheets

<b>Concern 3</b>	3 <sup>rd</sup> and 4 <sup>th</sup> grade students' performance on the STAAR Math Test was 92% at the Approaches Grade Level Standard.				
<b>Goal 3A</b>	Lakewood Elementary School will improve the Approaches Grade Level Standard on the STAAR Math Test to 95% (currently 92%).				
<b>Goal 3B</b>	Lakewood Elementary School will improve the Masters Grade Level Standard on the STAAR Math Test to 60% (currently 56%).				
<b>Goal 3C</b>	Lakewood Elementary School will increase the Approaches Grade Level Standard on the STAAR Math Test for specific subgroups by 5%: African American (currently 67%); Special Education (currently 55%).				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Guiding Coalition meets 1-2 times per month to analyze data and provide support for collaborative teams.		Principal Assistant Principal Guiding Coalition Members	Guiding Coalition agendas Data (Such as: CBAs, Benchmarks, Unit Assessments, STAR Renaissance Reports)	1-2 times / month	Guiding Coalition agendas Data Improvement
Collaborative Teams meet weekly to analyze data and focus on the 4 guiding questions of Professional Learning Communities.		Principal Assistant Principal Guiding Coalition Members Teachers	Collaborative team agendas Data (Such as: CBAs, Benchmarks, Unit Assessments, STAR Renaissance Reports)	Weekly	Collaborative team agendas Data monitoring spreadsheet SMART goals Data Improvement
Utilize the Designing Learning Template to identify essential learning targets.		Principal Assistant Principal Instructional Specialists Teachers	Designing Learning Template TEKS Scaffolds TISD Curriculum	Each 9 week grading period	Completed Designing Learning Templates Lesson Plans I can...so I can statements
Focus on best teaching practices during professional learning time and implement the practices in classroom instruction (Ex: Guided Math; Math Number Talks; Spiral Reviews; Curriculum Accessibility Tools; GE and Seidlitz practices).		Principal Assistant Principal Instructional Specialists Teachers	Guided Math books Spiral Review Materials TISD Curriculum Seidlitz materials GE Methodology Manual	1-2 times / month	Exit Tickets Critical Writing Lesson Plans Walkthrough Data Professional learning time agendas Professional learning time sign in sheets

<b>Concern 4</b>	Student attendance for the 2016-2017 year was 97%.				
<b>Goal 4A</b>	Raise student attendance from 97% to 97.3%.				
<b>Goal 4B</b>	Maintain teacher attendance at 97%.				
<b>Goal 4C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Track daily attendance of teachers and students and provide incentives for highest attendance rate and perfect attendance		Principal Assistant Principal Counselor Attendance Secretary Attendance Committee	Attendance Reports Spirit Sticks Jeans passes	Daily	Attendance monitoring graphs
Educate parents about the importance of attendance (Parent Orientation; CIT meetings; PTO meetings; flyers; newsletter articles; attendance letters and emails; marquee messages)		Principal Assistant Principal Counselor Teachers Attendance Secretary Attendance Committee	Articles Flyers	Ongoing	Parent Orientation slideshows Newsletters CIT and PTO agendas Attendance letters and emails
Plan school wide events the day before a holiday		Principal Assistant Principal Librarian	School calendar	Throughout school year	Attendance reports

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	Student progress and academic performance in Reading				
<b>Goal 1A</b>	Improve the academic progress of diverse subpopulation students in STAAR Reading				
<b>Goal 1B</b>					
<b>Goal 1C</b>					
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Teachers will address seven key reading skills through flexible grouping as an intervention strategy.		Teachers, Specialists, Administration	Local Campus Budget	May 2018	TIER level lists with weekly student data results, lesson plans
Specialists will coach teachers in the use of a variety of culturally responsive teaching strategies to boost student achievement.		Specialists, Teachers	Local Campus Budget	March 2018	Agendas of Collaborative Meetings, student assessment data, Walkthrough observations
Increase the fidelity of intervention instruction using running records and data tracking charts.		Teachers, Specialists, Administration	Local Campus Budget	May 2018	RTI Progress Monitoring, individual STAAR Progress Measures
Conference with students who have habitual absences addressing the reasons for being absent as well as reviewing their academic and behavior records.		Administration, Counselor	Local Campus Budget	May 2018	Attendance Letters, schedule of individualized conferences

<b>Concern 2</b>	Masters Performance Level on STAAR (all assessments)				
<b>Goal 2A</b>	Increase the number of Masters students in all STAAR assessments (Reading, Math, Science)				
<b>Goal 2B</b>					
<b>Goal 2C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>All students will have individual conferences with core teachers to review last year's STAAR results and explain how it is possible to obtain the Masters level for the coming year.</b>		Teachers, Administration	Local Campus Budget	By the end of January 2018	Documented STAAR Student Talk forms to the principal
<b>Every student will write one academic and behavior goal for this school year to be reviewed by a core teacher as part of the Student STAAR Talk conferences.</b>		Teachers, Administration	Local Campus Budget	End of semester	Student Goal Setting Form
<b>Teachers incorporate purposeful and planned Higher Order Thinking questions into their weekly lesson planning</b>		Teachers, Administration	Local Campus Budget	Weekly	Lesson Plans
<b>Acknowledge student achievement progress</b>		Principal, Registrar	Local Campus Budget	Quarterly	Award Ceremonies that parents may attend
<b>Utilize instructional classroom technology including chrome books and personal electronic devices (B.Y.O.D.-bring your own devices)</b>		Teachers, Administration	Local Campus Budget	Daily	Lesson plans, walkthrough observations, and assessments
<b>Continue implementing the Fundamental 5 practices in the classrooms</b>		Teachers, Administration	Local Campus Budget	Daily	Walkthrough observations, Lesson Plans

<b>Concern 3</b>	Effective data driven collaborative processes that focus on growth for all students				
<b>Goal 3A</b>	Develop strong professional learning communities that focuses on continued student growth and collaborative leadership.				
<b>Goal 3B</b>					
<b>Goal 3C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Create a Professional Learning Environment model that develops collaborative teams on campus to address the issues most critical to student learning success.</b>		Administration, Specialists	Local Campus Budget	Weekly	Collaborative Team agendas and minutes, PLC Staff End of Year Survey, Student Assessments
<b>Meet with Specialist and Administrative Team to plan beneficial training and data assessment to enhance teacher lesson preparation.</b>		Principal	Local Campus Budget	Bi-Weekly	Agenda of planned meetings, Lesson Plans, Walkthroughs, Review of student assessment data
<b>Guide teachers to shift mindset from unit to unit teaching to a continuous learning progression by tracking individual student performance/progress on assessments as they relate to Approaches, Meets, and Masters.</b>		Administration, Specialists	Local Campus Budget	May 2018	Collaborative Meeting agendas, Walkthrough observations, Student assessments
<b>Schedule purposeful and planned coaching/feedback teacher conferences to self-reflect on their lesson design and instructional presentation to enhance student performance and outcomes.</b>		Administration	Local Campus Budget	March 2018	Walkthrough observation data, lesson plans, student assessment data
<b>Administration will provide opportunities for teachers to learn, develop, and grow by observing showcase teaching moments of other teachers.</b>		Administration, Specialists	Local Campus Budget	May 2018	Schedule/Pineapple Chart, Walkthroughs, Teacher feedback



## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	CAMPUS ACCOUNTABILITY				
<b>Goal 1A</b>	IMPROVE STUDENT ACHIEVEMENT INDEX 1 IN THE AREAS OF: SPECIAL EDUCATION (READING, SCIENCE), SCIENCE (ALL, EL), ECODIS (READING, MATH), & MASTERS LEVEL ACROSS ALL POPULATIONS				
<b>Goal 1B</b>	IMPROVE STUDENT PROGRESS INDEX 2 IN THE AREAS OF: AFAM READING				
<b>Goal 1C</b>	IMPROVE CLOSING PERFORMANCE GAPS INDEX 3 IN THE AREAS OF: ECODIS SCIENCE				
<b>Goal 1C</b>	IMPROVE POSTSECONDARY READINESS INDEX 4 IN THE AREAS OF: AFAM, HISPANIC, & TWO OR MORE POPULATIONS				
<b>Supported District Priorities</b>	1. Academic Achievement <input type="checkbox"/>	2. Innovative and Individualized Instruction <input type="checkbox"/>	3. District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
Utilize new leveled reading materials for students in special education.	Campus Administration, Student Learning & Performance Cadre, Specialized Support Teachers	High School Allotment and local campus WADA	Fall 2017	Usage during SS1 & SS2 time with students; ARD meetings (goals & objectives), Cadre meeting notes	
Incorporate additional non-fiction Science text readings/activities during 5 <sup>th</sup> grade Accelerated Instruction and Tier 1 instruction in class.	Campus Administration, 5 <sup>th</sup> grade Science teachers, Student Learning & Performance Cadre	Local campus WADA	First marking period	AI lesson plans, Team PLC meeting agendas, Cadre meeting notes	
Implement i20 "Individualized 20" time during LA & Math blocks to provide individualized instruction (intervention & enrichment) during the first 20 minutes of each blocked period.	Campus Administration, Teachers, Specialists, Student Learning & Performance Cadre	Local campus WADA	First grading period	Kid Talks progress monitoring, Team PLC meeting agendas, SIT team, Cadre meeting notes	
Restructure the I&E (Intervention & Enrichment) Lab plans to include online reading & math enrichment while providing targeted intervention for students who struggle with grade level (and below) standards.	Campus Administration, Teachers, Specialists, Student Learning & Performance Cadre	Local campus WADA	Fall 2017	Kid Talks progress monitoring, Team PLC meeting agendas, SIT team, Cadre meeting notes	

<b>Incorporate new Curriculum Access Tools for all students (including students in special education).</b>	Campus Administration, Student Learning & Performance Cadre, Teachers, Specialized Support Teachers	CIA, Local campus WADA	Fall 2017	Kid Talks progress monitoring, Team PLC meeting agendas, SIT team, Cadre meeting notes
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<b>Concern 2</b>	TEACHER PERFORMANCE				
<b>Goal 2A</b>	UTILIZE THE T-TESS PROCESS FOR PROFESSIONAL LEARNING AND DEVELOPMENT TO IMPROVE TIER ONE INSTRUCTION				
<b>Goal 2B</b>	CULTIVATE THE PROFESSIONAL LEARNING COMMUNITY (PLC) MODEL TO BECOME MORE SYSTEMATIC IN PROCESS				
<b>Goal 2C</b>	ADVANCE THE METHODOLOGY OF GREAT EXPECTATIONS ON CAMPUS, SPECIFICALLY PRACTICES THAT PROMOTE ACADEMIC EXCELLENCE				
<b>Supported District Priorities</b>	1.Academic Achievement <input type="checkbox"/>	2.Innovative and Individualized Instruction <input type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Refine the structure of the professional learning community (PLC) on campus which systematically supports collaborative teaching teams that utilize the talents and builds capacity of all team members.</b>		Campus Administration, Team Leaders, Specialists, Professional Learning & Development Cadre	High School Allotment, Local campus WADA	2017-18 school year	Team PLC meeting agendas, Data Analysis Protocol documents
<b>Identify and create action plans for the most high-yield practices of Great Expectations to increase fidelity in the area of Academic Excellence.</b>		Campus Administration, Great Expectations Committee, Professional Learning & Development Cadre, Student Learning & Performance Cadre	CIA: funds for GE training and coaching, local campus WADA	Fall 2017	Survey data; GE Committee meeting notes, GE campus distinction, GE walkthrough data, Cadre meeting notes
<b>Identify and promote the teaching strategies (aligned to T-TESS) that maximize student achievement and progress.</b>		Campus Administration, Team Leaders, Specialists, Professional Learning & Development Cadre, Student Learning & Performance Cadre	Local campus WADA	2017-18 school year	T-TESS appraisal data, Cadre meeting notes

<b>Concern 3</b>	CAMPUS CULTURE				
<b>Goal 3A</b>	ADVANCE THE METHODOLOGY OF GREAT EXPECTATIONS ON CAMPUS, SPECIFICALLY PRACTICES THAT PROMOTE A CULTURE OF RESPECT				
<b>Goal 3B</b>	IMPROVE CAMPUS PERCEPTIONS FROM STAFF, STUDENT, AND PARENTS				
<b>Goal 3C</b>	INCREASE STUDENT ATTENDANCE RATE & DECREASE MAJOR AND MINOR STUDENT DISCIPLINARY INFRACTIONS				
<b>Supported District Priorities</b>	1.Academic Achievement <input type="checkbox"/>	2.Innovative and Individualized Instruction <input type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
<b>Identify and create action plans for the most high-yield practices of Great Expectations to increase fidelity in the area of Culture of Respect.</b>	Campus Administration, Great Expectations Committee, School Climate & Culture Cadre	CIA: funds for GE training and coaching; local campus WADA	Fall 2017	Survey data; GE Committee meeting notes, GE campus distinction. Cadre meeting notes	
<b>Inspect staff, students, and family survey responses and create plans to improve perceptions.</b>	Campus Administration, Vision & Communication Cadre; School Climate & Culture Cadre	CIA: Panorama surveys; local campus WADA	2017-18 school year	Cadre meeting notes	
<b>Examine the reasons for ISS placements related to student disciplinary infractions.</b>	Campus Administration, Great Expectations Committee, School Climate & Culture Cadre	Local campus WADA	2017-18 school year	GE committee, meeting notes, Cadre meeting notes	
<b>Create initiatives and incentives to increase student and staff attendance.</b>	Campus Administration, School Climate & Culture Cadre, Vision & Communication Cadre.	Local campus WADA and Activity funds	Fall 2017	Student and Staff Attendance data, Cadre meeting notes, campus attendance Google survey data	

<b>Concern 4</b>	CAMPUS SYSTEMS				
<b>Goal 4A</b>	REFINE A CAMPUS-WIDE SYSTEM OF RESPONSIVE INSTRUCTION: TIER 1, RTI (TIER 2-3), AI, I&E LAB, SPED, BIL/ESL, GT, 504				
<b>Goal 4B</b>	CULTIVATE THE PROFESSIONAL LEARNING COMMUNITY (PLC) MODEL TO BECOME MORE SYSTEMATIC IN PROCESS				
<b>Goal 4C</b>	CREATE CAMPUS IMPROVEMENT CADRES TO BUILD CAPACITY AND COLLECTIVE RESPONSIBILITY OF STAFF MEMBERS				
<b>Supported District Priorities</b>	1.Academic Achievement <input type="checkbox"/>	2.Innovative and Individualized Instruction <input type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Initiate a revised system of responsive instruction that meets the needs of all learners in the classroom and during scheduled intervention/enrichment times (i20, AI, I&amp;E Lab).</b>		Campus Administration, Team Leaders, Specialists, Student Learning & Performance Cadre, Professional Learning & Development Cadre	Local campus WADA	2017-18 school year	RTI documentation and data, IEP Goals & Objectives, 504 meeting notes/forms, Cadre meeting notes, SIT team
<b>Create a professional learning community that systematically supports collaborative teaching teams that display evidence of learning for all students and uses data to drive instructional decisions.</b>		Campus Administration, Team Leaders, Specialists, Student Learning & Performance Cadre	Local (PLC materials, PD books, PLC training)  CIA: PLC Institute (High School Allotment)	2017-18 school year	Team PLC meeting agendas, Cadre meeting notes
<b>Develop campus improvement cadres to examine campus needs and improve communication in the following areas: Student Learning &amp; Performance; Professional Learning &amp; Development; School Safety &amp; Procedures, School Climate &amp; Culture; Vision &amp; Communication.</b>		Campus Administration, Cadre Chairpersons	None needed	October 2017	Monthly cadres meetings to discuss topics within each cadre; report to CIT each month, Cadre meeting notes
<b>Implement the usage of new LPAC documents to monitor accommodations of English Learners.</b>		Campus Administration, ESL Specialist, Bilingual Teachers, Student Learning & Performance Cadre	Local campus WADA	October 2017	Monthly LPAC meetings

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	Low achievement performance at 77% Approaches on 2016-2017 Writing STAAR.				
<b>Goal 1A</b>	Approaches percentage in Writing will increase by 13% (currently 77%).				
<b>Goal 1B</b>	Teachers working collectively with district and campus support staff to improve instruction.				
<b>Goal 1C</b>					
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Involve ELA Director and Content Teacher coach and support 4 <sup>th</sup> grade LA teachers on a regular basis to implement rigorous high quality instruction and student learning.		4 <sup>th</sup> grade LA teachers, Reading Specialists, Administration	Training Coaching	Weekly	4 <sup>th</sup> grade level training, TISD developed Benchmark assessment
Require ELA teachers to collectively create and score common formative assessments to address students' areas of strengths and weaknesses at least once per unit.		General Ed. teachers, Reading Specialist, Administration	Coaching	Bimonthly	Use of common formative assessments within the grade level
Allow time for ELA teachers to calibrate student writing quarterly.		General Ed. teachers, Reading Specialist, Administration	Rubric	Quarterly	Scored writing rubrics
Allow Specialized Support teachers plan with classroom teacher/s to ensure Special Ed students are mastering grade level TEKS with at least 70% mastery.		Specialized Support teachers, General Ed. teachers, Administration	Student performance data	Monthly	Progress monitoring data for students receiving specialized support
Offer weekly collaborative meetings to increase the collective efficacy of teachers.		General Ed. teachers, Administration	Student performance data	Weekly	Agendas, Student performance results

<b>Concern 2</b>	Kindergarten-2 <sup>nd</sup> grade students reading below grade level at the end of the 2016-2017 school year				
<b>Goal 2A</b>	Eliminate achievement gaps so that at least 85% of K-2 students are reading on or above grade level at the end of the 2017-2018 school year.				
<b>Goal 2B</b>	Provide more opportunities for silent reading practice for all students.				
<b>Goal 2C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
Calibrate reading checklist/conferring rubric during collaborative meetings to ensure consistency with scoring and recording of grades.	KG-2 <sup>nd</sup> grade teachers, Instructional Specialists, Administration	Readers Workshop Conferring Rubric	Quarterly	Monitor the fidelity of teachers scoring the Readers Workshop Conferring Rubric during individual reading conferences with students, Walkthrough data focusing on student learning	
Facilitate opportunities for Campus Specialists and District Content Teachers to model high quality instructional strategies while “pushing-in” into classrooms.	Instructional Specialist, Administration	Progress monitoring data	Daily/Weekly	Progress monitoring data for Tier II and III students	
Teachers collaboratively practice scoring a reading level assessment to minimize the subjective nature of the assessment (quarterly).	KG-2 <sup>nd</sup> grade teachers, Instructional Specialists, Administration	Progress monitoring data	Quarterly	Record reading levels quarterly to show progress	
Continue Professional Development of the Readers Workshop model through district and campus workshop sessions.	KG-2 <sup>nd</sup> grade teachers, Instructional Specialists, Administration	Student performance data	Monthly	Agendas, Student performance data	
Conduct “Instructional Specialists book talks” from the <i>Reading Strategies</i> and <i>The Continuum of Literacy Learning</i> books monthly with grade level teachers.	KG-2 <sup>nd</sup> grade teachers, Instructional Specialist, Administration	Books - <i>Reading Strategies</i> and <i>The Continuum of Literacy Learning</i>	Monthly	Agendas, Student performance data	

<b>Concern 3</b>	GT student performance below expectation on STAAR assessments were at Approaches or Meets level for 2016-2017				
<b>Goal 3A</b>	100% of all identified GT students perform at the Masters level on all STAAR assessments in grades 3 and 4 for the 2017-2018 school year, and exceeding district averages on district assessments				
<b>Goal 3B</b>	Increase in the number of students qualifying for the GT program by the end of the school year				
<b>Goal 3C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Implement “Genius Hour” designed to provide students a set time for inquiry based learning projects.		Grade level teachers GT Specialist Administration	Inquiry based learning projects	September 11, 2017 Daily	GT students reading above grade level on reading level assessments, Inquiry based learning project presentations, All identified GT students exceeding district averages on district assessments, Results on STAAR assessments
Ensure classroom teachers work collectively with the GT Specialist to provide individualized challenging activities.		Grade level teachers GT Specialist Administration	Inquiry based learning projects	Weekly	GT students reading above grade level on reading level assessments, Inquiry based learning project presentations, All identified GT students exceeding district averages on district assessments, Results on STAAR assessments
Allow time for GT Specialist to model differentiation in classrooms.		GT Specialist	Training	Weekly	GT students reading above grade level on reading level assessments, All identified GT students exceeding district averages on district assessments,



				Results on STAAR assessments
Plan for Instructional paraprofessional to work with GT students when the GT Specialist is not on campus.	Instructional Paraprofessional GT Specialist Administration		Semi-weekly	GT students reading above grade level on reading level assessments, All identified GT students exceeding district averages on district assessments, Results on STAAR assessments
Work with high academic achieving students who have already mastered grade level TEKS to extend their learning.	GT Specialist			Increased Mastery of STAAR results for all students

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	Need to increase the current 66% positive campus culture through staff development and innovative practice for students and staff.				
<b>Goal 1A</b>	Increase EOY 2017 perception data by 10% (minimum) related to growth mindset and innovation as measured in comparison to BOY and MOY teacher survey.				
<b>Goal 1B</b>	Increase EOY 2017 perception data by 10% (minimum) related to growth mindset and innovation as measured in comparison to BOY and MOY student survey.				
<b>Goal 1C</b>	Implement successful Genius Hour (Cougar College) initiative as measured by teacher and student EOY program evaluation.				
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
<b>1A Implement book study with team leaders, <u>The Innovator's Mindset</u>, through monthly leadership training and discussion.</b>	Administration	<b><u>The Innovator's Mindset</u></b> ; Administrative_Reading Material	Monthly Team Leader Meetings	BOY, MOY and EOY teacher perception data results	
<b>1A Implement continual staff development through faculty meetings, weekly campus newsletter, mastery planning, and collaborative meetings related growth mindset.</b>	Leadership Team	PLC Days built into the calendar; PLN connections through social media outlets such as Twitter/Facebook; PD Webinars/Chat groups ; Professional Organizations; Campus printing costs	Quarterly PLC dates	EOY teacher perception data results	
<b>1B Lead students in the development of personal achievement goals through a growth mindset lens.</b>	Teachers	Goal Setting documentation systems; Campus printing costs	BOY Goal setting; Data Dig updates following district Benchmark assessments and feedback sessions	EOY student perception data results	
<b>1C Implement 2, six week sessions of Genius Hour in grades K-5. (Cougar College)</b>	Leadership Team	\$3000 per semester allocated from 2017 PTO donations to support program development and implementation	Oct- Nov April- May	EOY program evaluation	

<b>Concern 2</b>	<p>Need to increase student achievement in the area of both academic performance, as reflected through STAAR data, and socio – emotional interactions, as measured through campus discipline documentation.</p> <p>Student Growth: Growing Hearts and Minds</p> <p>Current Master's Data:  3<sup>rd</sup> Rdg- 54%      3<sup>rd</sup> Math- 49%  4<sup>th</sup> Rdg -54%      4<sup>th</sup> Math- 63%      4<sup>th</sup> Wrtg- 39%  5<sup>th</sup> Rdg- 65%      5<sup>th</sup> Math- 60%      5<sup>th</sup> Sci- 51%</p> <p>Currents Meets Data:  3<sup>rd</sup> Rdg- 75%      3<sup>rd</sup> Math- 87%  4<sup>th</sup> Rdg -83%      4<sup>th</sup> Math- 71%      4<sup>th</sup> Wrtg- 77%  5<sup>th</sup> Rdg- 79%      5<sup>th</sup> Math- 82%      5<sup>th</sup> Sci- 81%</p> <p>Current number of “student to student” disagreements requiring adult response: 41</p>				
<b>Goal 2A</b>	Increase Master's level performance on STAAR to at or above 60% in all areas.				
<b>Goal 2B</b>	Increase Meets level performance on STAAR by 10% in all areas.				
<b>Goal 2C</b>	Increase Approaches performance on STAAR for each individual ELL and SPED student by 5% (Reading and Math Grades 4 and 5).				
<b>Goal 2D</b>	Decrease number of “student to student” disagreements requiring adult response, by 50% through implementation of conflict resolution model, SODAS (Situation, Options, Disadvantages, Advantages and Solution).				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>2A Implement strategic data dig process during PLCs, after each assessment window. Teams will monitor those students whom are identified having potential to achieve at the “MEETS” level. Goal setting and learning objectives will be developed and implemented through Enrichment/Intervention Period activities and flexible grouping.</b>		Leadership Team/ Teaching staff	AWARE software; Lead4ward documents; campus printing costs;	Following each district assessment/ campus assessment calendar- through PLC meetings	EOY STAAR data

<b>2B Implement strategic data dig process during PLCs, after each assessment window. Teams will monitor those students whom are identified having potential to achieve at the “MEETS” level. Goal setting and learning objectives will be developed and implemented through Enrichment/Intervention Period activities, flexible grouping and tutoring sessions.</b>	Leadership Team/ Teaching staff	AWARE software; Lead4ward documents; campus printing costs; Tutoring materials (STAAR Ready)	Following each district assessment/campus assessment calendar-through PLC meetings  Two sessions of targeted tutoring sessions (Jan./ April) – Campus tutoring budget; campus printing costs; Instructional materials purchase	EOY STAAR data
<b>2C Implement strategic data dig process during PLCs, after each assessment window. Teams will monitor those students whom are identified having potential to achieve at the “APPROACHES” level for ELL and SPED learners. Goal setting and learning objectives will be developed and implemented through Enrichment/Intervention Period activities, use of Curriculum Access Tools, flexible grouping and tutoring sessions</b>	Leadership Team/ Teaching staff	AWARE software; Curriculum Access Tools (Snap and Read and Co-Writer); Lead4ward documents; campus printing costs; Tutoring materials (STAAR Ready)	Following each district assessment / campus assessment calendar-through PLC meetings  Two sessions of targeted tutoring sessions (Jan./ April) – Campus tutoring budget; campus printing costs; Instructional materials purchase  Use of Curriculum access Tools during Enrichment/ Intervention Period and in classroom instruction.	EOY STAAR data
<b>2D Implement of SODAS (Situation, Options, Disadvantages, Advantages and Solution) at the classroom level</b>	Teacher	Poster machine/ Posters generated and posted throughout school; campus printing costs	Weekly during Monday Meetings; BOY staff development session; Review quarterly during faculty meetings;	Communication Folder
<b>2D Implement of SODAS at the administrative level</b>	Administration	Poster machine/ Posters generated and posted throughout school; campus printing costs	As needed for administrative discipline intervention	Office Referral Process Communication Folder

<b>Concern 3</b>	Need to Grow Model Student Success Teams through the PLC process, increasing teacher effectiveness and team cohesion. Staff Growth: Model Student Success Teams				
<b>Goal 3A</b>	Increase T-TESS Domain 4.4 performance for all team leaders from “Proficient” to “Accomplish” or “Distinguished”, as measured through summative evaluations and self- reflection, targeting student success team support.				
<b>Goal 3B</b>	Increase the number of PLC collaboratives, led by team leader, to at or above 50% and focused on the PLC 4 Guiding Questions. Number of team leader led PLC collaboratives, in 2016-2017, was 5 out of 35 meetings.				
<b>Goal 3C</b>	Implement within the PLC success team model, a district/STAAR analysis and trend data review system resulting in 100% team learning goal achievement.				
<b>Goal 3D</b>	Increase effectiveness of teacher feedback given by administrators, as measured through summative evaluations, self- reflection and 2017 EOY Panorama survey results (52%).				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>3A Provide targeted and prescriptive leadership development for each team leader, based upon individual T-TESS goals and team needs assessment.</b>		Principal	T-TESS instrument; Individual coaching; <u>Innovator’s Mindset</u>	BOY / MOY goal setting conferences; Monthly Team leader meeting ; Book study	T-TESS Summative and Team Leader goal setting completion; Self-Assessment
<b>3B Plan PLC calendar protecting time each month for team leaders to lead sessions based upon the 4 Guiding Questions, with modeled support from the leadership team.</b>		Leadership Team	PLC calendar	Monthly PLC calendar planning and development	Formal and Informal feedback from teams following quarterly PLC Mastery Planning days.
<b>3C Create quarterly team learning goals based upon 3 year trend data analysis through STAAR measure.</b>		Leadership Team/Team Leader	AWARE software; Lead4ward documents; campus printing costs;	Quarterly through PLC meetings; Faculty PD on first Mastery Planning date; follow-up each mastery planning date	Formal and Informal feedback from teams following quarterly PLC Mastery Planning days.
<b>3D Develop consistent Feedback Loop- (Feedback Fridays) wherein administrators dedicate one day a week to focus on providing “face to face” performance feedback to staff related to walkthroughs during the week.</b>		Principal and Assistant Principal	T-TESS instrument; Walk through data; campus based Feedback Friday Feedback form; campus printing costs	Weekly on Fridays	Formal Feedback form Panorama staff survey related to staff feedback

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>		TES STAAR Writing Scores were 55% for the 2017 STAAR test.			
<b>Goal 1A</b>		4 <sup>th</sup> Grade STAAR Writing scores will increase to 80% passing.			
<b>Goal 1B</b>		100% Students showing measured growth in writing using Writing Portfolios to measure growth.			
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Provide PD to help teachers learn how to differentiate the needs of students and the instruction (gap) throughout the school year within the context of the classroom with the expectation of full implementation and fidelity to the strategies learned. This is in addition to the required district PD days.		Admin, Instructional Leadership, Teachers and district support staff	Scheduled professional development days, Title 1 Budget for staff, resources and professional development.	August staff development, Professional learning days, on-going and specific support based on student data, STAAR Tests in March, and end of the year evaluations in May.	2018 STAAR Test passing percentage to 80% Writing portfolios (k-4), District Writing CBAs and Benchmarks
Provide specific and on—going professional development to support teachers in identifying student learning needs, providing high quality assessments and designing strategic intervention to support all students and their learning. The professional development will be provided during the school year and supported with research based work with experts on designated and scheduled professional learning days with an expectation for full implantation and fidelity of the strategies learned.		Administrators, Instructional Specialists, teachers	Faculty Share Schedule, Professional Learning Community days and schedule, Title 1 Budget for staff, resources and professional development.	Faculty Share on Wednesdays throughout the school year, on-going and specific support in collaborative time and as a school as needed. Professional Development August – June 2018.	Unit Campus Formative Assessments, District CBAs and District Benchmarks in March, 2018 STAAR Test passing in May to 80%, District Writing Portfolios
Meet the needs of all students in writing, by targeting the readiness standards in order to meet the needs of our students. We will use Writer's Workshop, and other research-based resources to guide our instruction. We will look at the student's strengths as writers and determine how to ensure each student is mastering the standards. We will provide ongoing support through professional development, in classroom modeling, and small group support.		Teachers, Instructional Specialists, administrators, instructional staff.	ELA/SLA Schedule with Writer's Workshop time, Title 1 budget for staff, resources, and professional development.	August 22 – May 31 during Writing Workshop time as scheduled daily.	Early screeners, Campus Formative Assessments, District CBAs and Benchmarks, STAAR Writing in March and end of the year assessments and writing portfolios.

<b>Concern 2</b>	TES STAAR Reading Scores were 72% for the 2017 STAAR test.				
<b>Goal 2A</b>	3 <sup>rd</sup> Grade STAAR Reading scores will increase to 85%				
<b>Goal 2B</b>	4 <sup>th</sup> Grade STAAR Reading scores will increase to 90%				
<b>Goal 2C</b>	90% of students in k, 1, and 2 will be reading at or above grade level by the end of the school year (currently 75%).				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
Provide specific and on—going professional development to support teachers in identifying student learning needs, providing high quality assessments and designing strategic intervention to support all students and their learning. The professional development will be provided during the school year and supported with research based work with experts on designated and scheduled professional learning days with an expectation for full implantation and fidelity of the strategies learned.	Administrators, Instructional Specialists, teachers	Faculty Share Schedule, Professional Learning Community days and schedule, Title 1 budget for staff, resources, and professional development.	Faculty Share on Wednesdays throughout the school year, on-going and specific support in collaborative times and as a school as needed.	Unit Campus Formative Assessments, District CBAs and District Benchmarks in March 2018 STAAR Test 85% passing in May	
We will meet the needs of all students by targeting the readiness standards by using strategic and purposeful lessons and assessments. Through Reader’s Workshop we will ensure we set goals and individualize the students learning by using research -based resources that provides support to teachers and students. Through ongoing formative assessments guiding our instruction we will close the achievement gap in each grade level. We will use targeted flexible groups that will allow us to close the achievement gap allowing each student to learn at high levels. Teachers will have the opportunity to collaborate and make decisions based on the needs of each student. TES will provide ongoing support through professional development, in classroom modeling, and small group support.	Teachers, Instructional Specialist, Administrators, Support Staff and Instructional paraprofessionals.	Weekly Collaborative Times and schedule, Weekly Faculty Share schedules, Professional Development (PLC Institute, Enid Martinez, Seidlitz, Coaching and support from specialists, Title 1 budget for staff, resources, and professional development.	Faculty Share on Wednesdays throughout the school year, on-going and specific support in collaborative time and as a school as needed. Professional Development August – June 2018.	Unit Campus Formative Assessments, District CBAs and District Benchmarks in March, 2018 STAAR Test passing in May to 85%,	

As a collaborative team we will deconstruct the writing standards and use that information to target the needs of the students. We will use research -based resources and the Writer's workshop components to help with instruction. We will look at the student's strengths as writers and determine how to ensure each student is mastering the standards. The highest needs within the standards will help start the path of instruction. Then, we will use grouping to target the individual needs of the students to ensure they are mastering the standards. We will provide opportunities for professional development, and ongoing built in classroom modeling to ensure every student has made growth.	Administrators, Instructional Specialists, teachers	Faculty Share Schedule, Professional Learning Community days and schedule, Title 1 Budget for staff, resources and professional development.	Faculty Share on Wednesdays throughout the school year, on-going and specific support in collaborative time and as a school as needed. Professional Development August – June 2018.	Unit Campus Formative Assessments, District CBAs and District Benchmarks in March, 2018 STAAR Test passing in May to 80%, District Writing Portfolios
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<b>Concern 3</b>	TES STAAR Math Scores were 80% for the 2017 STAAR Test.				
<b>Goal 3A</b>	3 <sup>rd</sup> Grade STAAR Math Scores will increase to 85%				
<b>Goal 3B</b>	4 <sup>th</sup> Grade STAAR Math Scores will increase to 90%				
<b>Goal 3C</b>	Students in k-2 will increase Benchmark achievement to 90% for the April assessment.				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Provide specific and on—going professional development to support teachers in identifying student learning needs, providing high quality assessments and designing strategic intervention to support all students and their learning. The professional development will be provided during the school year and supported with research based work with experts on designated and scheduled professional learning days with an expectation for full implantation and fidelity of the strategies learned.		Administrators, Instructional Specialists, teachers	Faculty Share Schedule, Professional Learning Community days and schedule	Faculty Share on Wednesdays throughout the school year, on-going and specific support in collaborative times and as a school as needed	Unit Campus Formative Assessments, District CBAs and District Benchmarks in March, 2018 STAAR Test passing in May
Promote student engagement in meaningful mathematics activities involving differentiated instructional approaches through the set up of classroom environments that use flexible, fluid grouping and offer students time for collaborative work using manipulatives and other mathematical devices and tools. This work in mathematics at TES will be supported by ensuring effective and efficient utilization of systems and resources and providing professional learning sessions utilizing manipulatives to teach content standards and to write common formative assessment.		Administrators, Instructional Specialists, teachers	Professional Learning Community days and schedule, Coaching cycles	Faculty Share on Wednesdays throughout the school year, on-going and specific support in collaborative times and as a school as needed	Unit Campus Formative Assessments, District CBAs and District Benchmarks in March, 2018 STAAR Test passing in May

<b>Concern 4</b>	Student achievement in the bottom two quartiles in TES comparison groups for STAAR.				
<b>Goal 4A</b>	Become a model Professional Learning Community focused on high levels of learning for every student.				
<b>Goal 4B</b>	Increase Index 2 (Closing the Gap) from 41 to 50.				
<b>Goal 4C</b>	Increase Index 4 (Postsecondary Readiness) from 31 to 50				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Provide specific and on—going professional development to support teachers in identifying student learning needs, providing high quality assessments and designing strategic intervention to support all students and their learning. The professional development will be provided during the school year and supported with research based work with experts on designated and scheduled professional learning days with an expectation for full implantation and fidelity of the strategies learned.		Administrators for scheduling, Instructional Specialists to coach and support and teachers	Faculty Share Schedule, Professional Learning Community days and schedule, Title 1 Budget for staff, resources, substitutes, and professional development.	Faculty Share on Wednesdays throughout the school year, on-going and specific support in collaborative times and as a school as needed,	Unit Campus Formative Assessments, District CBAs and District Benchmarks in March, 2018 STAAR Test passing in May, Teacher evaluations and goals setting.
Create and support a Guiding Coalition of teachers to set the mission, vision and goals for the PLC and to continue to grow the PLC culture on each team.		Administrators for scheduling, Instructional Specialists to coach and support and teachers	Faculty Share Schedule, Professional Learning Community days and schedule, Title 1 Budget for staff, resources, substitutes, and professional development. PLC Institutes	Faculty Share Calendar September – May 31, Guiding Coalition Calendar monthly, November, January, and July PLC Institutes	Unit Campus Formative Assessments, District CBAs and District Benchmarks in March, STAAR Tests results and Camus goals.
Schedule collaborative time for each team weekly.		Teachers, Instructional Specialist, admin	Weekly schedule for teams to collaborate during their conference time,	September – May 31 weekly.	Unit Campus Formative Assessments, District CBAs and District Benchmarks in March.

<b>Concern 5</b>	Student attendance is 96.2% and in the third quartile when compared to like schools.				
<b>Goal 5A</b>	80% of staff will attend Great Expectations Summer Institute.				
<b>Goal 5B</b>	Student attendance will be greater than 97%				
<b>Goal 5C</b>	90% of staff will implementing Great Expectations daily.				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Staff attend Great Expectations Summer Training in August to continue their learning to create a positive, engaging learning environment in their classrooms.		All staff	Summer Institute, Staff goals setting, Eduphoria Strive	August 2017 – May 31, Goal Setting Conferences, BOY, MOY and Summative	Sign-in and staff goal setting, staff progress towards goals, teacher evaluations and goals setting.
Create and support a Campus Great Expectations Committee to support all classes and practices and to model engaging work using GE throughout the year.		GE Coordinator, GE Committee, teachers, administration	Schedule, Faculty Share time, Great Expectations materials and website.	Meeting beginning in September and monthly throughout the year. Celebrating once a month at Faculty Share	Walk-throughs and classroom data, Coaching feedback from GE Trainers.
Conduct classroom walk-throughs and teacher support with Great Expectation Support Staff.		GE Support Staff, teachers, Administrators	GE Support Schedule, Feedback and coaching time and opportunities. GE Surveys	Walk-throughs in October, December, February and March	Coaching feedback from GE Trainers.
Celebrate and monitor student attendance as it connects with Great Expectations and school goals to reach at least 97% attendance for all grade levels.		Administrators, teachers, attendance clerk and registrar.	Title 1 Budget for parent involvement training and incentives,	Weekly monitoring of attendance August – May 31.	Monitored weekly with conferences as needed, Student and staff attendance about 97% August – May 31.

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	Academic Achievement on End of Course Exams				
<b>Goal 1A</b>	Increase the percentage of students meeting grade level standard by 10% for Algebra 1(69% to 79%), English 1(79% to 89%) English 2(77% to 87%), Biology (71% to 81%) and US History (85% to 95%) end of course exams.				
<b>Goal 1B</b>	Increase the percentage of students meeting master's level standard by 5% for Algebra 1 (27% to 37%), English 1 (12% to 22%), English 2 (14% to 24%), Biology(31% to 41%) and US History(56% to 66%) end of course exams.				
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Using teacher created Design Learning Templates (DLT) to break down the TEKS so that all of the standard is taught and assessed</b>		DC's Administration support	Time to develop, review DLT and ensure assessments address TEK depth	Each unit of study has a unique DLT	Completion of DLT, Quality of DLT, Administration feedback to teaches and PLC
<b>All EOC teachers create individual goal for T-TESS that ties into EOC performance</b>		EOC teachers, Administration supervision	Teacher time and administration follow up	September, December and May	Meetings to review goals and meetings to review progress. Assessment data including benchmarks and EOC performance
<b>All teaching staff are participating in Professional Learning Communities where they will address student learning outcomes, measures of success, plans for intervention and extension</b>		Levels leaders, department chairs and administration	Time and local budget for substitutes for pull out purposes as needed.	Weekly with quarterly review	PLC agendas and work products found in collaborative team tool.
<b>Development of collaborative team tool that directs and documents PLC conversation/actions around the four guiding questions of a PLC</b>		Administration Department Chairs	Time	September	Team tool products, teacher feedback on PLC using panorama survey, student performance
<b>EOC Intervention program in all core areas</b>		Administration Department Chairs	HSA	2017-2018	Sign in sheets EOC success rates

Administration team will complete 8-10 walkthroughs per week and meet weekly to debrief on areas of need.		Administration	Weekly	Quality of instruction, student outcomes and outcomes on staff surveys through Panorama
After School Credit Recovery	Administrators Counselors Faculty	HSA	On-going	# of students enrolled Number of credits earned
Increase access to digitally formatted curriculum materials (Instruction and assessment) for students receiving intervention and students with disabilities.	Administration Department Chairs District support personnel	Digital Access	Ongoing	<ol style="list-style-type: none"> <li>1. Availability of district and locally developed assessments in a digital format.</li> <li>2. Conversion rate of instructional materials to digital format.</li> </ol>
Implement literacy aligned Curriculum Access Tools (CAT) including <i>text to speech, text simplification, vocabulary support and text flexibility tools (i.e. font, color, text size adjustments)</i> through the district's Snap and Read district-wide software for students receiving intervention and students with disabilities.	Administration Department Chairs District support personnel	Snap and Read, district-wide license with home access.	November 1 <sup>st</sup>	<ol style="list-style-type: none"> <li>1. Student usage report.</li> <li>2. Home usage report.</li> <li>3. Initial campus wide training.</li> <li>4. TISD developed Benchmark assessments</li> <li>5. Follow up technical assistance provided by Student Support.</li> </ol>
Teach students how to navigate the physical testing environment	Testing Coordinator Student Achievement Cadre	Time to develop training and providing training to staff	Early spring	Spring benchmark results and 2018 EOC Results

Teach students basic standardized test design	EOC teams	Time to develop training and providing training to staff	Early spring	Spring benchmark results and 2018 EOC Results
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<b>Concern 2</b>	Academic Achievement on End of Course Exams				
<b>Goal 2A</b>	Increase percentage of students scoring at satisfactory and accomplished levels by 10% for English 1(9% to 19%) and English 2(10% to 20%).				
<b>Goal 2B</b>	Decrease limited growth percentage on End of Course exams by 10% for Algebra 1(36% to 26%) and English 2(40% to 30%).				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Obtain data from last year's English EOC test to determine 3 lowest scored reporting categories and develop plans to address areas of need.</b>		English Department Chair and/or Testing Coordinator	2017 EOC Score Report	November 1, 2017	Data will be reviewed to determine 3 lowest scored areas. Recommend strategies to increase collaborative instruction across curriculum in these areas prior to Administration ministering the 2018 EOC tests.
<b>Students who have not met expectations on past EOC will be placed in an appropriate support class based on reading or writing needs. The curriculum will be focused on their areas of need.</b>		Department Chairs and support class teachers	Master schedule space for courses, local budget for planning purposes	September	Benchmark and EOC results
<b>Early identification of students who need support for each nine weeks through grade analysis and team meetings with grade levels.</b>		Department Chairs and Administration	Local budget	Each nine weeks	Benchmark and EOC results
<b>Coach staff on three core areas of quality instruction that includes clear learning objectives, engagement of students in learning and effective formative assessment that leads to better learning.</b>		Administration and department chairs	Local budget	ongoing	Benchmark and EOC results
<b>All teaching staff are participating in Professional Learning Communities where they will address student learning outcomes, measures of success, plans for intervention and extension</b>		Levels leaders, department chairs and Administration	Time and local budget for substitutes for pull out purposes as needed.	Weekly with quarterly review	PLC agendas and work products found in collaborative team tool.

Administration team will complete 8-10 walkthroughs per week and meet weekly to debrief on areas of need.	Administration	Time	Weekly	Quality of instruction, student outcomes and outcomes on staff surveys through Panorama
Increase access to digitally formatted curriculum materials (Instruction and assessment) for students receiving intervention and students with disabilities.	Administration Department Chairs District support personnel	Co-Writer, district wide license with home access	Ongoing	<ol style="list-style-type: none"> <li>1. Availability of district and locally developed assessments in a digital format.</li> <li>2. Conversion rate of instructional materials to digital format.</li> </ol>
Implement composition/writing aligned Curriculum Access Tools (CAT) including <i>speech to text, auditory support, predicted spelling support and dictionary support</i> through the district-wide software for students receiving intervention and students with disabilities.	Administration Department Chairs District support personnel	Co-Writer, district wide license with home access.	November 1 <sup>st</sup>	<ol style="list-style-type: none"> <li>1. Student usage report.</li> <li>2. Home usage report.</li> <li>3. Initial campus wide training.</li> <li>4. TISD developed Benchmark assessments</li> <li>5. Follow up technical assistance provided by Student Support.</li> </ol>
Implement literacy aligned Curriculum Access Tools (CAT) including <i>text to speech, text simplification, vocabulary support and text flexibility tools (i.e. font, color, text size adjustments)</i> through the district's Snap and Read district-wide software for students receiving intervention and students with disabilities.	Administration Department Chairs District support personnel	Snap and Read, district-wide license with home access.	November 1 <sup>st</sup>	<ol style="list-style-type: none"> <li>1. Student usage report.</li> <li>2. Home usage report.</li> <li>3. Initial campus wide training.</li> <li>4. TISD developed Benchmark assessments</li> <li>5. Follow up technical assistance provided by Student Support.</li> </ol>

<b>Concern 3</b>	College Readiness				
<b>Goal 3A</b>	Increase participation on SAT from 62% to 75% and increase average performance on SAT by 25 points in math from 544 to 569 and 25 points in writing from 546 to 571.				
<b>Goal 3B</b>	Increase scale score average on PSAT by 50 points from 987 to 1036.				
<b>Goal 3C</b>	Increase participation of AP test takers from 364 to 400 and increase number of AP test scoring 4 or 5 from 30% to 40%.				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Educate our staff on the SAT test and basics of when it is offered and how kids sign up.		Principal and College Career Counselor	Staff Development Time	October 9th	SAT participation Teacher awareness survey
Educate our students on why taking SAT early is important		College/Career Counselor and Journalism Teacher	Journalism/video production	October	Student survey SAT participation
Do public service announcements during football games advertising SAT - one per quarter		College/Career Counselor and Asst. Principal	Time at contest	Sept. - Nov.	SAT participation
Involve Student Council in producing some posters to promote SAT sign up and participation.		College/Career Counselor and Student Council Advisor	Materials for production	Sept. - Nov.	SAT participation
Encourage Mock SAT/ACT participation		College/Career Counselor and DC	Advertising materials and time	Nov. Jan Feb	SAT/ACT participation and performance
College 101 night for parents and students		College/Career Counselor	Advertising materials and time	February	SAT/ACT participation and performance
Online SAT prep Course		College/Career Counselor	Advertising materials and time	October	SAT/ACT participation and performance



Advertise to students in math/English the college board app and question of the day	Student officers, Principal	Downloading app, getting key students to retweet/snap these questions.	Ongoing	SAT performance
Incorporating PSAT Practice questions and Vocabulary into Warm-ups	English and Math at the Sophomore and Junior Level	PSAT Bulletin	Throughout the year (1-2 times a week)	Scheduled warm-up monitored by student participation
Incorporating PSAT Testing Strategies into Warm-ups	Science and Social Studies at the Sophomore and Junior Level	PSAT Bulletin	Throughout the year (1-2 times a week)	Scheduled warm-up monitored by student participation
Advertise the importance of PSAT and the importance of PSAT success on the Morning Announcements and Hallway Posters	Journalism Teacher Student Council	Morning Announcements and Stuco	1 month prior to the PSAT	Watch the morning announcements
Opportunities for AP Extended Learning	Administration Faculty	HSA \$12,500	2017-2018	Sign in sheets Test scores Tutorial Plans Tutorial Calendars
Practice PSAT, SAT Course checkpoint exams, Mock SAT exam Administration	College/Career counselor	HSA \$ 1,000	Multiple dates throughout 2017-2018	Attendance and performance on these assessments Sign in sheets Results
Advanced Academics Boot Camp	Dept. Chairs Teachers Administration CIA Staff	HSA \$3,600	2017-2018	Sign in sheets Tutorial Plans Participation Increased Level III EOC Scores

<b>Concern 4</b>	Campus culture				
<b>Goal 4A</b>	Decrease total number of discipline incidents reported in PEIMS for tardies and skipping class from 1150 incidents to 600 incidents.				
<b>Goal 4B</b>	Increase social emotional learning results on Panorama survey from students from well below average to average as compared nationally.				
<b>Supported District Priorities</b>	1.Academic Achievement <input type="checkbox"/>	2.Innovative and Individualized Instruction <input type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>

Strategy	Responsibility	Resources	Timeline	Monitoring & Evaluation
<b>Tardy Count system implementation.</b> This strategy includes a tardy pass for late students and immediate consequences according to THS tardy policy.	Administration	Local budget	Fall 2017	Tardy counts, discipline action counts, time savings for admin/support staff
<b>Development of School Safety Cadre to assist with the creation of practices and routines that provide for a safe environment for all students and staff</b>	Administration	Staff Time, local budget for	August 2017	Creation of group, agendas for meetings, outcomes on staff surveys through Panorama
<b>Development of Student Behavior Cadre to assist with the creation of systems that promote positive behaviors in our students and decrease behaviors that detract from the learning environment</b>	Administration	Staff Time, local budget for	August 2017	Creation of group, agendas for meetings, outcomes on staff surveys through Panorama
<b>Implement Character Strong program for all students</b>	Administration teaching staff	Local Budget Time	25 Wednesdays out of the school year	Social emotional learning results on Panorama survey, decrease in discipline incidents related to
<b>Administration team will complete 8-10 walkthroughs per week and meet weekly to debrief on areas of need.</b>	Administration	Time	Weekly	Quality of instruction, student outcomes and outcomes on staff surveys through Panorama
<b>Administration will have designated locations per nine weeks for hall supervision during passing period</b>	Administration	Time	Each Nine Weeks	Incident Count, faculty survey about administration performance

<b>Concern 5</b>	Professional Learning and feedback				
<b>Goal 5A</b>	Increase staff survey positive responses on feedback and coaching on Panorama survey from 23% to 50%.				
<b>Goal 5B</b>	Increase staff survey positive responses on amount and quality of professional development on Panorama survey from 29% to 50%				
<b>Supported District Priorities</b>	1.Academic Achievement <input type="checkbox"/>	2.Innovative and Individualized Instruction <input type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>

Strategy	Responsibility	Resources	Timeline	Monitoring & Evaluation
<b>Development of Professional Development Cadre to assist with the creation of meaningful staff learning opportunities</b>	Administration	Staff Time, local budget for	August 2017	Creation of group, agendas for meetings, outcomes on staff surveys through Panorama
<b>Tomball High School Choice Board for Professional Development for each semester</b>	Professional Development Cadre	Staff time	December 2017 and May 2018	Completion by staff, Administration conferences with staff on implementation, outcomes on staff surveys through Panorama
<b>Each teaching staff member will receive coaching and feedback through T-TESS appraisal system that includes: goal setting, walkthroughs, observations and conferences</b>	Administration	Time	Ongoing	Panorama staff survey, retention rate of teachers
<b>Department Chairs will be trained in coaching strategies so they can work with departmental teachers for instructional improvement</b>	Administration	Local budget Time	Spring 2018	Training survey, quality coaching occurrences counts, growth of needed staff
<b>All staff will participate in professional learning communities on a regular basis</b>	Levels leaders, department chairs and administration	Time and local budget for substitutes for pull out purposes as needed.	Weekly with quarterly review	PLC agendas and work products found in collaborative team tool.
<b>Regular education and special education teachers will be trained in effective co-teach models</b>	Administration Department Chairs Special Education staff	Local budget	October and February	Special education student academic performance and growth
<b>Training for all staff on Curriculum Access Tools including speech, text simplification, vocabulary support and text flexibility tools and speech to text, auditory support, predicted spelling support and dictionary support.</b>		Snap and Read, district-wide license with home access. Co-Writer, district wide license with home access	November 1st	1. Student usage report. 2. Home usage report. 3. Initial campus wide training. 4. TISD developed Benchmark assessments 5. Follow up technical assistance provided by Student Support.

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	Student Attendance				
<b>Goal 1A</b>	Increase 5 <sup>th</sup> grade student attendance				
<b>Goal 1B</b>	Increase 6 <sup>th</sup> grade student attendance				
<b>Goal 1C</b>	Increase teacher awareness of student absences (parent communication)				
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Daily announcements (attendance 5 <sup>th</sup> vs. 6 <sup>th</sup> grade)		Administrators, Registrar, Teachers		Aug 2017-May 2018	Student attendance reports
Daily emails from Registrar (verification for absences)		Administrators, Registrar, Teachers		Aug 2017-May 2018	Student attendance reports
Weekly attendance announcements (updates)		Administrators, Registrar, Teachers		Aug 2017-May 2018	Student attendance reports
Nine week incentives for students (attendance period classes)		Administrators, Registrar, Teachers	WADA	Aug 2017-May 2018	Student attendance reports
Nine week incentives for students (individually with perfect attendance)		Administrators, Registrar, Teachers	WADA	Aug 2017-May 2018	Student attendance reports

<b>Concern 2</b>	Student Discipline				
<b>Goal 2A</b>	Establish and promote schoolwide behavior expectations consistently				
<b>Goal 2B</b>	Social emotional development focus through guidance/counseling lessons during homeroom time built into the master schedule				
<b>Goal 2C</b>	Increase parental involvement				
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input type="checkbox"/>	3. District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Continue school-wide Positive Behavior Intervention System (PBIS) including all TIS staff to establish student behavior expectations in all common areas of the building, including schoolwide classroom rules (use videos created by PBIS to show and demonstrate expected behaviors)		Administrators, PBIS Committee		Aug 2017-May 2018	Discipline data, student, parent, & staff survey

*Utilize 5 <sup>th</sup> Grade Market Day and 6th Grade Spirit Store for reinforcement				
Continue daily 'Home Team' for daily homeroom time built into the master schedule specifically to build classroom communities and foster social emotional growth with positive character training	Administrators, Counselor, Teachers		Aug 2017-May 2018	Discipline data, student, parent, & staff survey
Continue 'No Place for Hate' school integration	Administrators, Counselor		Aug 2017-May 2018	Discipline data, student surveys
Provide Watch DOG events to promote increased involvement of positive male role models to the campus	Administrators		Aug 2017-May 2018	Student, parent, & staff survey
Implement use of behavior RtI flowchart *Provide teachers with pre-office strategies to respond to teacher managed behaviors in the classroom	Administrators, Behavior Specialist, Teachers		Aug 2017-May 2018	Discipline data, student, parent, & staff survey

<b>Concern 3</b>	STAAR Reading Performance & Progress				
<b>Goal 3A</b>	Increased student achievement at approaches grade level in reading				
<b>Goal 3B</b>	Increased student progress growth in reading				
<b>Goal 3C</b>	Increased student achievement at meets grade level and masters grade level in reading				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
Students in 5th ELA will increase performance by: *Focusing on all students with active progress monitoring on growth progress measure with a minimum of '1' year's growth overall from 2017 state assessments and providing tiered intervention strategies to meet their individual needs *PLC planning with focus on TEKS most commonly missed in 2017 with emphasis on 'how' of instruction *Focusing on vocabulary development (Lead4ward resources) for all students, especially ELL learners *Focusing on all GT identified students scoring masters grade level performance by providing individualized support and targeted development in underperforming TEKS	Administrators, Instructional Specialists, ELA Dept. Chair		Aug 2017-May 2018	Student progress analysis every 3 weeks/following campus checkpoints Student progress analysis of district benchmarks & common assessments	
Students in 6th ELA will increase performance by: *Focusing on all students with active progress monitoring on growth progress measure with a minimum of '1' year's growth overall from 2017 state assessments and providing tiered intervention strategies to meet their individual needs *PLC planning with focus on TEKS most commonly missed in 2017 with emphasis on 'how' of instruction individualized conferring and guided reading instruction *Focusing on vocabulary development (Lead4ward resources) for all students, especially ELL learners	Administrators, Instructional Specialists, ELA Dept. Chair		Aug 2017-May 2018	Student progress analysis every 3 weeks/following campus checkpoints Student progress analysis of district benchmarks & common assessments	

*Focusing on all GT identified students scoring masters grade level performance by providing individualized support and targeted development in underperforming TEKS				
Training for 5 <sup>th</sup> and 6 <sup>th</sup> grade ELA teachers from a Lead Your School (LYS) consultant on Balanced Literacy best teaching practices	Administrators, Instructional Specialists, ELA Dept. Chair, Teachers	Title funds	Aug 2017-May 2018	Student progress analysis every 3 weeks/following campus checkpoints Student progress analysis of district benchmarks & common assessments
Implement the use of individual student goal cards for all content areas (with focus on reading) for checkpoints and benchmarks	Administrators, Instructional Specialists, ELA Dept. Chair, Teachers		Aug 2017-May 2018	Student progress analysis every 3 weeks/following campus checkpoints Student progress analysis of district benchmarks & common assessments
Increase the use of Curriculum Access Tools (CAT) such as Snap & Read and Co-Writer in all content areas on a routine basis (with focus on reading) to expose students to higher levels of reading and vocabulary than what their independent reading levels are	Administrators, Instructional Specialists, ELA Dept. Chair, Teachers		Aug 2017-May 2018	Student progress analysis every 3 weeks/following campus checkpoints Student progress analysis of district benchmarks & common assessments
Provide support to teachers based on their individual needs to better serve all students through the instructional coaching cycle (pre-conference, modeling, post-conference, observation, and feedback)	Administrators, Instructional Specialists, ELA Dept. Chair, Teachers		Aug 2017-May 2018	Classroom walkthroughs and observations

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	7th grade STAAR Math scores dropped by 11 points at Tomball JHS				
<b>Goal 1A</b>	7th grade STAAR Math scores will increase by 5% for 2017-2018				
<b>Goal 1B</b>					
<b>Goal 1C</b>					
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input checked="" type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Provide Math 180 to 7th grade Math Lab students		department chair, teachers	District Title I	10/17	student data  student grades  teacher input
Provide PD to help teachers learn how to differentiate the needs of students and the instruction (gap) throughout the school year		administrators instructional coach department chairs teachers	Title I	9/17 – 5/17	student data  student grades  lesson plans  administrator, department chair, and instructional coach observation  data from T-TESS and Fundamental 5 walkthroughs

<b>Concern 2</b>	7 <sup>th</sup> grade STAAR Writing scores dropped				
<b>Goal 2A</b>	7 <sup>th</sup> grade STAAR Writing scores will increase by 6% for 2017-2018				
<b>Goal 2B</b>					
<b>Goal 2C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Provide PD to help teachers learn how to differentiate the needs of students and the instruction (gap) throughout the school year within the context of the classroom with the expectation of full implementation and fidelity to the strategies learned. This is in addition to the required district PD days.		administrators instructional coach department chairs teachers	District Title I Title I	9/17 – 5/17	student data  student grades  lesson plans  administrator, department chair, and instructional coach observation  data from T-TESS and Fundamental 5 walkthroughs

<b>Concern 3</b>	Teachers need support to consistently utilize best practices in planning and providing high quality initial instruction				
<b>Goal 3A</b>	Teachers will routinely and effectively plan in PLCs to provide high quality initial instruction, assessments, and intervention				
<b>Goal 3B</b>	Teachers will be able to routinely and effectively teach using The Fundamental 5 strategies				
<b>Goal 3C</b>	Administrative team will attend and support all PLCs meetings and provide feedback on initial instruction on a weekly basis				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Provide PD to help teachers improve lesson planning aligned to TEKS, analyze instructional practices, TEKS trends, data		administrators, instructional coach, department chair, teachers	Title I	8/17 – 5/17	lesson plans and PLC agendas



on student success, and how to provide needed support with the expectation of full implementation and fidelity to the strategies learned. This is in addition to the required district PD days.				administrator, department chair, and instructional coach observation
Provide PD to help teachers improve and refine the routine and effective use of The Fundamental 5 teaching strategies throughout the school year	administrators, instructional coach, department chair, teachers	Title I	8/17 – 5/17	lesson plans  administrator, department chair, and instructional coach observation  data from T-TESS and Fundamental 5 walkthroughs

<b>Concern 4</b>	Teachers need additional support to implement best practices in planning and instruction				
<b>Goal 4A</b>	Professional development and coaching will be provided for teachers to improve the best practices and skills for planning and teaching				
<b>Goal 4B</b>					
<b>Goal 4C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
PD and on-going coaching, feedback and support for teachers will be provided with the goal of expanding proficiency in PLC planning and teaching.	administrators, instructional coach, department chair, teachers	Title I	8/17 – 5/17	administrator, department chair, and instructional coach observation  data from T-TESS and Fundamental 5 walks  PLC agendas  test scores  STAAR scores student grades	

<b>Concern 5</b>	Staff need additional support to plan and implement strategies for individual students who are showing limited growth				
<b>Goal 5A</b>	Student data protocols will be utilized to plan support based on progress and growth measures.				
<b>Goal 5B</b>					
<b>Goal 5C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
PLC teams will identify students making insufficient progress, use individual student data to highlight their areas of need and determine the most effective strategies to provide support. These student growth meetings will include administrators, counselor, teacher, and parent collaboration.		administrators, counselors, instructional coach, department chair, teachers	Title I	once per month (9/17 – 5/17)	student data student grades teacher input test scores (campus and district) STAAR scores lesson plans

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	Number of students meeting the "Approaches Level" on the English I and English II assessments.				
<b>Goal 1A</b>	Improve the "Approaches Level" by 5% in both English I and English II EOC assessments.				
<b>Goal 1B</b>	Improve the "Approaches Level" with the LEP population up to 30%.				
<b>Goal 1C</b>	Improve the "Approaches Level" with the Special Education population up to 30%.				
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Collaboration between the ESL and the Core English teacher at least once a week.</b>		ESL teacher, ESL Administrator, English teachers, Associate Principal	Lead4ward Materials	September 2017- May 2018	Administrator walkthroughs, Meeting dates, Monitoring Aware Data
<b>Special Education Department Chair is meeting with all English PLC's so that there is alignment.</b>		Special Education DC, English teachers, Associate Principal	N/A	September 2017- May 2018	Submitted PLC Minutes Sheets
<b>Focusing on EOC question stems and vocabulary in the MAPS classrooms 2 times a week.</b>		MAPS teacher, ESL teacher	N/A	September 2017- May 2018	Lesson Plans and ESL Aware data
<b>Teachers meeting in PLCs and utilizing data to discuss current student progress and a course of action.</b>		English teachers, Associate Principal	\$2,500 (General Fund)	September 2017- May 2018	Submitted PLC Minutes and Administrator Observations
<b>EOC tutoring during the school day to address targeted students two weeks prior to the test. Also, teachers will be providing individual tutoring for EOC in their classrooms.</b>		Campus Principal, Classroom Teachers, Testing Coordinator	\$18,750 (High School Allotment)	Monthly	Pre/Post Test, Grades, Item Analysis, and EOC scores
<b>Provide materials to support EOC tutoring.</b>		Campus Principal, Testing Coordinator	\$10,000 (High School Allotment)	November 2017	Material Order Invoices and Student Progress
<b>Provide ESL teacher with a Chromebook Cart so that students can utilize Snap and Read and Co-Writer programs throughout the day.</b>		Campus Principal	\$6,000 (General Fund).	October 2017	Increase in student daily work, increase in TELPAS performance, EOC passing rate

<b>Concern 2</b>	Number of students meeting the “Masters Level” on the English I and English II assessments.				
<b>Goal 2A</b>	Improved the “Masters Level” on the English I and English II assessment up to 30%.				
<b>Goal 2B</b>					
<b>Goal 2C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
Teachers will identify struggling PAP students and provide targeted tutoring to address needs.	Classroom Teacher, Department Chair	N/A	Monthly	List of struggling students, success rate on benchmarks and weekly assessments.	
English PAP teachers will obtain their 30 hours of GT training or obtain their 6 hour update.	English Teachers	\$50 per teacher (General Fund)	October 2017-December 2017	GT training documentation/ certificates	
Flexible regrouping students based on student learning objectives.	Campus Principal, Associate Principal, English Teachers	N/A	October 2017-March 2018	Lesson plans and list of classes of those regrouped.	
Teachers will attend weekly PLC meetings and utilize Lead4ward data.	Classroom teacher, Associate Principal	N/A	Weekly	PLC minutes, Increase in “Masters Level” on EOC exam.	

<b>Concern 3</b>	Need to increase the student SAT/ACT scores.				
<b>Goal 3A</b>	Increase the number of students taking the SAT/ACT test by 5%				
<b>Goal 3B</b>	Increase the number of students recognized as Commended or National Merit Semi-Finalists				
<b>Goal 3C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>

Strategy	Responsibility	Resources	Timeline	Monitoring & Evaluation
Online resources are provided to students from the Princeton Review to help prepare students for success on SAT/ACT.	College and Career Counselor	N/A	October 2017	Increase in SAT/ACT Campus Scores
Provide a Saturday preparation course to assist students with the SAT/ACT.	College and Career Counselor	\$25/hr. (High School Allotment)	Spring 2018	Increase in SAT/ACT Campus Scores

<b>Concern 4</b>	Need to increase the “Masters Level” on the Biology EOC.				
<b>Goal 4A</b>	Increase the number of students meeting “Masters Level” on the Biology EOC to 45%				
<b>Goal 4B</b>					
<b>Goal 4C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
Strategy	Responsibility	Resources	Timeline	Monitoring & Evaluation	
Teachers will identify struggling PAP students and provide targeted tutoring to address needs.	Classroom teachers	N/A	Weekly	Increase in benchmark scores, increase in Master’s level on Biology EOC	
Biology PAP teachers will obtain their 30 hours of GT training or obtain their 6 hour update.	Classroom teachers	\$50 per teacher (General Fund)	October 2017- December 2017	GT documentation/ certificates	
Teachers will attend weekly PLC meetings and utilize Lead4ward data to determine student needs.	Classroom teachers	N/A	Weekly	Increase in benchmark scores, increase in Master’s level on Biology EOC	
Biology teachers will meet during their common planning time and align their instruction based on student data.	Classroom teachers	N/A	Weekly	Increase in benchmark scores, increase in Master’s level on Biology EOC.	

<b>Concern 5</b>	Need to increase Community and Student involvement in campus activities as shown by attendance and participation at campus events.				
<b>Goal 5A</b>	Increase the number of parent information meetings offered throughout the school year.				
<b>Goal 5B</b>					
<b>Goal 5C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input type="checkbox"/>	2.Innovative and Individualized Instruction <input type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Increase the number of Pep Rallies from three to six.		Campus Administration	N/A	August 2017- May 2018	Calendar of events
Increase of signage around the campus to promote school spirit.		Campus Administration, STUCO Staff	\$10,000 (Activity Fund)	August 2017	Amount of new signage and increase student attendance at events
Increase of parental involvement on Campus Improvement Team.		Campus Principal	N/A	September 2017-May 2018	CIT member list
Invite parents to attend booster meetings to discuss District bond proposal.		Campus Administration	N/A	October 2017	Booster meeting attendance sign-in sheets
Principal weekly videos to students with student and staff guest speakers.		Campus Principal, Journalism Teacher	N/A	Weekly	Weekly video uploads
Every organization's President and Vice President will meet with the Campus Principal every other month to discuss campus initiatives (SWAG)		Campus Principal	N/A	5 times per year	Sign in Sheets, Student Survey

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	Campus Accountability				
<b>Goal 1A</b>	Meets Grade Level: English I - 100%, Algebra I - 100%, Biology - 100%				
<b>Goal 1B</b>	Masters Grade Level: English I - 60%, Algebra I - 50%, Biology - 50%				
<b>Goal 1C</b>	Close the Achievement Gap between sub-populations on the PSAT (African American, Hispanic, LEP and Special Ed).				
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Utilize data from the PSAT 8/9 that students took to provide instruction in PCC I before the October PSAT.		Staff	N/A	October 2017	PSAT 10 Results
Utilize the data from the PSAT 10 to start targeting possible National Merit Scholars in PCC I.		Staff	N/A	17-18 School Year	PCC Lesson Plans, Walkthroughs, 18-19 PSAT Results
All students will take the PSAT 10.		Administrator, Counselor	HS Allotment	October 2017	PSAT 10 Results
Utilize Collaborative Team meetings for co-curricular planning between all subjects.		Staff	N/A	17 – 18 School Year	Lesson Plans, Walkthroughs
Technology based staff development scheduled 4 times during the year to enhance the use of technology in the classroom.		Instructional Technology, Admin	N/A	17 – 18 School Year	Staff Development Agendas, Collaborative Team Meeting Agendas, Walk-Throughs, STAAR Scores
ICU utilized when students are missing work. Students are assigned to the ICU during power hour anytime that they have missing assignments.		Admin, Counselor, Teachers	N/A	17-18 School Year	ICU Daily Attendance List, Nine Week Averages
Targeted SAT/ACT instruction based on student data during PCC I.		Admin, Counselor, Teachers	N/A	17-18 School Year	PSAT Results
Implement literacy aligned Curriculum Access Tools (CAT) including text to speech, text simplification, vocabulary support and text flexibility tools (i.e. font, color, text size adjustments) through the district's Snap and		Admin, Teachers	Snap and Read, District-Wide License with Home Access	November 1, 2017	1. Student usage report. 2. Home usage report. 3. Initial campus wide training.

Read district-wide software for students receiving intervention and students with disabilities.				<ol style="list-style-type: none"> <li>4. TISD developed Benchmark assessments</li> <li>5. Follow up technical assistance provided by Student Support.</li> </ol>
Implement composition/writing aligned Curriculum Access Tools (CAT) including <i>speech to text, auditory support, predicted spelling support and dictionary support</i> through the district-wide software for students receiving intervention and students with disabilities.	Admin, Teachers	Co-Writer, district wide license with home access.	November 1 <sup>st</sup>	<ol style="list-style-type: none"> <li>1. Student usage report.</li> <li>2. Home usage report.</li> <li>3. Initial campus wide training.</li> <li>4. TISD developed Benchmark assessments</li> <li>5. Follow up technical assistance provided by Student Support.</li> </ol>
Increase access to digitally formatted curriculum materials (Instruction and assessment) for students receiving intervention and students with disabilities.	Admin, Teachers	N/A	Ongoing	<ol style="list-style-type: none"> <li>1. Availability of district and locally developed assessments in a digital format.</li> <li>2. Conversion rate of instructional materials to digital format.</li> </ol>

<b>Concern 2</b>	Campus Culture				
<b>Goal 2A</b>	98% of all Students will be actively involved in at least one school club/activity.				
<b>Goal 2B</b>	100% of all Character Strong grade nine advisory curriculum will be implemented.				
<b>Goal 2C</b>	Retain at least 100 out of 105 students for their sophomore year.				
<b>Supported District Priorities</b>	1.Academic Achievement <input type="checkbox"/>	2.Innovative and Individualized Instruction <input type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
Clubs and activities are during power hour which gives students an opportunity to get involved.	Staff	N/A	17-18 School Year	Sign-In Sheets	



The Character Strong advisory curriculum will be implemented during PCC I.	Staff	N/A	17-18 School Year	Lesson Plans
Use of Student Ambassadors to Recruit new class of students.	Admin, Counselor	N/A	17-18 School Year	Number of Students Admitted for the 18-19 School Year
Creation of Student Leadership Team	Admin	N/A	17-18 School Year	Leadership Meeting Attendance and Meeting Minutes
Creation of Peer Mediation Group	Counselor	N/A	17-18 School Year	Peer Mediation Group Training Curriculum, Peer Mediation Log
Students worked at Summer Bridge to determine the school mission, vision, campus goals, mascot, clubs and organizations.	Staff, Students, Lone Star College	N/A	Summer 2017	Club and Organization Sign In Sheets, Mascot Development, Mission and Vision Statement

<b>Concern 3</b>	College and Career Readiness				
<b>Goal 3A</b>	95% of the student body will be reading and writing TSIA ready by the end of the first semester.				
<b>Goal 3B</b>	100% of the student body will achieve a passing grade in each semester of their dual credit courses.				
<b>Goal 3C</b>	Visit Lone Star College 6 times per school year and visit one four year University each semester.				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input checked="" type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Students are placed in PCC according to how they did on their first attempt at the TSIA. Strategies from the college are being utilized to help each student with their individual learning needs.		Staff, Lone Star College Liaison	N/A	17-18 School Year	TSIA Scores, PCC Lesson Plans, Walkthroughs
ICU is being utilized for any student who does not turn in an assignment. This occurs during Power Hour. There is a no tolerance policy for not turning in assignments.		Staff		17-18 School Year	Student Grades, ICU sign in sheets, 9 Week Averages, Semester Averages
Students attended Summer Bridge in June to receive TSIA instruction as well as test for the first time.		Lone Star College, Admin	Lone Star College	Summer 2017	TSIA Scores, Attendance Sheets
Students will attend Involvement Fair, Fall Festival, iLead Fall and Spring and Spring Festival.		Admin, Counselor, Lone Star College	\$2000	17-18 School Year	Attendance Sheets

Visit The University of Houston in the Fall and Sam Houston in the Spring.	Admin, Counselor	\$1000	17-18 School Year	Attendance Sheets
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## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	Academic performance in the area of reading				
<b>Goal 1A</b>	Increase STAAR performance so that 94% of 3 <sup>rd</sup> grade and 93% of 4 <sup>th</sup> grade reaches Approaches Grade Level standards with both grade levels achieving a 5% increase in students reaching Masters Grade Level standards.				
<b>Goal 1B</b>	Increase students in each grade level reading at or above grade level from 86% to 95% by May as defined by the Fountas and Pinnell assessment and Renaissance STAR data.				
<b>Goal 1C</b>	Increase STAAR performance in all sub populations, including special education and ELL, by achieving a 5% increase in students reaching Approaching Grade Level standards.				
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>1. Utilize instructional strategies from the reader's workshop model - mini lessons, read aloud, guided reading, and conferring.</b>		Administration; ELAR/ESL Specialist; ELAR teachers	Leveled readers; campus guided reading lesson template; Fountas and Pinnell resources	Daily	Lesson cycle; conferring records; running records; guided reading lesson plans; walk through data; PLC discussions
<b>2. Provide focused tutoring sessions to prepare identified students for the STAAR Reading exam – to reach Approaching Grade Level and Masters Grade Level standards.</b>		Administration; ELAR/ESL/GT Specialists; ELAR teachers	Campus created tutorial materials; Measuring Up Live; Motivation Reading	April - May	Attendance records; Tutorial lesson plans; Tutorial weekly assessments; STAAR reports
<b>3. Provide new or refresher training on accurately using the Fountas and Pinnell assessment to provide reading levels and to guide appropriate targeted strategies for growth.</b>		ELAR Specialist	Fountas and Pinnell kits; Leveled readers	August; December; May	Quality checks with two assessors comparing/conferring
<b>4. Utilize monthly running record data and Fountas and Pinnell assessments to complete the Fountas and Pinnell progression chart and establish action plans for students projected to end the year below grade level.</b>		ELAR Specialist; ELAR teachers	Leveled readers; Fountas and Pinnell progression chart	Monthly	Running record documents; grade level data spreadsheet; progression chart; walk through data

<b>5. Implement focused phonics instruction through mini lessons in order to increase reading growth in kindergarten students.</b>	Administration; Kindergarten teachers	LRI Phonemic Awareness Blue Book	Daily	Reading progression chart; end of year reading levels; walk through data
<b>6. Complete data analysis on TEKS prior to each unit of study through professional learning communities and with the support of the content specialist.</b>	ELAR/ESL Specialists; ELAR teachers	Aware reports; STAAR data; previous year's data spreadsheet; TEKS	Monthly	Long range plans; lesson plans; PLC discussions
<b>7. Implement literacy aligned Curriculum Access Tools (CAT) including text to speech, text simplification, vocabulary support and text flexibility tools (i.e. font, color, text size adjustments) through the Snap and Read software for struggling students including special education and ELL.</b>	Administration; Specialists; ELAR and SpEd teachers; Special education instructional aides	Snap and Read; digitally formatted curriculum materials (instruction and assessment)	Training by November; Daily implementation	Snap and Read usage reports; training sign in sheets; district assessment data; walk through data.
<b>8. Provide ongoing professional development on guided reading instruction through the use of campus videos and collaborative discussion.</b>	Administration; ELAR Specialist; District ELAR coach	Fountas and Pinnell resources; Campus guided reading template; Reading progression chart; Campus created videos	Weekly or Bi-weekly	Professional development planning documents; videos; walk through data
<b>9. Grade level teachers will work with the ELAR specialist each week by participating in Professional Learning Community meetings. These meetings and discussions will shape instructional plans to meet the needs of all students.</b>	Administration; ELAR Specialist; ELAR teachers	Student data; TEKS; Lesson plans	Weekly	Lesson plans; feedback from ELAR Specialist; Aware data; Grade level data spreadsheet; Monthly reading levels

<b>Concern 2</b>	Academic performance in the area of writing				
<b>Goal 2A</b>	Increase STAAR performance so that 87% of 4th grade reaches Approaches Grade Level standards with a 5% increase in students reaching Masters Grade Level standards.				
<b>Goal 2B</b>	Increase students in each grade level writing at or above grade level to 95% by May as defined by the Writing Pathways progression chart.				
<b>Goal 2C</b>	Increase STAAR performance in all sub populations, including special education and ELL, by achieving a 5% increase in students reaching Approaching Grade Level standards.				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>1. Implement instructional strategies aligned with the writer's workshop model with the use of Lucy Calkins' <i>Units of Study</i>, <i>Writing Pathways</i>, and Jennifer Seravallo's <i>Writing Strategies</i>.</b>		Administration; ELAR/ESL Specialists; ELAR teachers	Lucy Calkins Units of Study; Writing Pathways; Writing Strategies	Daily	Student writing notebooks; common writing assessments; writing portfolios
<b>2. Teachers will increase writing frequency and volume by building in time every day for students to write independently in all subjects.</b>		Administration; Specialists; Teachers	Writing notebooks; Lucy Calkins paper	Daily	Writing notebooks; writing booklets; lesson plans; walk through data
<b>3. Complete analysis of TEKS prior to each unit of study through professional learning communities and with the support of the content specialist. Analyzing the Writing Pathways rubric and on-level writing samples for each unit to determine teaching sequence and writing expectations.</b>		ELAR/ESL Specialists; ELAR teachers	STAAR data; TEKS; Samples of on-level writing; Writing Pathways rubric and progression chart	Monthly	Long range plans; lesson plans; PLC discussions; Annotated Writing Pathways progression chart
<b>4. Analyze students' writing notebooks, folders, and portfolios to identify each students' placement on the writing progression chart in order to establish action plans for students projected to end the year below grade level.</b>		Administration; ELAR/GT Specialists; ELAR teachers	Student writing samples; Writing progression chart; Conferring chart	Monthly	Student writing samples; Annotated Writing Pathways progression chart; Action plans; Lesson plans; End of year writing data
<b>5. Analyze previous year's STAAR writing compositions and scores to determine patterns in the students' writing and adjust instructional</b>		Administration; ELAR Specialist; District content coach; 4 <sup>th</sup> grade ELAR teachers	STAAR writing samples; STAAR scores, Lesson plans	October, February December,	STAAR Writing composition scores

practices as needed.				
<b>6. Implement composition/writing aligned Curriculum Access Tools (CAT) including speech to text, auditory support, predicted spelling support and dictionary support through the Co-Writer software for struggling students including special education and ELL.</b>	Administration; Specialists; ELAR and SpEd teachers; Special education instructional aides	Co-Writer software; digitally formatted curriculum materials (instruction and assessment)	Training by November; Daily implementation	Co-Writer usage reports; training sign in sheets; district assessment data; walk through data.

<b>Concern 3</b>	Academic performance in the area of mathematics				
<b>Goal 3A</b>	Increase STAAR performance so that 95% of 3rd grade and 97% of 4th grade reaches Approaches Grade Level standards with both grade levels achieving a 5% increase in students reaching Masters Grade Level standards.				
<b>Goal 3B</b>	Increase the number of 4 <sup>th</sup> grade students meeting at least one year of academic growth to 90% based on TEA's STAAR measurement standards.				
<b>Goal 3C</b>	Increase STAAR performance in all sub populations, including special education and ELL, by achieving a 5% increase in students reaching Approaching Grade Level standards.				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>1. Deliver math curriculum through Math Workshop using small group instruction in all grade levels.</b>		Administration; Math Specialist; Math teachers	Math manipulatives; Motivation Math workbook	Weekly	Lesson plans; walk through data
<b>2. Create a systematic implementation and reward system for FASTT Math to develop and track student progress with math facts in 2<sup>nd</sup>-4<sup>th</sup> grade.</b>		Administration; Math Specialist; Math teachers	FASTT Math program	3-5 times per week	FASTT Math reports
<b>3. Implement at least three model math centers/stations in all grade levels that are tightly aligned to the TEKS and are standard across classrooms.</b>		Administration; Math Specialist; Math teachers	Campus created materials/stations	Weekly	Lesson plans; station materials; walk through data; unit exam data; PLC meeting discussions
<b>4. Train and implement a numeracy component into each math block utilizing Clothesline Math, Number Talks, or a combination of both.</b>		Administration; Math Specialist; District content coach; Math teachers	Clothesline Math and Number Talks training; Unit plans	Daily	Walk through data; Lesson plans
<b>5. Provide focused tutoring sessions to prepare identified students for the STAAR Mathematics exam – to reach Approaches Grade Level and Masters Grade Level standards.</b>		Administration; Math/GT Specialists; Math teachers	Campus related materials; Measuring Up Live; STAAR Master; Motivation Math	April - May	STAAR reports
<b>6. Grade level teachers will work with the math specialist each week by participating in Professional Learning Community meetings. These meetings and discussions will shape instructional plans to meet the needs of all students.</b>		Administration; Math Specialist; Math teachers	Student data; Previous year Aware and STAAR data; TEKS; Lesson plans	Weekly	Lesson plans; feedback from math Specialist; Aware data; Grade level data spreadsheet; STAAR data
<b>7. Complete data analysis on TEKS prior</b>		Math Specialists; Math	Aware reports; STAAR	Monthly	Long range plans; lesson

to each unit of study through professional learning communities and with the support of the content specialist.	teachers	data; previous year's data spreadsheet; TEKS		plans; PLC discussions
<b>8. Implement literacy aligned Curriculum Access Tools (CAT) including text to speech, text simplification, vocabulary support and text flexibility tools (i.e. font, color, text size adjustments) through the Snap and Read software for struggling students including special education and ELL.</b>	Administration; Specialists; Math and SpEd teachers; Special education instructional aides	Snap and Read; digitally formatted curriculum materials (instruction and assessment)	Training by November; Daily implementation	Snap and Read usage reports; training sign in sheets; district assessment data; walk through data.



<b>Concern 4</b>	Student attendance rate				
<b>Goal 4A</b>	Increase the student attendance rate by 0.2% in each sub-population to reach an overall rate of 97.4% by the end of the school year.				
<b>Goal 4B</b>					
<b>Goal 4C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>1. Schedule special events such as field day, fun run, and class parties on a day before a student holiday.</b>		Administration	None	August	Calendar of events; Attendance reports
<b>2. Recognize and reward students for perfect attendance with spirit sticks celebrations and certificates.</b>		Administration; Teachers	Attendance reports; Spirit sticks; Certificates	Each nine weeks	Calendar of events; Attendance reports
<b>3. Implement systems to monitor attendance and intervene with excessive absences – Automated call system for absences, mailing absence letters, monitoring the district’s digital attendance dashboard; and meeting with parents.</b>		Administration; Attendance secretary	Digital dashboard; School messenger; Attendance reports and letters	Daily / Weekly	Attendance reports

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	STAAR Scores for fourth grade students were below expectation or passing standard in Writing. (20% Did Not Meet Expectation, 80% Approaches Expectation, 47% Meets Expectation and 19% Masters Expectation)				
<b>Goal 1A</b>	Increase the number of fourth grade students meeting the Meets Expectation of performance in Writing by 10%. (Currently, 47% Meets Expectation increase to at least 57%)				
<b>Goal 1B</b>	Increase the number of fourth grade students meeting the Masters Expectation of performance in Writing by 10%. (Currently, 19% Masters Expectation increase to at least 29%)				
<b>Goal 1C</b>	Decrease the number of fourth grade students that Did Not Meet Expectation by 20% (Currently, 20% Did Not Meet Expectation.)				
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
Implement the district writing monitoring folder system using on demand writing prompts and rubrics.	K-4 Language Arts Teachers	Writing Folders On Demand Writing Prompts Writing Pathways Rubrics	Ongoing	PLC Collaboration Writing Samples	
Train all teachers on writing rubrics specific to grade level expectations.	Reading Specialist K-4 All Teachers	District Writing Rubrics Writing Samples	September/October 2017	PLC Collaboration Agenda	
Collaborate with teachers and specialists on student writing throughout the year in Professional Learning Communities and faculty meetings.	All Specialists K-4 All Teachers	Writing Samples District Writing Curriculum	Ongoing	PLC Collaboration Agenda Faculty Meeting Agenda On Demand Writing Samples	
Provide professional development with Enid Martinez focusing on writing instruction.	Administration Reading Specialist K-4 Lang. Arts Teachers	\$2300. Substitutes	January 19, 2018	Walkthroughs Lesson Plans	
Review writing samples with vertical grade level teams K-4 and write SMART goals for each grade level team.	Reading Specialist K-4 All Teachers	Writing Samples District Writing Curriculum	Ongoing	PLC Collaboration Agenda Faculty Meeting Agenda On Demand Writing Samples SMART Goals	
Train all teachers on the Curriculum Access Tool Co-Writer and provide access to all students.	Program Specialist for Instruction and Intervention All Teachers	Chromebooks	October 20, 2017	Walkthroughs Lesson Plans	

<b>Concern 2</b>	STAAR Scores for ELL learners are below the expectation or passing standard in Reading and Writing. (3 <sup>rd</sup> Grade Reading 38% Did Not Meet Expectation, 63% Approaches Expectation, 13% Meets Expectation and 13% Masters Expectation) (4 <sup>th</sup> Grade Reading 44% Did Not Meet Expectation, 56% Approaches Expectation, 33% Meets Expectation, 0% Masters Expectation) (4 <sup>th</sup> Grade Writing 56% Did Not Meet Expectation, 44% Approaches Expectation, 11% Meets Expectation, 11% Masters Expectation)				
<b>Goal 2A</b>	Increase the number of ELL learners meeting the Meets Expectation in Reading by in 3 <sup>rd</sup> and 4 <sup>th</sup> grade by 50%. (Currently, 5 students increase to at least 10 students.)				
<b>Goal 2B</b>	Increase the number of ELL learners meeting the Masters Expectation in Reading by in 3 <sup>rd</sup> and 4 <sup>th</sup> grade by 50%. (Currently, 2 students increase to at least 4 students.)				
<b>Goal 2C</b>	Increase the number of ELL learners meeting the Meets Expectation of performance in Writing by 75%. (Currently, 1 student increase to at least 3 students.)				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	6. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
ESL specialist will pair writing assignments with reading novels in small group intervention.		ESL Specialist	Novels	Ongoing	STAR Ren Writing
Provide Sheltered Instruction training for all teachers to enhance research based strategies for ELL instruction.		Administration Provided for all staff	\$1500.	January 2018	Lesson Plans Walkthroughs
Provide study sessions for ESL teacher certification.		ESL Specialist	Book Content Review and Practice Book for the Tx Educator Certification Program (154 ESL Supplemental, 2nd Ed)	Fall 2017	Number of teacher taking the ESL test. Addition to teacher certifications
Collaborate with grade level teachers to monitor writing progress using the district rubrics and writing prompts.		ESL Specialist ESL Teachers	District Rubric Writing	Ongoing	Writing samples
Collaborate with grade level teachers to monitor reading progress using STAR Renaissance, Benchmarks and Running Records.		ESL Specialist ESL Teachers	STAR Ren Benchmarks Level Readers	Ongoing	STAR Renaissance Running Records Leveled Readers
Utilize the Fountas and Pinnell Leveled Literacy Intervention materials to provide TIER III Reading Invention as needed for ELL learners.		ESL Specialist	LLI Kit	Ongoing	Running Records Leveled Readers
Utilize English in Flash for vocabulary development for ELL learners.		ESL Specialist ESL Teachers	English in a Flash	Ongoing	STAR Renaissance

<b>Concern 3</b>	STAAR Scores for 3 <sup>rd</sup> and 4 <sup>th</sup> grade students were below expectation or passing standard in Reading. (3 <sup>rd</sup> Grade Reading 16% Did Not Meet Expectation, 84% Approaches Expectation, 57% Meets Expectation, and 37% Masters Expectation) (4 <sup>th</sup> Grade Reading 14% Did Not Meet Expectation, 86% Approaches Expectation, 66% Meets Expectations, 47% Masters Expectation) (4 <sup>th</sup> Grade Writing 20% Did Not Meet Expectation, 80% Approaches Expectation, 47% Meets Expectation and 19% Masters Expectation)				
<b>Goal 3A</b>	Increase the number of 3 <sup>rd</sup> and 4 <sup>th</sup> grade students Meeting Expectation in Reading by 50% (25 students)				
<b>Goal 3B</b>	Increase the number of 3 <sup>rd</sup> and 4 <sup>th</sup> grade students Approaching Expectation in Reading by 10%				
<b>Goal 3C</b>	Increase the number of students moving on the next grade reading on expected Reading level by 50% (Currently, Kindergarten 12 First Grade 15 Second Grade 25 Third Grade 18)				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Implement TIER II Reading Intervention for 3 <sup>rd</sup> and 4 <sup>th</sup> grade struggling readers using Anchor Comprehension by Benchmark.		3 <sup>rd</sup> and 4 <sup>th</sup> Grade Language Arts	Anchor Comprehension	October-May	Benchmarks Progress Monitoring Running Records
Conduct targeted walkthroughs during TIER II Intervention providing teachers with specific feedback.		Administration	Walkthrough Document	Ongoing	Walkthrough
Monitor reading levels of all students using STAR Renaissance, Benchmarks, Running Records and posting results on data wall.		Reading Specialist K-4 Language Art Teachers	Running Record Data	October-May	STAR Renaissance Benchmarks Running Records Data Wall
Utilize the guiding questions from Professional Learning Communities training to collaborate on student progress.		All Teachers	PLC Guiding Questions	Ongoing	PLC Agendas
Provide focused and targeted intervention training for teachers and instruction for students using The Continuum of Literacy Learning by Fountas and Pinnell.		Reading Specialist K-4 Language Arts Teachers	The Continuum of Literacy by Fountas and Pinnell	Ongoing	Running Records

<b>Concern 4</b>	STAAR Scores for students with disabilities are below expectation or passing standard in the following subject areas: Reading, Writing, Math (3 <sup>rd</sup> Grade Reading 50% Did Not Meet Expectation, 50% Approaches Expectation, 30% Meets Expectation and 20% Masters Expectation) (15 tested) (3 <sup>rd</sup> Grade Math 40% Did Not Meet Expectation, 60% Approaches Expectation, 30% Meets Expectation and 10% Masters Expectation) (14 tested) (4 <sup>th</sup> Grade Reading 83% Did Not Meet Expectation, 17% Approaches Expectation, 8% Meets Expectation, 0% Masters Expectation) (13 tested) (4 <sup>th</sup> Grade Math 58% Did Not Meet Expectation, 42% Approaches Expectation, 17% Meets Expectation, 8% Masters Expectation) (15 tested) (4 <sup>th</sup> Grade Writing 91% Did Not Meet Expectation, 9% Approaches Expectation, 0 Meets Expectation, 0 Masters Expectation) (11 tested)				
<b>Goal 4A</b>	Increase the number of special education students meeting the Meets Level of performance in Reading by 50%.				
<b>Goal 4B</b>	Increase the number of special education students meeting the Meets Level of performance in Math by 50%.				
<b>Goal 4C</b>	Increase the number of special education students meeting the Meets Level of performance in Writing by 50%.				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
Implement literacy aligned Curriculum Access Tools (CAT) including text to speech, text simplification, vocabulary support and text flexibility tools (i.e. font, color) through Snap and Read for students receiving intervention and students with disabilities.		Specialists All Teachers	Snap and Read, district-wide license with home access	Training October 20 <sup>th</sup>	Student usage report Home usage report Campus wide training TISD Benchmarks Follow up technical assistance provided by Student Support
Implement composition/writing aligned Curriculum Access Tools (CAT) including speech to text, auditory support and dictionary support, predicted spelling support for students receiving intervention and students with disabilities.		Specialists All Teachers	Co-Writer district-wide license with home access	Training October 20 <sup>th</sup>	Student usage report Home usage report Initial campus training TISD developed Benchmark assessments Technical assistance by Student Support
Increase access to digitally formatted curriculum materials (Instruction and assessment) for students receiving intervention and students with disabilities.		Specialists All Teachers	Formatted Curriculum Materials	Ongoing	District and locally developed assessments in digital format Conversion rate of instructional materials to digital format
Collaborate with grade level teachers in PLC meetings to monitor progress using the district benchmarks, rubrics and assessments.		Special Education Teachers All Teachers	Benchmarks Rubrics Assessments	Ongoing	Benchmark Data Common Assessments

<b>Concern 5</b>	Willow Creek students had 229 office referrals for the 2016-2017.				
<b>Goal 5A</b>	Decrease the number of students earning office referrals by 20%.				
<b>Goal 5B</b>	Decrease the number of students earning repeated office referrals by 50%.				
<b>Goal 5C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	
Implement Great Expectations program including the eight expectations, life principles and the six basic beliefs.	All Staff	Great Expectations Manual	August-May	Discipline Reports	
Each teacher will have a classroom observation followed by feedback by with a consultant from Great Expectations. Classroom observations will focus on the Six Basic Beliefs of Great Expectations.	All Teachers	Great Expectations Manual	September 20 <sup>th</sup> and 21 <sup>st</sup> October 23 <sup>rd</sup> and 24 <sup>th</sup> December 4 <sup>th</sup> and 5 <sup>th</sup> January 29 <sup>th</sup> and 30 <sup>th</sup> March 26 <sup>th</sup> and 27 <sup>th</sup>	Walkthroughs	
Implement the Rise and Shine component of the Great Expectation daily with all students kindergarten through fourth grade having the opportunity to lead morning Rise and Shine.	Administration All Teachers	Staff created outline/calendar for Rise and Shine	August-May	Rise and Shine Folder on Share Drive	
Collaborate with classroom teachers on effective behavior strategies.	Administration All Teachers		August-May	Discipline Reports	

## GOALS & STRATEGIES

From the concerns and problems identified in the data analysis and needs assessment, what are one or more SMART goals for the current academic year? What strategies will the campus use to accomplish the goals for each student? How do the strategies support and align to the District Priorities and Critical Success Factors (CSF's)?

<b>Concern 1</b>	7th grade STAAR Math scores dropped by 4 points at Willow Wood JHS.				
<b>Goal 1A</b>	7th grade STAAR Math scores will increase by 4% for 2017-2018				
<b>Goal 1B</b>	Math: Special Education STAAR Level Achievement increase by 5%				
<b>Supported District Priorities</b>	1. Academic Achievement <input checked="" type="checkbox"/>	2. Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3. District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input checked="" type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Provide Math 180 to 7th grade Math Lab students</b>		Principal (Frost) Math Dept. Chair Asst. Principal	Math 180: District Funds	October 2017-May 2018	Walk-throughs Math Data (Programing) Math 180 Monitoring
<b>Provide PD to help teachers learn how to differentiate the needs of students and the instruction (gap) throughout the school year</b>		Asst. Principal Kampwerth PLC Math Dept. Chair	High School Allotment Campus Budget Title Budget	August 2017-May 2018	Schedule of PD PLC Minutes Walk-throughs
<b>Fundamental 5 Training</b>		All Administrators PLC Math Dept. Chair	High School Allotment: \$5000 Campus Budget	August 2017-May 2018	PLC Minutes Evidence of Word Walls Walk-throughs F 5 Lesson Plans
<b>Academic Word Walls</b>		All Administrators PLC Math Dept. Chair	Campus Budget	August 2017-May 2018	Evidence of Word Walls Walk-throughs
<b>PLC</b>		All Administrators PLC Math Dept. Chair	Campus Budget	August 2017-May 2018	PLC Minutes & Agenda
<b>Math Intervention (Genius Period)</b>		Asst. Principal (Yarotsky) Math Dept. Chair	Campus Budget	September 2017-May 2018	Intervention Rosters and Lesson Plans
<b>Student Data Disaggregation</b>		All Administrators PLC Math/ELA Dept. Chair	Campus Budget	September 2017-May 2018	PLC Minutes Intervention Rosters Team & Teacher Learning Logs
<b>Fundamental 5 Staff Development</b>		Principal	HAS: \$5,000	January 2018-May 2018	Walk-throughs

<b>Concern 2</b>	Student Attendance Levels				
<b>Goal 2A</b>	WWJHS for 2017-2018 will have a 97% Attendance Rate				
<b>Goal 2B</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input type="checkbox"/>	3.District Culture <input checked="" type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input checked="" type="checkbox"/>
<b>Strategy</b>		<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
<b>Add a variety of student centered attendance incentives</b>		Asst. Principal (Maslowski)	Campus Budget	September 2017-May 2018	Weekly Celebrations 9 week drawings Documentation
<b>Implement family contact protocols and utilize social media to communicate attendance expectations and incentives</b>		Asst. Principal Maslowski, Kampwerth, Yarotsky	Campus Budget	September 2017-May 2018	Documentation of Conversations
<b>Administrative Meetings</b>		All Administrators	Campus Budget	September 2017-May 2018	Friday (Weekly) Admin Data Meetings

<b>Concern 3</b>	Student Academic Growth Levels				
<b>Goal 3A</b>	85% of the students at WWJHS will show a growth of 10% or more from previous STAAR Administrations in Reading and Math.				
<b>Goal 3B</b>	Reading Academic Improvement Levels for Sub-Populations: SpEd +10, ELL +5, Hispanic +2				
<b>Goal 3C</b>	Math Academic Improvement Levels for Sub-Populations: SpEd +10, ELL +5, EcoDis +2				
<b>Goal 3D</b>	Science Academic Improvement Levels for Sub-Populations: SpEd +5, ELL +5				
<b>Goal 3E</b>	Writing Academic Improvement Levels for Sub-Populations: SpEd +10				
<b>Goal 3F</b>	Social Studies Academic Improvement Levels for Sub-Populations: SpEd +15, ELL +5				
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input checked="" type="checkbox"/>



Strategy	Responsibility	Resources	Timeline	Monitoring & Evaluation
<b>Fundamental 5</b>	All Administrators PLC All Dept. Chairs	Campus Budget	August 2017-May 2018	PLC Minutes Walk-throughs F 5 Lesson Plans
<b>Critical Writing</b>	All Administrators PLC All Dept. Chairs	Campus Budget	August 2017-May 2018	Writing Samples From All Courses
<b>In-school Intervention based on Targeted students and TEKS</b>	All Administrators PLC Math/ELA Dept. Chairs	Campus Budget	September 2017-May 2018	Intervention Rosters and Lesson Plans
<b>Academic Word Walls</b>	All Administrators PLC All Dept. Chair	Campus Budget	August 2017-May 2018	Evidence of Word Walls Walk-throughs
<b>Student Data Disaggregation</b>	All Administrators PLC Math/ELA Dept. Chair	Campus Budget	September 2017-May 2018	PLC Minutes Intervention Rosters Team & Teacher Learning Logs
<b>Interventionists (All Core Classes) Push-in and Pull-out Intervention for struggling students</b>	Asst. Principal Yarotsky	HAS: \$17,750	November 2017-April 2018	Lesson Plans Intervention Lists PLC
<b>STAAR After School Tutorial</b>	Principal Department Chair	HAS: \$2000.00	January 2018-April 2018	PLC Student Lists Data Disaggregation
<b>Fundamental 5 Staff Development</b>	Principal	HAS: \$5,000	January 2018-May 2018	Walk-throughs

<b>Concern 4</b>	Student Approaches, Meets Grade Level, and Mastery Levels				
<b>Goal 4A</b>	Student Academic success will increase in the following: (Approaches Level, Meets Grade Level, and Mastery Level)				
<b>Goal 4B</b>					
<b>Goal 4C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input checked="" type="checkbox"/>	2.Innovative and Individualized Instruction <input checked="" type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input checked="" type="checkbox"/>	5. Fiscal Responsibility <input checked="" type="checkbox"/>
Strategy	Responsibility	Resources	Timeline	Monitoring & Evaluation	
<b>Fundamental 5</b>	All Administrators PLC All Dept. Chairs	Campus Budget	August 2017-May 2018	PLC Minutes Walk-throughs F 5 Lesson Plans	

<b>Critical Writing</b>	All Administrators PLC All Dept. Chairs	Campus Budget	August 2017-May 2018	Writing Samples From All Courses
<b>In-school Intervention based on Targeted students and TEKS</b>	All Administrators PLC All Dept. Chairs	Campus Budget	September2017- May 2018	Intervention Rosters and Lesson Plans
<b>Academic Word Walls</b>	All Administrators PLC All Dept. Chair	Campus Budget	August 2017-May 2018	Evidence of Word Walls Walk-throughs
<b>Student Data Disaggregation</b>	All Administrators PLC All Dept. Chair	Campus Budget	September2017- May 2018	PLC Minutes Intervention Rosters Team & Teacher Learning Logs
<b>Interventionists (All Core Classes) Push-in and Pull-out Intervention for struggling students</b>	Asst. Principal Yarotsky	HAS: \$17,750	November 2017-April 2018	Lesson Plans Intervention Lists PLC
<b>STAAR After School Tutorial</b>	Principal Department Chair	HAS: \$2000.00	January 2018-April 2018	PLC Student Lists Data Disaggregation
<b>Fundamental 5 Staff Development</b>	Principal	HAS: \$5,000	January 2018-May 2018	Walk-throughs

<b>Concern 5</b>	Click here to enter text.				
<b>Goal 5A</b>					
<b>Goal 5B</b>					
<b>Goal 5C</b>					
<b>Supported District Priorities</b>	1.Academic Achievement <input type="checkbox"/>	2.Innovative and Individualized Instruction <input type="checkbox"/>	3.District Culture <input type="checkbox"/>	4. Quality Staff <input type="checkbox"/>	5. Fiscal Responsibility <input type="checkbox"/>
<b>Strategy</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>	

## *2016-2017 Tomball ISD Report on Violent or Criminal Incidents*

Texas statute requires every district to publish a report on violent or criminal incidents at their schools. This annual report must include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974. Violent or Criminal Incidents PEIMS 425 Action Reason Codes as Submitted Summer 2016 Incident Total These codes include those specified by TEA as violent criminal offenses in the School Safety Choice Option Guidance 2016-2017, based upon the USDE Unsafe School Choice Option Non-Regulatory Guidance. The remaining codes are monitored by TEA and may be used in the identification of persistently dangerous schools.

### **Violent or Criminal Incidents PEIMS 425 Action Reason Codes as Submitted Summer 2017**

11 – USED, EXHIBITED, OR POSSESSED FIREARM	0
12 – USED, EXHIBITED, OR POSSESSED AN ILLEGAL KNIFE	0
13 – USED, EXHIBITED, OR POSSESSED A CLUB	0
14 – USED, EXHIBITED, OR POSSESSED A WEAPON	0
16 – ARSON	1
17 – MURDER, ATTEMPTED MURDER	0
18 – INDECENCY WITH A CHILD	0
19 – AGGRAVATED KIDNAPPING	0
26-TERRORISTIC THREAT	1
27-ASSAULT-DISTRICT EMPLOYEE	1
28 - ASSAULT OF SOMEONE OTHER THAN DISTRICT STAFF	6
29 – AGGRAVATED ASSAULT ON DISTRICT EMPLOYEE OR VOLUNTEER	0
30 – AGGRAVATED ASSAULT ON SOMEONE OTHER THAN DISTRICT EMPLOYEE OR VOLUNTEER	0
31 – SEXUAL ASSAULT OR AGGRAVATED SEXUAL ASSAULT AGAINST EMPLOYEE OR VOLUNTEER	0
32* – SEXUAL ASSAULT OR AGGRAVATED SEXUAL ASSAULT AGAINST SOMEONE OTHER THAN DISTRICT EMPLOYEE/VOLUNTEER	0
36-FELONY CONTROLLED SUBS VIOLAT	2
37 – FELONY ALCOHOL VIOLATION	0
46* – AGGRAVATED ROBBERY	0
47 – MANSLAUGHTER	0
48 – CRIMINALLY NEGLIGENT HOMICIDE	0

**Texas High School Graduates from FY2015**  
**Enrolled in Texas Public or Independent Higher Education in FY 2016**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	101919002 WESTFIELD H S							
	Four-Year Public University	157	54	23	32	31	16	1
	Two-Year Public Colleges	224	77	32	23	42	39	11
	Independent Colleges & Universities	9						
	Not Trackable	47						
	Not Found	256						
	Total High School Graduates	693						
	<b>TOMBALL ISD</b>							
	101921001 TOMBALL H S							
	Four-Year Public University	72	13	10	10	24	15	0
	Two-Year Public Colleges	142	36	25	19	30	29	3
	Independent Colleges & Universities	11						
	Not Trackable	14						
	Not Found	120						
	Total High School Graduates	359						
	101921002 TOMBALL MEMORIAL H S							
	Four-Year Public University	111	13	16	20	28	34	0
	Two-Year Public Colleges	147	33	30	24	27	27	6
	Independent Colleges & Universities	16						
	Not Trackable	16						
	Not Found	152						
	Total High School Graduates	442						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

**Accountability Rating:** The labels assigned to districts and campuses by the state academic accountability system that indicate acceptable and unacceptable performance or that a district or campus is not rated. Possible ratings are as follows:

- *Met Standard*
- *Met Alternative Standard*
- *Improvement Required*
- *Not Rated*
- *Not Rated: Data Integrity Issues*

For a detailed explanation of this year's accountability system, see the [2017 Accountability Manual](http://tea.texas.gov/2017accountabilitymanual.aspx), available at <http://tea.texas.gov/2017accountabilitymanual.aspx>.

**Accountability Subset:** The collection of STAAR assessment results that are used to determine district and campus accountability ratings.

*Campus-level accountability subset:* Campuses are held accountable for the performance of only those students enrolled in the campus on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled at one campus on October 28, 2016\* then moved to another campus before the testing date, that student's performance is not included in the accountability results for either campus.

*District-level accountability subset:* A district is held accountable for the performance of only those students enrolled in the district on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled in one district on October 28, 2016\* then moved to another district before the testing date, that student's performance is not included in the accountability results for either district. If that student had moved from one campus to another in the same district, however, his or her performance would have been included in the district's results, even though it was not included in the results for either campus. This can cause district performance results to vary from the aggregate of its campuses' results.

\*In the case of STAAR End-of-Course exams administered in July 2016, the accountability subset date is for the prior year, October 30, 2015.

**Advanced/Dual-Credit Course Completion:** The percentage of students who complete and receive credit for at least one advanced or dual-credit course. TAPR includes separate completion percentages for grades 9–12 and grades 11–12. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

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

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

### *Any Subject*

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course

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number of students in grades 11–12 who received credit for least one course in 2015–16

### *English Language Arts*

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in ELA

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number of students in grades 11–12 who received credit for least one course in ELA in 2015–16

### *Mathematics*

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in mathematics

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number of students in grades 11–12 who received credit for least one course in mathematics in 2015–16

### *Science*

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in science

---

number of students in grades 11–12 who received credit for least one course in science in 2015–16

### *Social Studies*

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in social studies

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number of students in grades 11–12 who received credit for least one course in social studies in 2015–16

This indicator was used in awarding distinction designations to high schools in 2017. For a detailed explanation of distinction designations, see [Chapter 5](#) of the [2017 Accountability Manual](#). (Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3).

**Advanced Placement Examinations:** Please see *AP/IB Results*.

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

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

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

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2015–16 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2015–16 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2015–16 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2015–16 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2015–16* reports, available on the TEA website at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

For detailed information on data sources, see [Appendix K](#) in the [2017 Accountability Manual](#). See also *Dropout and Leaver Record*. (Source of data: PEIMS; Record 400, Student – Basic Attendance; Record 500, Student – Flexible Attendance Data, Submissions 1, 3, and 4)

**Annual Graduates:** The count of students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)

**AP/IB Course Completion:** The percentage of annual graduates who completed at least one Advanced Placement (AP) course and/or International Baccalaureate (IB) course in the 2012–13 to 2015–16 school years.

number of 2015–16 annual graduates who completed at least one AP or IB course in the 2012–13 to 2015–16 school years

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Number of 2015–16 annual graduates

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

*All Subjects*

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2015–16 school year taking at least one AP or IB examination

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total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

*English Language Arts*

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2015–16 school year taking at least one AP or IB examination in ELA

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total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

*Mathematics*

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2015–16 school year taking at least one AP or IB examination in mathematics

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total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

*Science*

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2015–16 school year taking at least one AP or IB examination in science

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total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

*Social Studies*

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2015–16 school year taking at least one AP or IB examination in social studies

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total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

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

*All Subjects*

number of 11<sup>th</sup> and 12<sup>th</sup> graders with at least one AP or IB score at or above criterion

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number of 11<sup>th</sup> and 12<sup>th</sup> graders with at least one AP or IB examination



*English Language Arts*

number of 11<sup>th</sup> and 12<sup>th</sup> graders with at least one AP or IB score at or above criterion in ELA

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

*Mathematics*

number of 11<sup>th</sup> and 12<sup>th</sup> graders with at least one AP or IB score at or above criterion in mathematics

---

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

*Science*

number of 11<sup>th</sup> and 12<sup>th</sup> graders with at least one AP or IB score at or above criterion in science

---

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

*Social Studies*

number of 11<sup>th</sup> and 12<sup>th</sup> graders with at least one AP or IB score at or above criterion in social studies

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

This indicator was used in determining the 2017 postsecondary readiness distinction designation for campuses and districts. For a detailed explanation of distinction designations, see [Chapter 5](#) of the [2017 Accountability Manual](#). (Sources of data: The College Board, Nov. 2015, Nov. 2016; The International Baccalaureate Organization, Feb. 2016, Feb. 2017; and PEIMS; Record 101, Student – Demographic, Submission 1)

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

number of students in the 2015–16 school year considered as at risk

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total number of students

(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

**Attendance Rate:** The percentage of days that students were present in 2015–16 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

total number of days that students in grade 1–12 were present in 2015–16

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total number of days that students in grade 1–12 were in membership in 2015–16

This indicator was used in awarding distinction designations in 2017. For a detailed explanation of distinction designations, see [Chapter 5](#) of the [2017 Accountability Manual](#). (Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)

**Auxiliary Staff** (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 090

Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)

**Average Actual Salaries (regular duties only):** For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

- *Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.
- *Campus Administration.* Principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration.* (not on campus profile) Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.
- *Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.

**Average Teacher Salary by Years of Experience (regular duties only):** Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. (Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Submission 1)

**Average Years Experience of Teachers:** The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

**Average Years Experience of Teachers with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. (Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)

**Bilingual Education (BE)** Dual-language program that enables English language learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the transitional bilingual/early exit, the transitional bilingual/late exit, the dual language immersion/one-way, and the dual language immersion/two-way instructional models.

**Bilingual Education/English as a Second Language Reports:** The performance for selected indicators disaggregated by bilingual and English as a second language (ESL) instructional models. The TAPR shows the statutorily-required performance indicators disaggregated by eleven columns for students identified as limited English proficient (LEP) in the current school year.

For definitions of the BE/ESL instructional programs, see the *Texas Education Data Standards*, available at [http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS\\_Latest\\_Release/](http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/).

**Campus Number:** A unique nine-digit number assigned to every public school. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254), followed by a three-digit district number (9XX is used primarily for traditional campuses, 8XX for charter campuses), and ending with a three-digit campus number (typically 00X\_ for high schools, 04X for middle schools, and 1XX for elementary schools).

**Class Size Averages by Grade and Subject:** The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.

- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)

**Cohort:** A group of students who begin grade 9 for the first time in the same school year plus any students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort.

A cohort is formed when a group of students begins ninth grade, regardless of whether the school that they attend has students in any other grades.

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.
- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2016. This is also true for the five-year and six-year extended longitudinal cohorts.

**College Admissions Tests:** Please see *SAT/ACT Results*.

**College-Ready Graduates:** The percentage of annual graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT test, or the ACT test. The criteria for each are as follows:

Subject	TSIA		SAT *		ACT
ELA	at least 351 on Reading	OR	at least 500 on Critical Reading AND at least 1070 Total	OR	at least 19 on English AND at least 23 Composite
Mathematics	at least 350 on Mathematics	OR	at least 500 on Mathematics AND at least 1070 Total	OR	at least 19 on Mathematics AND at least 23 Composite

\* For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

Performance is shown for school years 2014-15 and 2015-16. The percentages are calculated as follows:

*English Language Arts.*

$$\frac{\text{number of graduates who scored at or above the college-ready criterion for ELA in 2015-16}}{\text{number of 2015-16 annual graduates with ELA results to evaluate}}$$

*Mathematics.*

$$\frac{\text{number of graduates who scored at or above the college-ready criterion for mathematics in 2015-16}}{\text{number of 2015-16 annual graduates with ELA results to evaluate}}$$

*Both Subjects.*

$$\frac{\text{number of graduates who scored at or above the college-ready criteria on both ELA & mathematics in 2015-16}}{\text{number of 2015-16 annual graduates with results in both subjects to evaluate}}$$

*Either Subject.*

$$\frac{\text{number of graduates who scored at or above the college-ready criteria on either ELA or mathematics in 2015-16}}{\text{number of 2015-16 annual graduates with results in either subject to evaluate}}$$

(Sources of data: The Texas Higher Education Coordinating Board (THECB), The College Board, Aug. 2015, Aug. 2016, ACT, Inc. Oct. 2015, Oct. 2016)

**College and Career Ready Graduates:** The number of 2015-16 annual graduates who demonstrate preparedness for postsecondary success in one of three ways:

- Meeting the TSI criteria in both ELA/reading and mathematics, as described above for College-Ready Graduates
- Completing and earning credit for at least two advanced/dual-credit courses in the 2014-15 or 2015-16 school year
- Enrolling in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study to take two or more CTE courses for three or more credits during the 2015-16 school year (This includes the CTE Tech Prep Program)

(Sources of data: consolidated accountability file [CAF], THECB, College Board, and ACT)

**Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year:** The percentage of annual graduates who complete two or more advanced or dual-credit courses.

$$\frac{\text{number of 2015-16 annual graduates who completed 2 or more advanced/dual-credit courses in the current and/or prior school year}}{\text{Number of 2015-16 annual graduates}}$$

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

**Completion of Twelve or More Hours of Postsecondary Credit:** The percentage of annual graduates who earn at least 12 hours of postsecondary credit in the 2012–13 to 2015–16 school years.

number of 2015–16 annual graduates who completed 12 or more hours of postsecondary credit in the 2012–13 to 2015–16 school years

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Number of 2015–16 annual graduates

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

**Completion Rate:** Please see *Longitudinal Rates*.

**County District Number (CDN):** Please see *District Number*.

**County District Campus Number (CDCN):** Please see *Campus Number*.

**CTE-Coherent Sequence Graduate:** The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study.

number of 2015–16 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits \*

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number of 2015–16 annual graduates

\* This includes the CTE Tech Prep Program.

(Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; Record 203, Student – School Leaver, Submissions 1 and 3; Record 400, Student – Basic Attendance, Submission 1)

**Data Quality** (not on campus profile): The percentage of errors made by district in the TSDS PEIMS Student Leaver Data.

*Percent of Underreported Students.* Underreported students are 7<sup>th</sup>–12<sup>th</sup> graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a 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 2015–16, the end of the school-start window was September 30, 2016.) (For a more complete definition of leavers, see *Leaver Records*.)

number of underreported students

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number of students in grades 7–12 who were served in the district in the 2015–16 school year

(Source of data: General Educational Development Information File; PEIMS; Record 101, Student – Demographic, Submission 1; Record 110, Student – Enrollment, Submission 1; Record 400, Student – Basic Attendance, Submission 3; Record 500, Student – Flexible Attendance Data, Submission 3)

**Distinction Designations:** Recognitions for outstanding achievement in the following academic areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Student Progress (campus only)
- Top 25 Percent: Closing Performance Gaps (campus only)
- Postsecondary Readiness (district and campus)

The 2016–17 TAPR provides the Distinction Designations for eligible districts and campuses on the cover page of the report. Only those districts and campuses that receive a *Met Standard* rating are eligible for distinction designations. Charter districts and alternative education campuses evaluated by alternative education accountability (AEA) provisions are not eligible for distinction designations. See [Chapter 5](#) of the [2017 Accountability Manual](#) for more information.

**Distinguished Achievement Program:** Please see *RHSP/DAP Graduates*.

**District Number:** A unique six-digit number assigned to every public school district. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254) followed by a three-digit district number (9XX for traditional districts, 8XX for charter operators).

**Dropout:** A student who was enrolled in public school in grade 7–12 during the previous year, did not return to public school in current year, was not expelled, and did not graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die. Dropout counts are obtained from TSDS PEIMS records. For more information, see *Annual Dropout Rate*. (Source of data: PEIMS; Record 203, Student – School Leaver, Submissions 1, 3)

**Dropout Rate:** Please see *Annual Dropout Rate*.

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

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

See also *Total Students*. (Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; and TEA Student Assessment Division)

**Educational Aides:** The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of

educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. (Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission I)

**English as a Second Language (ESL):** An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes both ESL content and ESL pull-out instructional models.

**English Language Learners (ELLs):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Language Learner,” “English Learner,” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of ELL performance varies by indicator:

- ELL performance of students who are in their first year in U.S. schools is excluded from all STAAR indicators. Exclusion of other ELL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of ELL performance, see [Appendix I](#) in the [2017 Accountability Manual](#).
- ELL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELLs is calculated by dividing the number of ELLs by the total number of students in the district or campus. Not all students identified as ELLs receive bilingual or English as a second language instruction. (Source of data: PEIMS; Record 110, Student – Enrollment, Submission I)

**Enrollment:** Please see *Total Students*.

**Ethnic Distribution:** The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. (Source of data: PEIMS; Record 101, Student – Demographic, Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission I; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

**Expenditure Information:** Information available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

**Experience of Campus Leadership:** The average years of experience for principals and assistant principals.

- *Average Years as Principal:* The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each principal's FTE coefficient (1 for a full-time principal, .75 for a three-quarter-time principal, and .5 for a half-time principal, for example) by his or her years of experience. These amounts are added together and divided by the sum of all principals' FTE coefficients.



- **Average Years as Principal with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each principal's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all principal's coefficients.
- **Average Years as Assistant Principal:** The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each principal's FTE coefficient by his or her years of experience. These amounts are added together and divided by the sum of all assistant principals' FTE coefficients.
- **Average Years as Assistant Principal with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each assistant principal's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all assistant principal's coefficients.

(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)

**Foundation High School Program (FHSP):** Please see *Graduation Plan*.

**Full Time Equivalent (FTE):** A measure of the extent to which a person (or responsibility) occupies a full-time position; it is calculated for each staff member reported in TSDS PEIMS. FTE values are used in various staff reports as well as input to the Budget and Actual financial allocation process.

An employee who works half time and has 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 of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)

**Fund Balance Information:** Information is available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

**Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2015–16 are also shown:

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

See also *College-Ready Graduates, Longitudinal Rate, RHSP/DAP Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates*. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)

**Graduation Plan:** The percentage of students who graduated under one of the following:

- **FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in the Class of 2016 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2016 with reported FHSP graduation plans}}$$

- **FHSP-E Graduates (Longitudinal Rate) (Class of 2016)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in the Class of 2016 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2016 with reported FHSP graduation plans}}$$

- **RHSP/DAP Graduates (Longitudinal Rate) (Class of 2016)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in the Class of 2016 who complete a 4-year RHSP or DAP}}{\text{number of graduates in the Class of 2016 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

- **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\text{number of graduates from the Class of 2016 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2016 with reported graduation plans}}$$

- **FHSP-DLA Graduates (Annual Rate) (2015–16)** The percentage of graduates in 2016 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2015–16 who earn an FHSP-DLA}}{\text{number of graduates in school year (SY) 2015–16 with reported FHSP graduation plans}}$$

- **FHSP-E Graduates (Annual Rate) (2015–16)** The percentage of graduates in 2016 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2015–16 who earn an FHSP-E}}{\text{number of graduates in SY 2015–16 with reported FHSP graduation plans}}$$

- **RHSP/DAP Graduates (Annual Rate) (2015–16)** The percentage of graduates in 2016 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2015–16 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

- **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2015–16)** The percentage of graduates in 2016 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2015–16 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2015 and the Class of 2016. See also *Graduates*. (Source of data: PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)

For additional information about graduation programs please see <http://tea.texas.gov/graduation.aspx>

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

$$\frac{\text{number of graduates during the 2014–15 school year who attended a public or independent college or university in Texas in the 2015–16 academic year}}{\text{number of graduates during the 2014–15 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included. (Source of data: Texas Higher Education Coordinating Board)

**Graduates in TX IHE Completing One Year Without Remediation:** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2014–15 school year who enrolled in a public college or university in Texas for the school year following the year they graduated  
and  
met the *Texas Success Initiative* requirement in all subject areas (reading, writing, and mathematics)

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number of graduates during the 2014–15 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included.

Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (*Source of data: Texas Higher Education Coordinating Board, Fall 2017*)

**Graduation Rate:** Please see *Longitudinal Rates*.

**Instructional Expenditure Ratio (2015–16):** This information is available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

**Instructional Staff Percent** (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2015–16 school year. The instructional staff percent is a district-level measure and is calculated as follows:

total number of hours for district staff who were reported under expenditure  
object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31

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total number of hours worked by all district employees

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1*)

**International Baccalaureate (IB) Results:** See *AP/IB Results*.

**Leaver Record:** The TSDS PEIMS record that reports the status of prior year grade 7–12 students who are no longer enrolled at a Texas public school. Districts are required to submit

a leaver record for each student who graduated, enrolled in school in another state, returned to his or her home country, died, or dropped out.

See *Data Quality*. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3); *Secondary School Completion and Dropouts in Texas Public Schools, 2015–16*, Texas Education Agency)

**LEP (Limited English Proficient):** Please see *English Language Learner*.

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2012–13. They are followed through their expected graduation with the class of 2016.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2011–12. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2015.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2010–11. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2014.

*Additional Information on Cohorts:*

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.
- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the class of 2016. This is also true for the five-year and six-year extended longitudinal cohorts.

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

*4-Year Longitudinal Rate*

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2016 for the 2016 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2016 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2016}}{\text{number of students in the 2016 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2016 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\text{number of students in the 2016 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\text{number of students in the 2016 cohort*}}$$

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

$$\frac{\text{number of students from the 2016 cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016}}{\text{number of students in the 2016 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016 plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\text{number of students in the 2016 cohort*}}$$

#### 5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2016, for the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2015 cohort*}}$$

- (2) *Received GED*: For the 2015 cohort, the percentage who received a GED certificate by August 31, 2016. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2016}}{\text{number of students in the 2015 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2015 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\text{number of students in the 2015 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2015 cohort who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\text{number of students in the 2015 cohort*}}$$

- (5) *Graduates & GED*: The percentage of graduates and GED recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016} + \text{plus number of students from the cohort who received a GED by August 31, 2016}}{\text{number of students in the 2015 cohort*}}$$

- (6) *Graduates, GED & Cont*: The percentage of graduates, GED recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016} + \text{plus number of students from the cohort who received a GED by August 31, 2016} + \text{plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\text{number of students in the 2015 cohort*}}$$

#### 6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2016, for the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2014 cohort*}}$$

- (2) *Received GED*: For the 2014 cohort, the percentage who received a GED certificate by August 31, 2016. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2016}}{\text{number of students in the 2014 cohort}^*}$$

- (3) *Continued High School*: The percentage of the 2014 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\text{number of students in the 2014 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2014 cohort who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\text{number of students in the 2014 cohort}^*}$$

- (5) *Graduates & GED*. The percentage of graduates and GED recipients in the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016} + \text{plus number of students from the cohort who received a GED by August 31, 2016}}{\text{number of students in the 2014 cohort}^*}$$

- (6) *Graduates, GED & Cont*. The percentage of graduates, GED recipients, and continuers in the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016} + \text{plus number of students from the cohort who received a GED by August 31, 2016} + \text{plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\text{number of students in the 2014 cohort}^*}$$

- \* 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, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

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

#### *Additional Information about Federal Graduation Rates*

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



- (1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2012–13. They are followed through their expected graduation with the class of 2016. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2016 cohort **}}$$

- (2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2011–12. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2015 cohort **}}$$

- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2010–11. They are followed for six years to see if they graduated within two years after their expected graduation with the class of 2014. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2014 cohort **}}$$

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

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2015–16*. (Sources: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3 and General Educational Development Information File)

**Masking:** Concealing the performance results of small groups of students to comply with the Federal Educational Rights and Privacy Act (FERPA)

Please see *Special Symbols* for additional information.

**Membership:** The count of enrolled students that does not include those students who are served 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 of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)

**Mobility** (*campus profile only*): The count and percentage of students who have been in membership at a school for less than 83% of the school year (i.e., missed six or more weeks).

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number of mobile students in 2015–16

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number of students who were in membership at any time during the 2015–16 school year

This rate is calculated at the campus level and disaggregated by race/ethnicity. The mobility rate shown in the “district” column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. (*Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1*)

**Non-Educationally Disadvantaged:** Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

**Number of Students per Teacher:** The total number of students divided by the total teacher FTE count. (*Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1*)

**Paired Schools:** Two campuses that are combined virtually for the purpose of assigning accountability ratings. All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. A campus that does not serve grade levels at which STAAR is administered is paired with another campus in the same district for accountability purposes. For example, Travis Primary (K–2) feeds students into Navarro Elementary (3–5). The district pairs these two campuses for accountability purposes. This means that the performance index outcome of Navarro Elementary is also used as the rating Travis Primary. For more information about pairing, please see [Chapter 6](#) in the [2017 Accountability Manual](#).

**Professional Staff:** The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See also Appendix A. (*Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1*)

**Progress of Prior-Year Non-Proficient Students** (*Percentage of students who did not reach the satisfactory standard on at least one STAAR assessment in the previous year*): The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2 and STAAR A) in the prior year but passed the corresponding assessment in the current year. For 2017, rates for ELA/reading and mathematics are calculated as follows:

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number of matched students who did not reach the satisfactory standard in 2016 but passed in 2017

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number of matched students who did not reach the satisfactory standard in 2016

For 2017, students in grades 4–8 included in these measures are those who

- took the spring 2017 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 test takers because that is the first STAAR test;
- are part of the 2017 accountability subset;
- can be matched to the spring 2016 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2016 STAAR administration of ELA/reading and/or mathematics.

Note this item does not apply to mathematics in 2016, because grade 3–8 mathematics was not included in 2015 accountability.

(Source of data: TEA Student Assessment Division)

**Recommended High School Program:** Please see *Graduation Plan*.

**Retention Rates by Grade** (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2016 in the same grade in which they were reported for the last six-week period of the prior school year (2015–16).

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the number of students enrolled in the same grade from one school year to the next

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the number of students enrolled from one school year who return the next year or who graduate

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2015–16*, available from TEA. (Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)

**Revenue Information:** Please see the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

**SAT/ACT Results:** Participation and performance of graduating seniors from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. Only one record is sent per student. If a student takes an ACT and/or SAT test more than once, the agency receives the record for the most recent examination taken.

Nine values are calculated for this indicator:

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

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number of graduates who took either the SAT or the ACT

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Total number of graduates reported

- (2) *At/Above Criterion*: The percentage 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 graduating examinees who scored at or above the  
criterion score on either the SAT or the ACT**

**number of graduating examinees taking either the SAT or the ACT**

- (3) *Average SAT Score (All Subjects)*: The average score for the SAT critical reading, writing, and mathematics combined. The maximum score is 2400. It is calculated as follows:

**sum of total scores (critical reading + writing + mathematics) of all students who took the SAT**

**number of students who took the SAT**

- (4) *Average SAT Score (English Language Arts)*: The average score for the SAT critical reading and writing combined. The maximum score is 1600. It is calculated as follows:

**sum of total scores (critical reading + writing) of all students who took the SAT**

**number of students who took the SAT**

- (5) *Average SAT Score (Mathematics)*: The average score for the SAT mathematics. The maximum score is 800. It is calculated as follows:

**sum of total scores (mathematics) of all students who took the SAT**

**number of students who took the SAT**

- (6) *Average ACT Score (All Subjects)*: The average score for the ACT composite. The maximum score is 36. It is calculated as follows:

**sum of total composite scores of all students who took the ACT**

**number of students who took the ACT**

- (7) *Average ACT Score (English Language Arts)*: The average score for the ELA ACT. The maximum score is 36. It is calculated as follows:

**sum of total composite ELA scores of all students who took the ACT**

**number of students who took the ACT**

- (8) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36. It is calculated as follows:

**sum of total composite mathematics scores of all students who took the ACT**

**number of students who took the ACT**

- (9) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36. It is calculated as follows:

**sum of total composite science scores of all students who took the ACT**

**number of students who took the ACT**

Note: For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

See also *Criterion Score*. (Sources: *The College Board*, Aug. 2015, Sep. 2016; ACT, Inc. (ACT) Jul. 2015, Jul. 2016; and PEIMS; Record 203, *Student – School Leaver and Graduation Program, Submission 1*)

**School Type:** A specific label given to a campus for the purposes of determining its index targets. How it is labeled—elementary, middle, elementary/secondary, or high—is determined by the grades served by the campus as reported in the fall TSDS PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see [Chapter 2](#) of the [2017 Accountability Manual](#).

**Snapshot Date:** The first submission of data to TSDS PEIMS of a new school year. Enrollment information submitted for this date is used for accountability. It is the last Friday of October. October 28, 2016, is the TSDS PEIMS snapshot date for the 2016–17 school year.

**Special Education:** The population of students served by special education programs. Assessment decisions for students in special education programs are made by their admission, review, and dismissal (ARD) committees. In the 2016–17 school year, a student in special education may have been administered the STAAR (with or without accommodations) or STAAR Alternate 2.

Other indicators that include the performance of students served by special education are advanced course/dual-credit course completion, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, and RHSP/DAP/FHSP rates. 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 the *Profile* section of the report has student counts and percentages disaggregated by primary disability type. Also, in the *Profile* section retention rates (district profile only) for students receiving special education services are shown separately. See *STAAR Special Education Assessments* and *STAAR Participation*. (Source of data: PEIMS; Record 163, *Student – Special Education Program, Submission 1*)

**Special Education Determination Status** (*district TAPR only*): The 2016–17 TAPR provides the 2016–17 special education integrated intervention stage/determination status for each district on the cover page of the report. This label represents an integrated determination status based on an evaluation of each district's Performance-Based Monitoring Analysis (PBMA) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

[http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Monitoring\\_and\\_Interventions/Program\\_Monitoring\\_and\\_Interventions/Special\\_Education\\_Intervention\\_Guidance\\_and\\_Resources/](http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/).

Additional resources include the PBMAS Manual and the State Performance Plan at the following links:

<http://tea.texas.gov/pbm/PBMASManuals.aspx>

[http://tea.texas.gov/Reports\\_and\\_Data/Data\\_Submission/State\\_Performance\\_Plan/State\\_Performance\\_Plan\\_and\\_Annual\\_Performance\\_Report\\_and\\_Requirements/](http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/)

**Special Symbols:** Characters used to indicate certain, specific circumstances. The 2016–17 TAPR uses special symbols in the following circumstances:

- '^' Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.
- An asterisk (\*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- '\*\*' Indicates that when only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- n/a indicates that the data are not available or not applicable.
- '\*\*\*' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

For more information, see the *Explanation of Masking* at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/masking.html>.

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

The performance section of the TAPR shows STAAR performance in different ways:

- *By Grade and Subject:*
  - Grade 3 – reading and mathematics
  - Grade 4 – reading, mathematics, and writing

- Grade 5 – reading, mathematics (1<sup>st</sup> and 2<sup>nd</sup> administration cumulative), and science
- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading, mathematics (1<sup>st</sup> and 2<sup>nd</sup> administration cumulative), science, and social studies
- *By End-of-Course (EOC) Subject:*
  - English I
  - English II
  - Algebra I
  - U.S. History
  - Biology
- *All Grades:*
  - *STAAR Percentage at Approaches Grade Level Standard or Above (All Grades).* The accountability indicator used to determine the scores for Indices 1 and 3. The first measure under this indicator, All Subjects, combines all subjects and all grades.
  - *STAAR Percentage at Meets Grade Level Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Meets Grade Level performance standard on two or more assessments. The measure Two or More Subjects includes the performance of 1) students who took only one assessment and scored at the Meets Grade Level Standard or better and 2) students who scored at the Meets Grade Level Standard or better on two or more assessments. A student who took more than one assessment and scored at the Meets Grade Level Standard on only one of them is not included in the count of postsecondary-ready students. This measure is part of determining the score for Index 4.
  - *STAAR Percentage at Masters Grade Level Standard.* The percentage of tests that met the Masters Grade Level performance standard. This indicator was part of determining the score for Index 3.
  - *STAAR Percentage Met or Exceeded Progress.* The percentage of tests that met or exceeded the STAAR or ELL progress measure expectations. See [Chapter 4](#) of the [2017 Accountability Manual](#) for more information. This indicator was used in determining the score for Index 2.
  - *STAAR Percentage Exceeded Progress.* The percentage of tests that exceeded the progress measure expectations. This indicator was used in determining the score for Index 2.

#### Other Important Information

- *The Texas English Language Learner Progress Measure.* Often referred to simply as the ELL progress measure, it provides year-to-year performance expectations on the STAAR content-area assessments for ELL students. The progress measure is based on a student's level of English language proficiency and the amount of time he or she has attended school in the United States. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL's plan is determined by the number of years the

student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level. For detailed information regarding inclusion and exclusion of ELL performance, see [Appendix I](#) in the [2017 Accountability Manual](#).

- *Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.
- *Special Education.* STAAR (with and without accommodations) and STAAR Alternate 2 results are included in all indices.
- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR tests.
- *Rounding of STAAR results.* STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.
- *Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/masking.html>. See STAAR Participation and Student Success Initiative. (Source of data: TEA Student Assessment Division)

**STAAR Participation:** The percentage of students who were administered a STAAR assessment. Includes STAAR (with and without accommodations), STAAR Alternate 2, and TELPAS. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents [STAAR (with and without accommodations), STAAR Alternate 2, TELPAS] with a score code of “S”, 2) STAAR Alternate 2 testers with a score code of “N”, 3) STAAR (with and without accommodations), STAAR Alternate 2 reading testers with a score code of “A” or “O” who also have a scored TELPAS assessment, and 4) year 1–5 asylee/refugees and SIFE mathematics testers with a scored TELPAS assessment.
  - *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
  - *Not included in Accountability:* answer documents counted as participants, but not used in determining the district or campus accountability rating
    - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 28, 2016, or October 30, 2015 for summer 2016 EOCs)
    - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
      - ❖ Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR tests with score codes of A or O.



- ❖ Answer documents of students who are either an ELL who has been in school in the U.S. for less than two years or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
  - ❖ Answer documents of ELL students who have been in U.S. schools for two to four years, took the STAAR in English, and for whom an ELL progress measure was not calculated for reasons other than parental denial of services or the student having exceeded the ELL progress measure plan.
  - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.
- *Not Tested:* answer documents with score codes A or O
    - *Absent:* answer documents with a score code A
    - *Other:* answer documents with score codes O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to whole numbers. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (*Source of data: TEA Student Assessment Division*)

**Staff Exclusions** (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Source of data: PEIMS; Record 055, District Finance Data – Contracted Instructional Staff, Record 060 – Staff Data – Employment Payroll Accounting, Submission 1*)

**Student Enrollment by Program:** The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (*Source of data: PEIMS; Record 110 – Student – Enrollment, Record 163 – Student – Special Education Program, Record 169 – Student – Career and Technical Education Program, Submission 1*)

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

For 2017, the TAPR shows the following for each SSI grade:

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

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

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

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

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

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

The SSI grade-advancement requirement was suspended for the 2015–16 school year, and the June administrations of STARR for grade 5 and grade 8 were cancelled. As a result, information on prior-year non-proficient students is unavailable.

For more information, see TEA's Student Assessment Division SSI site at <http://tea.texas.gov/student.assessment/ssi/>

(Source of data: TEA Student Assessment Division)

**Students by Grade:** The count of students in each grade divided by the total number of students. (Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)

**Students with Disabilities by Type of Primary Disability:** The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13), Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09), Students with Autism (TSDS PEIMS disability code 10), Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07), and Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14). (Source of data: PEIMS; Record 163, Student – Special Education Program)

**Students with Disciplinary Placements:** The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed

from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2016–17, the following 19 action 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 of data: PEIMS; Record 425, Disciplinary Action Data, Submission 3)

**Superintendent:** The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

**Tax Information:** This information, including tax rates and assessed district property values, is available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

**Teachers by Ethnicity and Sex:** The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

**Teachers by Highest Degree Held:** The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor’s degree, a master’s degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

**Teachers by Program (population served) (district profile only):** The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

**Teachers by Years of Experience:** The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

**Texas Success Initiative Assessment (TSIA):** The percentage of annual graduates who met the TSI criteria on the TSIA

Percentages are calculated and shown for English and mathematics separately.

number of 2015–16 annual graduates who met the TSI criteria on the TSIA

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number of 2015–16 annual graduates

*(Source of data: THECB [applicable scores from June 2011 through October 2016] and Record 203, Student – School Leaver, Submissions 1 and 3)*

**Total Staff:** The total count of staff which 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). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

**Total Students:** The total number of public school students who were reported in membership on October 28, 2016, at any grade from early childhood education through grade 12. Membership differs 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 of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

**Turnover Rate for Teachers** *(not on campus profile):* The percentage of teachers from the fall of 2015–16 who were not employed in the district in the fall of 2016–17. It is calculated as the total FTE count of teachers from the fall of 2015–16 who were not employed in the district in the fall of 2016–17, divided by the total teacher FTE count for the fall of 2015–16. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 090, Staff Data – Responsibilities, Submission 1)*

## Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

<b>Subject</b>	<b>Contact</b>	<b>Number</b>
Accountability Ratings (methodology)	Performance Reporting.....	(512) 463-9704
Advanced Courses	Curriculum .....	(512) 463-9581
Charter Schools	Charter Schools.....	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT Regional Office.....	(512) 320-1850
Copies of TAPR reports	<a href="https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html">https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html</a>	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Distinguished Achievement Program	Curriculum .....	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research.....	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding .....	(512) 463-9238
General Inquiry	General Inquiries .....	(512) 463-9290
Graduates	Accountability Research.....	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board.....	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
PBM Special Education Monitoring Results Status		
	School Improvement .....	(512) 463-5226
PEIMS (TSDS PEIMS)	PEIMS HelpLine .....	(512) 463-9229
Recommended High School Program	Curriculum .....	(512) 463-9581
Retention Policy	Curriculum .....	(512) 463-9581
School Finance	State Funding .....	(512) 463-9238
School Governance	School Governance.....	(512) 463-9623
School Report Card	Performance Reporting.....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR (all assessments)	Student Assessment.....	(512) 463-9536
STAAR Testing Contractor	ETS .....	(855) 333-7770
	Pearson .....	(800) 328-5999
	Austin Operational Center .....	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
TAIS	Texas Accountability Intervention System .....	(512) 463-9414
TELPAS	Student Assessment.....	(512) 463-9536

Information on the Internet: <http://tea.texas.gov/accountability/>

## Advanced Academic Courses 2016–17 Texas Academic Performance Reports

- All courses shown were for the 2015–16 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

### English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

### Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (1st Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	AP Calculus AB
A3100102	AP Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

## Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society SL

## Fine Arts

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	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio
I3250200	IB Music SL
I3250300	IB Music HL
I3600100	IB Art/Design HL
I3600200	IB Art/Design SL-A
I3750200	IB Theatre Arts SL
I3750300	IB Theatre Arts HL
I3830200	IB Dance - HL

## Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL

## Social Studies/History

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3370100	AP World History
I3301100	IB History
I3301200	IB History: Africa
I3301300	IB History: Americas
I3301400	IB History: East and Southeast Asia
I3301500	IB History: Europe
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy



## Advanced Languages (Modern or Classical)

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 For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII

## Advanced Languages (cont.)

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 Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

## Advanced Languages (cont.)

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

## Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
NI290317	GT Independent Study Mentorship III
NI290318	GT Independent Study Mentorship IV



## **Annual Report 2016-2017**

February 2018

Superintendent: Martha Salazar-Zamora Ed.D.