



Annual Report

2018-2019



Not just a district, a destination.

*Tomball Independent School District
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Tomball, TX 77375*

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TOMBALL ISD ANNUAL PERFORMANCE REPORT 2018-2019

- 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 2018-2019 (sorted by campus identification number)

Tomball High School
Tomball Memorial High School
Tomball DAEP
Tomball Star Academy Early College High School
Tomball Junior High
Willow Wood Junior High
Creskide Park Junior High School
Decker Prairie Elementary
Lakewood Elementary
Tomball Intermediate
Willow Creek Elementary
Tomball Elementary
Northpointe Intermediate
Rosehill Elementary
Canyon Pointe Elementary
Creskide 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. Chad Smith, at 310 South Cherry, Tomball, TX 77375-5595, (281)357-3100, Ext. 2059, chadsmith@tomballisd.net; and or the Section 504 Coordinator, Mrs. Keri Williams, 310 South Cherry, Tomball, TX 77375-5595, (281)357-3100, Ext. 4101, keriwilliams@tomballisd.net.

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.



2018-2019 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 2018-2019 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2018-2019 Accreditation Status | Reason For Status | Notes

Show entries

Search:

CDN	Name	ESC	2018 FIRST Rating	2018 Accountability Rating	2018-2019 Accreditation Status	Reason For Status	Notes
101921	TOMBALL ISD	4	A - Superior	A	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,201 total entries)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

District Number: **101921**

2019 Accountability Rating: **A**

2019 Special Education Determination Status:

Meets Requirements

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	88%	79%	85%	90%	60%	89%	*	88%	54%	80%	89%	86%	81%	83%
	2018	77%	77%	92%	91%	90%	93%	*	94%	*	96%	63%	92%	93%	88%	85%	89%
At Meets Grade Level or Above	2019	45%	46%	62%	47%	55%	65%	40%	69%	*	61%	28%	41%	63%	58%	46%	56%
	2018	43%	44%	64%	49%	60%	65%	*	76%	*	67%	30%	54%	66%	57%	47%	61%
At Masters Grade Level	2019	27%	28%	42%	30%	38%	44%	0%	47%	*	44%	10%	29%	43%	39%	27%	40%
	2018	25%	25%	42%	33%	38%	42%	*	52%	*	50%	10%	29%	42%	39%	24%	38%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	90%	77%	87%	93%	80%	95%	*	88%	57%	90%	91%	88%	82%	89%
	2018	78%	79%	91%	88%	89%	92%	*	98%	*	88%	57%	83%	93%	87%	82%	89%
At Meets Grade Level or Above	2019	49%	49%	66%	49%	57%	68%	40%	82%	*	74%	41%	54%	68%	60%	50%	61%
	2018	47%	48%	69%	52%	62%	72%	*	85%	*	72%	31%	54%	72%	61%	48%	60%
At Masters Grade Level	2019	25%	25%	38%	25%	30%	41%	0%	55%	*	40%	20%	29%	41%	31%	23%	32%
	2018	23%	24%	41%	18%	34%	42%	*	67%	*	44%	8%	38%	44%	33%	19%	33%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	75%	89%	85%	83%	92%	*	94%	-	89%	50%	93%	91%	86%	76%	80%
	2018	73%	73%	92%	86%	89%	94%	80%	97%	-	94%	69%	86%	93%	92%	85%	88%
At Meets Grade Level or Above	2019	44%	45%	63%	55%	56%	66%	*	74%	-	63%	22%	43%	67%	55%	42%	47%
	2018	46%	46%	72%	61%	63%	74%	60%	88%	-	75%	52%	50%	73%	69%	51%	63%
At Masters Grade Level	2019	22%	23%	37%	31%	31%	38%	*	50%	-	39%	7%	25%	39%	32%	21%	26%
	2018	24%	25%	43%	39%	35%	44%	20%	58%	-	55%	25%	25%	46%	37%	25%	32%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	92%	90%	89%	93%	*	97%	-	93%	50%	89%	93%	90%	84%	87%
	2018	78%	80%	94%	83%	92%	96%	83%	99%	-	94%	72%	100%	95%	92%	88%	93%
At Meets Grade Level or Above	2019	48%	49%	70%	59%	64%	72%	*	89%	-	73%	27%	71%	73%	65%	55%	63%
	2018	49%	51%	72%	56%	62%	76%	67%	94%	-	81%	40%	64%	76%	66%	51%	65%
At Masters Grade Level	2019	28%	30%	47%	30%	38%	50%	*	72%	-	44%	11%	46%	51%	39%	29%	38%
	2018	27%	29%	47%	30%	35%	50%	33%	79%	-	67%	18%	36%	51%	41%	28%	39%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	67%	83%	75%	79%	85%	*	87%	-	82%	36%	86%	84%	81%	68%	80%
	2018	63%	63%	82%	70%	79%	82%	67%	93%	-	87%	43%	78%	83%	79%	68%	84%
At Meets Grade Level or Above	2019	35%	35%	52%	45%	50%	51%	*	72%	-	60%	14%	39%	55%	48%	36%	52%
	2018	39%	40%	59%	50%	52%	59%	50%	79%	-	72%	32%	48%	61%	55%	39%	57%
At Masters Grade Level	2019	11%	11%	18%	10%	16%	17%	*	32%	-	25%	0%	7%	20%	14%	8%	16%
	2018	11%	11%	19%	19%	18%	17%	17%	39%	-	25%	8%	7%	20%	18%	10%	19%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	95%	91%	94%	96%	88%	98%	-	94%	69%	100%	96%	94%	88%	91%
	2018	84%	83%	95%	84%	95%	95%	*	98%	-	94%	62%	93%	96%	93%	90%	93%
At Meets Grade Level or Above	2019	54%	54%	72%	56%	64%	77%	63%	82%	-	80%	33%	70%	76%	66%	51%	60%
	2018	54%	54%	74%	49%	75%	76%	*	84%	-	55%	32%	53%	77%	70%	57%	69%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	30%	46%	33%	38%	50%	38%	55%	-	50%	9%	53%	49%	39%	25%	33%
	2018	26%	27%	43%	20%	39%	47%	*	58%	-	35%	13%	20%	46%	39%	21%	33%
Grade 5 Mathematics ^A																	
At Approaches Grade Level or Above	2019	90%	89%	98%	97%	97%	98%	100%	100%	-	100%	84%	100%	98%	98%	97%	98%
	2018	91%	90%	97%	90%	97%	98%	*	99%	-	98%	86%	97%	98%	96%	95%	96%
At Meets Grade Level or Above	2019	58%	59%	78%	61%	73%	79%	100%	95%	-	85%	40%	85%	81%	73%	60%	75%
	2018	58%	58%	77%	46%	72%	80%	*	91%	-	76%	40%	71%	80%	71%	63%	70%
At Masters Grade Level	2019	36%	38%	58%	36%	47%	60%	63%	86%	-	70%	13%	53%	62%	49%	36%	54%
	2018	30%	31%	48%	31%	44%	49%	*	73%	-	41%	16%	32%	48%	47%	28%	45%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	90%	78%	84%	92%	75%	98%	-	96%	52%	87%	92%	86%	80%	85%
	2018	76%	76%	88%	71%	84%	91%	*	93%	-	92%	49%	93%	89%	88%	76%	80%
At Meets Grade Level or Above	2019	49%	50%	72%	52%	62%	76%	75%	88%	-	79%	33%	74%	75%	65%	51%	60%
	2018	41%	42%	58%	31%	51%	62%	*	74%	-	56%	24%	43%	60%	55%	38%	47%
At Masters Grade Level	2019	24%	25%	42%	28%	32%	46%	63%	56%	-	53%	16%	43%	45%	36%	25%	35%
	2018	17%	18%	31%	19%	24%	33%	*	43%	-	33%	10%	17%	32%	29%	15%	25%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	69%	85%	71%	82%	88%	*	94%	-	74%	43%	85%	87%	82%	74%	75%
	2018	69%	71%	88%	72%	85%	90%	*	94%	-	93%	52%	88%	90%	85%	73%	85%
At Meets Grade Level or Above	2019	37%	38%	59%	48%	53%	62%	*	80%	-	55%	22%	50%	61%	55%	42%	43%
	2018	39%	41%	62%	43%	56%	63%	*	81%	-	71%	25%	44%	65%	57%	41%	58%
At Masters Grade Level	2019	18%	19%	33%	24%	28%	34%	*	51%	-	38%	4%	29%	36%	27%	18%	21%
	2018	19%	20%	37%	19%	31%	38%	*	53%	-	38%	8%	25%	38%	33%	20%	28%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	95%	89%	93%	95%	*	99%	-	98%	64%	100%	96%	91%	89%	92%
	2018	77%	78%	94%	84%	92%	96%	*	100%	-	93%	77%	97%	95%	93%	86%	90%
At Meets Grade Level or Above	2019	47%	48%	73%	52%	69%	76%	*	90%	-	68%	24%	85%	76%	66%	57%	62%
	2018	44%	46%	73%	55%	66%	75%	*	95%	-	76%	37%	69%	76%	68%	51%	67%
At Masters Grade Level	2019	21%	22%	43%	25%	38%	44%	*	82%	-	38%	9%	38%	47%	36%	25%	33%
	2018	18%	20%	44%	27%	35%	45%	*	76%	-	48%	17%	31%	47%	37%	23%	39%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	90%	82%	87%	92%	*	98%	-	95%	57%	86%	92%	88%	80%	84%
	2018	74%	76%	90%	79%	85%	92%	80%	98%	-	96%	61%	84%	91%	88%	81%	79%
At Meets Grade Level or Above	2019	49%	51%	71%	60%	64%	74%	*	86%	-	73%	34%	72%	74%	66%	50%	60%
	2018	48%	50%	71%	57%	60%	75%	40%	87%	-	82%	35%	74%	71%	70%	53%	51%
At Masters Grade Level	2019	29%	31%	49%	35%	41%	51%	*	74%	-	53%	8%	48%	53%	42%	26%	40%
	2018	29%	30%	51%	38%	44%	54%	20%	68%	-	49%	14%	47%	52%	49%	33%	32%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	93%	84%	89%	95%	*	99%	-	95%	65%	93%	94%	89%	82%	88%
	2018	72%	75%	92%	86%	92%	92%	100%	100%	-	92%	58%	89%	93%	91%	83%	91%
At Meets Grade Level or Above	2019	43%	46%	72%	53%	66%	74%	*	88%	-	78%	30%	59%	75%	66%	52%	62%
	2018	40%	43%	73%	59%	63%	78%	67%	91%	-	75%	35%	58%	77%	66%	57%	62%
At Masters Grade Level	2019	17%	18%	38%	19%	33%	37%	*	73%	-	55%	7%	41%	40%	33%	22%	32%

District Name: TOMBALL ISD
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2018-19 District STAAR Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 7 Writing	2018	18%	20%	46%	25%	35%	50%	17%	80%	-	47%	18%	42%	49%	39%	27%	34%
At Approaches Grade Level or Above	2019	70%	72%	88%	77%	84%	89%	*	96%	-	95%	46%	90%	89%	85%	73%	81%
	2018	69%	69%	87%	82%	83%	88%	67%	99%	-	93%	43%	89%	88%	85%	75%	76%
At Meets Grade Level or Above	2019	42%	43%	66%	51%	56%	69%	*	91%	-	78%	26%	66%	68%	63%	47%	51%
	2018	43%	44%	65%	56%	55%	69%	33%	89%	-	74%	24%	47%	68%	61%	43%	48%
At Masters Grade Level	2019	18%	19%	37%	23%	29%	38%	*	67%	-	38%	3%	24%	39%	31%	22%	25%
	2018	15%	16%	32%	25%	24%	34%	0%	62%	-	30%	7%	11%	34%	28%	14%	15%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	96%	96%	95%	96%	80%	99%	*	100%	78%	100%	97%	94%	93%	91%
	2018	86%	86%	94%	88%	93%	94%	*	99%	-	94%	66%	95%	95%	90%	87%	93%
At Meets Grade Level or Above	2019	55%	56%	73%	68%	64%	76%	80%	93%	*	83%	35%	50%	76%	66%	54%	55%
	2018	49%	51%	68%	60%	60%	70%	*	88%	-	74%	34%	65%	68%	67%	50%	56%
At Masters Grade Level	2019	28%	30%	46%	40%	35%	48%	60%	74%	*	52%	14%	15%	48%	40%	29%	25%
	2018	27%	28%	42%	33%	39%	42%	*	53%	-	53%	12%	30%	43%	39%	24%	29%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	96%	93%	95%	96%	*	100%	-	100%	79%	100%	96%	96%	93%	93%
	2018	86%	87%	94%	89%	95%	94%	*	100%	-	84%	75%	100%	94%	94%	91%	93%
At Meets Grade Level or Above	2019	57%	58%	73%	65%	68%	75%	*	97%	-	83%	40%	80%	76%	69%	66%	69%
	2018	51%	52%	69%	64%	65%	70%	*	90%	-	53%	39%	73%	72%	61%	61%	64%
At Masters Grade Level	2019	17%	18%	21%	24%	13%	23%	*	45%	-	28%	9%	7%	21%	21%	18%	10%
	2018	15%	16%	20%	11%	18%	20%	*	42%	-	11%	14%	27%	22%	15%	13%	22%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	81%	94%	88%	91%	95%	80%	99%	*	96%	71%	90%	95%	91%	88%	88%
	2018	76%	77%	90%	82%	88%	91%	*	95%	-	86%	54%	95%	91%	86%	76%	82%
At Meets Grade Level or Above	2019	51%	52%	71%	45%	63%	75%	60%	90%	*	70%	38%	55%	74%	61%	49%	50%
	2018	52%	53%	75%	58%	68%	78%	*	89%	-	77%	36%	85%	77%	70%	53%	61%
At Masters Grade Level	2019	25%	27%	43%	18%	32%	49%	20%	67%	*	36%	16%	30%	47%	33%	25%	22%
	2018	28%	29%	47%	30%	41%	49%	*	67%	-	46%	16%	50%	48%	46%	29%	33%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	85%	82%	77%	87%	80%	96%	*	96%	62%	65%	86%	82%	75%	72%
	2018	65%	66%	82%	72%	78%	85%	*	92%	-	74%	49%	90%	84%	79%	68%	79%
At Meets Grade Level or Above	2019	37%	38%	56%	51%	45%	59%	20%	81%	*	59%	33%	35%	59%	49%	38%	34%
	2018	36%	37%	53%	45%	47%	55%	*	68%	-	63%	28%	50%	54%	52%	38%	43%
At Masters Grade Level	2019	21%	23%	35%	30%	27%	38%	0%	63%	*	35%	15%	15%	38%	29%	22%	18%
	2018	21%	22%	35%	28%	28%	36%	*	55%	-	43%	13%	40%	35%	35%	21%	25%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	67%	85%	72%	83%	87%	67%	93%	-	87%	43%	87%	89%	75%	73%	73%
	2018	65%	65%	85%	74%	81%	88%	-	96%	*	91%	42%	65%	88%	80%	69%	76%
At Meets Grade Level or Above	2019	50%	50%	74%	57%	68%	77%	67%	89%	-	79%	21%	67%	79%	63%	58%	57%
	2018	44%	45%	70%	53%	61%	73%	-	92%	*	70%	21%	41%	75%	59%	45%	47%
At Masters Grade Level	2019	11%	11%	24%	18%	15%	28%	17%	42%	-	33%	5%	13%	27%	17%	12%	10%
	2018	7%	8%	17%	11%	12%	19%	-	29%	*	16%	5%	12%	18%	13%	7%	5%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	69%	86%	75%	80%	89%	-	98%	-	81%	40%	60%	88%	80%	70%	62%
	2018	67%	67%	85%	73%	80%	88%	*	93%	*	83%	33%	93%	88%	77%	69%	62%
At Meets Grade Level or Above	2019	49%	50%	73%	63%	65%	77%	-	89%	-	69%	23%	47%	76%	65%	50%	40%
	2018	48%	48%	74%	57%	67%	78%	*	82%	*	74%	18%	79%	78%	64%	50%	39%
At Masters Grade Level	2019	8%	9%	21%	11%	17%	22%	-	40%	-	19%	4%	0%	23%	17%	7%	2%
	2018	8%	9%	18%	7%	13%	20%	*	46%	*	19%	3%	0%	22%	10%	5%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	84%	93%	85%	92%	94%	80%	99%	*	93%	63%	88%	95%	87%	87%	91%
	2018	83%	83%	95%	88%	93%	96%	*	100%	-	98%	66%	100%	96%	93%	88%	93%
At Meets Grade Level or Above	2019	61%	61%	80%	64%	76%	81%	80%	96%	*	80%	33%	77%	84%	69%	61%	67%
	2018	55%	55%	81%	67%	77%	83%	*	99%	-	85%	29%	74%	86%	72%	65%	75%
At Masters Grade Level	2019	37%	38%	64%	40%	58%	66%	80%	90%	*	70%	17%	54%	70%	49%	43%	49%
	2018	32%	34%	62%	47%	54%	64%	*	85%	-	63%	12%	63%	65%	53%	38%	52%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	88%	95%	89%	93%	96%	80%	99%	-	93%	70%	100%	97%	90%	88%	88%
	2018	87%	86%	96%	95%	94%	96%	-	100%	-	98%	71%	100%	97%	94%	89%	92%
At Meets Grade Level or Above	2019	62%	63%	81%	64%	77%	83%	80%	94%	-	83%	31%	87%	85%	71%	67%	69%
	2018	59%	60%	79%	61%	72%	83%	-	95%	-	76%	33%	76%	83%	72%	57%	60%
At Masters Grade Level	2019	25%	28%	41%	22%	33%	44%	60%	66%	-	48%	6%	39%	44%	34%	26%	26%
	2018	24%	26%	40%	24%	30%	45%	-	62%	-	46%	9%	53%	43%	35%	18%	24%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	98%	100%	97%	99%	*	98%	*	98%	81%	100%	99%	97%	97%	92%
	2018	92%	91%	97%	92%	96%	98%	*	97%	*	96%	75%	100%	97%	96%	94%	89%
At Meets Grade Level or Above	2019	73%	75%	92%	84%	89%	93%	*	97%	*	90%	43%	82%	93%	86%	83%	78%
	2018	70%	71%	88%	77%	84%	91%	*	90%	*	81%	46%	91%	89%	83%	76%	64%
At Masters Grade Level	2019	45%	49%	77%	59%	72%	80%	*	88%	*	83%	25%	82%	80%	68%	61%	47%
	2018	40%	43%	68%	46%	61%	73%	*	75%	*	63%	16%	55%	71%	59%	54%	38%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	91%	84%	88%	92%	85%	96%	100%	92%	59%	90%	92%	88%	82%	85%
	2018	77%	77%	91%	83%	88%	92%	90%	97%	71%	92%	60%	91%	92%	88%	82%	86%
At Meets Grade Level or Above	2019	50%	51%	70%	57%	64%	73%	70%	86%	75%	73%	30%	64%	73%	63%	52%	57%
	2018	48%	49%	70%	55%	63%	73%	74%	87%	29%	73%	33%	60%	73%	65%	51%	59%
At Masters Grade Level	2019	24%	25%	41%	27%	34%	43%	38%	63%	58%	45%	10%	34%	44%	34%	24%	30%
	2018	22%	23%	40%	26%	33%	42%	40%	61%	0%	42%	12%	30%	42%	35%	22%	30%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	89%	81%	86%	91%	79%	95%	*	89%	53%	88%	91%	86%	79%	81%
	2018	74%	74%	90%	81%	87%	92%	88%	96%	*	93%	56%	88%	92%	87%	80%	85%
At Meets Grade Level or Above	2019	48%	49%	68%	57%	61%	72%	68%	82%	*	70%	27%	56%	72%	62%	49%	53%
	2018	46%	47%	69%	54%	63%	72%	76%	85%	*	71%	30%	55%	71%	64%	49%	57%
At Masters Grade Level	2019	21%	22%	37%	27%	30%	39%	38%	54%	*	41%	8%	31%	40%	32%	20%	26%
	2018	19%	20%	36%	24%	31%	38%	40%	53%	*	40%	11%	24%	38%	32%	20%	27%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	94%	88%	92%	95%	94%	98%	*	95%	66%	94%	95%	91%	88%	91%
	2018	81%	82%	94%	87%	93%	95%	96%	99%	*	93%	70%	95%	95%	92%	87%	92%
At Meets Grade Level or Above	2019	52%	53%	73%	58%	68%	75%	78%	90%	*	77%	34%	73%	76%	67%	57%	66%
	2018	50%	51%	74%	57%	67%	77%	78%	92%	*	76%	36%	66%	77%	67%	56%	66%
At Masters Grade Level	2019	26%	28%	46%	29%	38%	48%	38%	74%	*	50%	13%	41%	49%	38%	29%	38%
	2018	24%	25%	45%	28%	38%	47%	41%	74%	*	49%	15%	38%	48%	39%	26%	39%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	85%	76%	81%	87%	88%	91%	-	87%	40%	88%	87%	83%	70%	80%
	2018	66%	66%	84%	76%	81%	85%	67%	96%	-	90%	43%	83%	86%	82%	71%	81%
At Meets Grade Level or Above	2019	38%	39%	59%	48%	53%	60%	63%	81%	-	67%	20%	53%	61%	55%	41%	51%
	2018	41%	42%	62%	53%	53%	64%	42%	83%	-	73%	28%	48%	64%	58%	41%	54%
At Masters Grade Level	2019	14%	15%	27%	16%	22%	28%	25%	49%	-	31%	2%	16%	30%	22%	14%	20%
	2018	13%	13%	26%	22%	21%	25%	8%	49%	-	27%	7%	9%	27%	23%	12%	18%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	93%	85%	89%	95%	78%	99%	*	95%	64%	91%	95%	88%	85%	86%
	2018	80%	80%	91%	83%	89%	93%	100%	95%	-	92%	57%	96%	92%	89%	80%	84%
At Meets Grade Level or Above	2019	54%	55%	74%	55%	67%	78%	72%	91%	*	77%	34%	73%	78%	66%	56%	59%
	2018	51%	52%	70%	51%	63%	74%	86%	86%	-	69%	31%	64%	73%	65%	49%	54%
At Masters Grade Level	2019	25%	27%	42%	23%	32%	46%	50%	63%	*	45%	12%	39%	46%	34%	25%	29%
	2018	23%	24%	39%	25%	31%	42%	86%	57%	-	41%	12%	36%	41%	36%	21%	27%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	91%	91%	86%	93%	86%	97%	*	97%	69%	77%	92%	89%	85%	78%
	2018	78%	79%	89%	81%	87%	91%	100%	94%	*	84%	60%	94%	90%	86%	80%	82%
At Meets Grade Level or Above	2019	55%	57%	73%	67%	65%	76%	43%	87%	*	73%	37%	52%	76%	65%	58%	48%
	2018	53%	54%	69%	60%	64%	72%	100%	78%	*	71%	35%	65%	71%	66%	56%	50%
At Masters Grade Level	2019	33%	36%	55%	44%	48%	58%	29%	73%	*	56%	19%	39%	58%	46%	39%	27%
	2018	31%	32%	50%	37%	43%	53%	50%	64%	*	52%	14%	45%	52%	45%	37%	30%

District Name: TOMBALL ISD
 County Name: HARRIS
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Progress

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	63	67	65	64	68	*	74	-	71	56	63	68	65	57	56
	2018	63	64	73	68	69	73	*	89	-	71	67	69	74	70	68	68
Grade 4 Mathematics	2019	65	66	75	82	71	76	*	89	-	71	59	86	76	75	72	73
	2018	65	67	78	69	74	79	70	90	-	82	71	66	78	78	75	74
Grade 5 ELA/Reading	2019	81	81	82	74	85	81	86	81	-	78	77	88	81	83	78	84
	2018	80	80	82	74	84	81	*	84	-	80	79	77	82	82	76	84
Grade 5 Mathematics	2019	83	82	87	81	89	85	100	95	-	94	89	88	88	86	85	91
	2018	81	79	79	78	76	80	*	89	-	78	90	82	78	82	75	80
Grade 6 ELA/Reading	2019	42	44	55	55	54	54	*	67	-	65	36	56	57	52	51	48
	2018	47	49	60	44	60	60	*	66	-	60	36	45	61	58	50	61
Grade 6 Mathematics	2019	54	55	72	81	70	70	*	93	-	73	52	81	74	68	65	66
	2018	56	57	73	73	69	72	*	89	-	76	67	63	73	72	65	72
Grade 7 ELA/Reading	2019	77	78	83	75	82	83	*	95	-	86	82	86	84	82	79	84
	2018	76	77	81	75	79	82	60	90	-	77	73	74	81	83	79	79
Grade 7 Mathematics	2019	63	63	70	52	66	71	*	87	-	80	51	75	70	70	64	66
	2018	67	67	76	66	72	78	58	92	-	72	55	71	76	76	69	75
Grade 8 ELA/Reading	2019	77	78	79	88	78	78	80	86	*	75	75	65	78	81	78	77
	2018	79	79	80	84	80	78	*	85	-	84	79	79	79	81	78	76
Grade 8 Mathematics	2019	84	86	88	92	89	88	50	89	*	87	84	95	89	88	88	86
	2018	81	81	78	93	79	75	*	89	-	71	79	75	77	80	84	84
End of Course English II	2019	69	70	76	76	74	76	-	86	-	80	54	69	77	73	70	65
	2018	67	67	75	67	70	77	*	83	*	80	59	83	76	71	67	66
End of Course Algebra I	2019	75	75	85	79	84	84	80	97	*	82	52	88	87	79	76	81
	2018	72	72	86	75	83	88	*	98	-	86	52	85	88	80	76	85
All Grades Both Subjects	2019	69	70	76	75	75	75	70	86	*	78	64	79	76	75	71	73
	2018	69	70	77	72	75	77	76	87	*	77	69	71	77	76	72	75
All Grades ELA/Reading	2019	68	69	74	72	72	73	80	81	*	75	63	72	74	73	68	69
	2018	69	69	75	69	74	75	70	83	*	75	67	68	75	74	70	72
All Grades Mathematics	2019	70	71	78	77	77	78	62	91	*	80	64	84	79	77	74	77
	2018	70	70	78	75	75	79	82	91	-	78	70	73	79	78	74	77

District Name: TOMBALL ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Prior Year and Student Success Initiative

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	40%	51%	46%	52%	52%	*	64%	-	27%	34%	47%	42%
	2018	38%	38%	54%	51%	56%	53%	*	61%	-	44%	35%	50%	51%
Mathematics	2019	45%	45%	58%	60%	51%	61%	*	*	-	75%	48%	54%	45%
	2018	47%	46%	61%	49%	60%	63%	*	86%	-	71%	46%	55%	59%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	91%	83%	89%	93%	83%	95%	-	89%	50%	80%	77%
Students Requiring Accelerated Instruction														
	2019	22%	23%	9%	17%	11%	7%	17%	5%	-	11%	50%	20%	23%
STAAR Cumulative Met Standard														
	2019	86%	86%	95%	91%	94%	96%	83%	98%	-	94%	66%	89%	87%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	99%	96%	*	100%	89%	-	-	-	*	100%	93%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	12%	27%	*	42%	14%	-	-	-	*	*	42%	43%
Retained in Grade 5	2019	63%	73%	*	-	-	*	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	83%	95%	86%	94%	95%	100%	100%	-	96%	67%	90%	92%
Students Requiring Accelerated Instruction														
	2019	17%	17%	5%	14%	6%	5%	0%	0%	-	4%	33%	10%	8%
STAAR Cumulative Met Standard														
	2019	90%	89%	98%	97%	97%	98%	100%	100%	-	100%	81%	97%	97%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	99%	100%	*	100%	*	-	*	-	*	*	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	30%	36%	*	43%	*	-	*	-	-	*	38%	40%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	79%	91%	93%	87%	92%	80%	96%	*	98%	52%	83%	56%
Students Requiring Accelerated Instruction														
	2019	22%	21%	9%	7%	13%	8%	20%	4%	*	2%	48%	17%	44%
STAAR Cumulative Met Standard														
	2019	85%	86%	96%	96%	94%	96%	80%	98%	*	100%	74%	91%	72%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	97%	*	92%	100%	-	*	-	*	100%	100%	80%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	22%	25%	*	11%	29%	-	*	-	-	17%	42%	*
Retained in Grade 8	2019	38%	36%	*	-	*	-	-	-	-	-	-	-	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	83%	94%	88%	92%	94%	*	100%	-	100%	65%	89%	84%

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2018-19 District Prior Year and Student Success Initiative

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Requiring Accelerated Instruction	2019	18%	17%	6%	12%	8%	6%	0%	0%	-	0%	35%	11%	16%
STAAR Cumulative Met Standard	2019	88%	88%	96%	93%	95%	96%	*	100%	-	100%	76%	93%	87%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	99%	86%	-	83%	86%	-	-	-	*	100%	86%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	53%	45%	-	60%	40%	-	-	-	*	60%	50%	*
Retained in Grade 8	2019	56%	64%	*	-	*	*	-	-	-	-	-	*	*

District Name: TOMBALL ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
Bilingual Education/English as a Second Language

(Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	91%	83%	-	-	-	83%	72%	74%	63%	57%	76%	75%
	2018	77%	77%	91%	83%	-	73%	-	84%	76%	83%	61%	97%	78%	78%
At Meets Grade Level or Above	2019	50%	51%	70%	48%	-	-	-	48%	37%	37%	36%	36%	41%	41%
	2018	48%	49%	70%	47%	-	41%	-	47%	42%	49%	29%	56%	44%	44%
At Masters Grade Level	2019	24%	25%	41%	26%	-	-	-	26%	15%	15%	14%	9%	19%	19%
	2018	22%	23%	40%	23%	-	19%	-	23%	16%	19%	9%	25%	18%	18%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	89%	78%	-	-	-	78%	66%	71%	49%	56%	70%	70%
	2018	74%	74%	90%	83%	-	66%	-	86%	70%	83%	50%	100%	75%	76%
At Meets Grade Level or Above	2019	48%	49%	68%	44%	-	-	-	44%	29%	32%	21%	33%	35%	35%
	2018	46%	47%	69%	51%	-	39%	-	53%	38%	48%	20%	43%	43%	43%
At Masters Grade Level	2019	21%	22%	37%	25%	-	-	-	25%	10%	12%	3%	6%	16%	15%
	2018	19%	20%	36%	25%	-	12%	-	27%	13%	19%	3%	21%	18%	18%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	94%	89%	-	-	-	89%	84%	85%	80%	76%	86%	86%
	2018	81%	82%	94%	87%	-	80%	-	88%	88%	93%	75%	100%	88%	88%
At Meets Grade Level or Above	2019	52%	53%	73%	53%	-	-	-	53%	53%	53%	51%	41%	53%	53%
	2018	50%	51%	74%	46%	-	43%	-	47%	56%	60%	44%	60%	52%	52%
At Masters Grade Level	2019	26%	28%	46%	29%	-	-	-	29%	25%	24%	36%	18%	27%	27%
	2018	24%	25%	45%	24%	-	24%	-	23%	23%	24%	18%	50%	23%	23%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	85%	87%	-	-	-	87%	60%	60%	*	40%	70%	69%
	2018	66%	66%	84%	80%	-	-	-	80%	63%	68%	45%	*	69%	70%
At Meets Grade Level or Above	2019	38%	39%	59%	54%	-	-	-	54%	23%	23%	*	40%	34%	35%
	2018	41%	42%	62%	45%	-	-	-	45%	35%	39%	21%	*	39%	40%
At Masters Grade Level	2019	14%	15%	27%	20%	-	-	-	20%	5%	5%	*	0%	10%	10%
	2018	13%	13%	26%	15%	-	-	-	15%	7%	8%	3%	*	10%	10%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	93%	77%	-	-	-	77%	75%	74%	76%	20%	76%	75%
	2018	80%	80%	91%	66%	-	-	-	66%	72%	76%	66%	*	70%	70%
At Meets Grade Level or Above	2019	54%	55%	74%	43%	-	-	-	43%	41%	36%	54%	20%	42%	41%
	2018	51%	52%	70%	33%	-	-	-	33%	33%	36%	30%	*	33%	33%
At Masters Grade Level	2019	25%	27%	42%	23%	-	-	-	23%	12%	12%	12%	0%	16%	16%
	2018	23%	24%	39%	20%	-	-	-	20%	14%	19%	7%	*	16%	15%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	91%	-	-	-	-	-	57%	48%	78%	*	57%	57%
	2018	78%	79%	89%	-	-	-	-	-	68%	68%	69%	*	68%	69%
At Meets Grade Level or Above	2019	55%	57%	73%	-	-	-	-	-	18%	8%	41%	*	18%	19%
	2018	53%	54%	69%	-	-	-	-	-	29%	23%	33%	*	29%	31%
At Masters Grade Level	2019	33%	36%	55%	-	-	-	-	-	11%	7%	22%	*	11%	11%
	2018	31%	32%	50%	-	-	-	-	-	13%	13%	14%	*	13%	13%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	76%	66%	-	-	-	66%	71%	71%	62%	55%	69%	69%
	2018	69%	70%	77%	68%	-	66%	-	69%	74%	74%	73%	79%	72%	72%
All Grades ELA/Reading	2019	68%	69%	74%	52%	-	-	-	52%	68%	69%	50%	35%	63%	62%
	2018	69%	69%	75%	61%	-	52%	-	63%	76%	77%	73%	71%	71%	71%
All Grades Mathematics	2019	70%	71%	78%	76%	-	-	-	76%	73%	74%	69%	73%	74%	74%
	2018	70%	70%	78%	73%	-	74%	-	72%	72%	71%	73%	86%	72%	72%

Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)

Reading	2019	41%	40%	51%	32%	-	-	-	32%	45%	45%	-	*	43%	42%
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District Name: TOMBALL ISD
 County Name: HARRIS
 District Number: 101921

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL 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 EL
Mathematics	2018	38%	38%	54%	50%	-	*	-	57%	50%	55%	41%	*	50%	51%
	2019	45%	45%	58%	56%	-	-	-	56%	40%	40%	-	*	45%	45%
	2018	47%	46%	61%	52%	-	*	-	54%	63%	81%	40%	-	59%	59%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Participation

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	96%	91%	94%	97%	94%	96%	100%	96%	94%	93%	87%
Not Included in Accountability													
Mobile	4%	4%	4%	8%	5%	2%	2%	3%	0%	3%	4%	6%	7%
Other Exclusions	1%	1%	1%	0%	1%	0%	3%	1%	0%	0%	1%	1%	6%
Not Tested	1%	1%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	99%	100%	100%	99%	99%	99%	100%
Included in Accountability	94%	94%	95%	92%	93%	96%	99%	95%	100%	97%	93%	91%	86%
Not Included in Accountability													
Mobile	4%	4%	4%	8%	5%	3%	0%	4%	0%	3%	5%	7%	6%
Other Exclusions	1%	1%	1%	0%	2%	0%	0%	1%	0%	0%	1%	1%	8%
Not Tested	1%	1%	0%	0%	0%	0%	1%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

District Name: TOMBALL ISD

County Name: HARRIS

District Number: 101921

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	96.4%	96.3%	96.4%	96.3%	96.1%	97.9%	98.3%	96.4%	95.1%	95.5%	97.0%
2016-17	95.7%	95.7%	96.5%	96.5%	96.5%	96.4%	95.8%	98.1%	97.9%	96.6%	95.3%	95.7%	97.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.6%	0.3%	0.0%	0.7%	0.2%	0.0%	0.0%	-	0.0%	1.7%	0.6%	0.0%
2016-17	0.3%	0.5%	0.2%	0.8%	0.3%	0.0%	0.0%	0.7%	-	0.0%	0.0%	0.2%	0.6%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.1%	0.6%	1.2%	0.6%	0.4%	0.0%	0.0%	*	1.9%	1.8%	1.4%	2.2%
2016-17	1.9%	2.3%	0.4%	0.0%	0.3%	0.5%	0.0%	0.0%	0.0%	0.0%	1.3%	0.2%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	88.9%	96.9%	96.4%	95.8%	97.4%	*	100.0%	-	94.6%	91.1%	91.9%	80.0%
Received TxCHSE	0.4%	0.5%	0.1%	0.0%	0.3%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	4.0%	1.0%	0.0%	1.6%	1.0%	*	0.0%	-	0.0%	1.8%	2.3%	10.0%
Dropped Out	5.7%	6.6%	2.0%	3.6%	2.3%	1.6%	*	0.0%	-	5.4%	7.1%	5.9%	10.0%
Graduates and TxCHSE	90.4%	89.3%	97.0%	96.4%	96.1%	97.4%	*	100.0%	-	94.6%	91.1%	91.9%	80.0%
Graduates, TxCHSE, and Continuers	94.3%	93.4%	98.0%	96.4%	97.7%	98.4%	*	100.0%	-	94.6%	92.9%	94.1%	90.0%
Class of 2017													
Graduated	89.7%	88.7%	97.7%	100.0%	96.0%	98.1%	*	97.6%	*	100.0%	88.7%	94.6%	95.0%
Received TxCHSE	0.4%	0.5%	0.1%	0.0%	0.4%	0.0%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	4.0%	4.2%	1.6%	0.0%	2.4%	1.5%	*	2.4%	*	0.0%	11.3%	3.8%	5.0%
Dropped Out	5.9%	6.7%	0.5%	0.0%	1.2%	0.4%	*	0.0%	*	0.0%	0.0%	1.1%	0.0%
Graduates and TxCHSE	90.1%	89.2%	97.8%	100.0%	96.4%	98.1%	*	97.6%	*	100.0%	88.7%	95.1%	95.0%
Graduates, TxCHSE, and Continuers	94.1%	93.3%	99.5%	100.0%	98.8%	99.6%	*	100.0%	*	100.0%	100.0%	98.9%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	91.0%	99.1%	100.0%	98.0%	99.4%	*	100.0%	*	100.0%	100.0%	97.8%	100.0%
Received TxCHSE	0.6%	0.7%	0.2%	0.0%	0.4%	0.2%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	1.1%	1.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	7.1%	0.7%	0.0%	1.6%	0.4%	*	0.0%	*	0.0%	0.0%	1.6%	0.0%
Graduates and TxCHSE	92.6%	91.7%	99.3%	100.0%	98.4%	99.6%	*	100.0%	*	100.0%	100.0%	98.4%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	99.3%	100.0%	98.4%	99.6%	*	100.0%	*	100.0%	100.0%	98.4%	100.0%
Class of 2016													
Graduated	91.6%	90.8%	97.8%	95.8%	96.8%	98.3%	*	100.0%	*	96.2%	95.5%	94.8%	100.0%
Received TxCHSE	0.7%	0.7%	0.6%	0.0%	0.9%	0.4%	*	0.0%	*	3.8%	0.0%	0.0%	0.0%
Continued HS	1.2%	1.2%	0.2%	2.1%	0.5%	0.0%	*	0.0%	*	0.0%	4.5%	0.0%	0.0%
Dropped Out	6.6%	7.4%	1.4%	2.1%	1.9%	1.2%	*	0.0%	*	0.0%	0.0%	5.2%	0.0%
Graduates and TxCHSE	92.2%	91.5%	98.4%	95.8%	97.7%	98.8%	*	100.0%	*	100.0%	95.5%	94.8%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	92.6%	98.6%	97.9%	98.1%	98.8%	*	100.0%	*	100.0%	100.0%	94.8%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	91.3%	98.0%	97.9%	97.2%	98.3%	*	100.0%	*	96.3%	100.0%	94.8%	100.0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

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

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.9%	0.7%	0.0%	1.4%	0.4%	*	0.0%	*	3.7%	0.0%	0.6%	0.0%
Continued HS	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	7.3%	1.2%	2.1%	1.4%	1.2%	*	0.0%	*	0.0%	0.0%	4.5%	0.0%
Graduates and TxCHSE	92.9%	92.1%	98.8%	97.9%	98.6%	98.8%	*	100.0%	*	100.0%	100.0%	95.5%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	92.7%	98.8%	97.9%	98.6%	98.8%	*	100.0%	*	100.0%	100.0%	95.5%	100.0%
Class of 2015													
Graduated	91.8%	91.3%	97.9%	94.6%	97.4%	98.6%	*	100.0%	*	92.3%	97.2%	93.5%	85.7%
Received TxCHSE	1.0%	0.9%	0.5%	0.0%	1.0%	0.4%	*	0.0%	*	0.0%	0.0%	1.3%	0.0%
Continued HS	0.6%	0.6%	0.1%	1.8%	0.0%	0.0%	*	0.0%	*	0.0%	2.8%	0.6%	0.0%
Dropped Out	6.7%	7.2%	1.5%	3.6%	1.6%	1.0%	*	0.0%	*	7.7%	0.0%	4.5%	14.3%
Graduates and TxCHSE	92.8%	92.2%	98.4%	94.6%	98.4%	99.0%	*	100.0%	*	92.3%	97.2%	94.8%	85.7%
Graduates, TxCHSE, and Continuers	93.3%	92.8%	98.5%	96.4%	98.4%	99.0%	*	100.0%	*	92.3%	100.0%	95.5%	85.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.9%	96.0%	96.5%	94.9%	96.3%	*	100.0%	-	94.6%	81.3%	89.9%	80.0%
Class of 2017	89.7%	88.7%	97.1%	100.0%	94.8%	97.9%	*	93.2%	*	100.0%	83.9%	94.6%	90.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	71.3%	50.0%	-	*	60.0%	-	-	-	-	-	-	-
Class of 2017	88.5%	88.4%	88.0%	70.6%	87.0%	89.3%	*	97.6%	*	89.2%	21.3%	79.9%	78.9%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	6.4%	0.5%	1.9%	0.7%	0.4%	*	0.0%	-	0.0%	4.4%	0.0%	0.0%
Class of 2017	6.0%	3.9%	20.0%	*	-	*	-	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	80.4%	87.3%	84.9%	83.4%	88.5%	*	93.0%	-	97.0%	33.3%	77.0%	62.5%
Class of 2017	60.8%	37.6%	20.0%	*	-	*	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	86.7%	87.6%	86.8%	83.8%	88.6%	*	93.0%	-	97.0%	37.8%	77.0%	62.5%
Class of 2017	85.9%	83.9%	87.8%	67.9%	87.0%	89.2%	*	97.6%	*	89.2%	21.3%	79.4%	78.9%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	27.5%	29.4%	-	42.9%	25.0%	-	*	-	*	0.0%	20.0%	*
2016-17	87.2%	86.5%	87.6%	66.7%	87.3%	88.9%	*	97.5%	*	89.2%	18.9%	80.1%	76.5%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	6.3%	0.4%	1.8%	0.7%	0.2%	*	0.0%	-	0.0%	4.2%	0.6%	0.0%
2016-17	7.2%	5.5%	18.2%	*	*	40.0%	-	*	-	-	-	*	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	80.1%	87.3%	83.6%	83.6%	88.4%	*	94.6%	-	97.0%	31.3%	75.6%	65.0%
2016-17	56.5%	36.5%	27.3%	*	*	40.0%	-	*	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	84.9%	86.7%	85.5%	83.3%	87.6%	*	93.0%	-	94.1%	32.1%	74.6%	63.6%
2016-17	84.0%	81.8%	87.0%	64.3%	87.0%	88.8%	*	92.9%	*	89.2%	18.9%	79.8%	76.5%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2017-18 Annual Graduates)				
Total Graduates	958	100.0%	347,893	100.0%
By Ethnicity:				
African American	56	5.8%	43,502	12.5%
Hispanic	307	32.0%	173,272	49.8%
White	500	52.2%	107,052	30.8%
American Indian	2	0.2%	1,226	0.4%
Asian	57	5.9%	15,589	4.5%
Pacific Islander	0	0.0%	528	0.2%
Two or More Races	36	3.8%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	12	1.3%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	5	0.5%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	121	12.6%	49,432	14.2%
Foundation H.S. Program (Endorsement)	4	0.4%	16,542	4.8%
Foundation H.S. Program (DLA)	816	85.2%	272,526	78.3%
Special Education Graduates	59	6.2%	25,962	7.5%
Economically Disadvantaged Graduates	187	19.5%	166,956	48.0%
LEP Graduates	22	2.3%	21,359	6.1%
At-Risk Graduates	268	28.0%	144,805	41.6%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	65.8%	73.1%	59.8%	65.6%	78.2%	*	82.5%	-	70.8%	60.2%	54.8%	38.6%
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	51.8%	62.9%	46.4%	53.1%	68.4%	*	78.9%	-	69.4%	3.4%	38.0%	27.3%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	59.4%	70.8%	58.9%	61.9%	75.2%	*	82.5%	-	83.3%	6.8%	46.0%	27.3%
Mathematics													
2017-18	46.0%	50.4%	60.3%	41.1%	49.8%	66.0%	*	80.7%	-	66.7%	5.1%	36.9%	27.3%
Both Subjects													
2017-18	42.1%	45.1%	58.9%	41.1%	48.9%	64.2%	*	78.9%	-	63.9%	3.4%	35.3%	22.7%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	17.5%	31.5%	23.2%	23.8%	36.6%	*	36.8%	-	27.8%	0.0%	16.0%	4.5%
2016-17	19.9%	16.7%	40.9%	10.7%	31.9%	46.4%	*	50.0%	*	51.4%	3.8%	26.8%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	23.3%	34.3%	14.3%	29.3%	36.4%	*	56.1%	-	41.7%	0.0%	11.8%	4.5%
2016-17	20.1%	22.7%	36.0%	17.9%	29.0%	37.1%	*	73.8%	*	48.6%	0.0%	22.6%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	1.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	25.2%	23.1%	25.0%	22.3%	23.2%	*	31.6%	-	12.5%	60.2%	26.2%	13.6%
2016-17	13.2%	12.1%	10.8%	15.2%	12.6%	9.6%	*	8.3%	*	13.5%	61.3%	15.8%	17.6%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.3%	0.2%	0.0%	0.3%	0.0%	*	1.8%	-	0.0%	0.0%	0.0%	0.0%
2016-17	2.7%	2.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	1.8%	5.4%	2.0%	1.4%	*	1.8%	-	0.0%	28.8%	3.7%	4.5%
2016-17	1.0%	1.1%	3.3%	8.9%	3.8%	3.0%	*	0.0%	*	0.0%	56.6%	4.8%	17.6%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	33.1%	34.1%	28.6%	33.2%	34.0%	*	52.6%	-	25.0%	23.7%	32.6%	18.2%
2016-17	17.3%	14.0%	10.7%	8.9%	11.3%	9.9%	*	16.7%	*	16.2%	17.0%	13.1%	0.0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	3.8%	3.6%	4.2%	3.8%	*	3.5%	-	0.0%	6.8%	7.0%	0.0%
2016-17	2.2%	2.3%	2.7%	1.8%	3.8%	2.3%	*	0.0%	*	5.4%	1.9%	4.8%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.0%	1.8%	3.6%	0.7%	2.4%	*	1.8%	-	0.0%	28.8%	1.1%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	*	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
2018-19 District CCMR-Related Indicators

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	25.0%	50.2%	37.5%	44.6%	54.2%	*	57.9%	-	47.2%	6.8%	35.8%	9.1%
2016-17	23.4%	18.3%	22.5%	17.9%	24.8%	21.9%	*	26.2%	*	21.6%	7.5%	21.4%	0.0%
Mathematics													
2017-18	23.7%	21.3%	40.0%	28.6%	29.6%	46.2%	*	54.4%	-	33.3%	5.1%	25.7%	13.6%
2016-17	19.8%	18.8%	27.8%	19.6%	29.4%	27.2%	*	28.6%	*	35.1%	7.5%	28.0%	11.8%
Both Subjects													
2017-18	18.1%	13.8%	37.2%	25.0%	28.7%	42.2%	*	52.6%	-	30.6%	3.4%	22.5%	4.5%
2016-17	12.9%	9.8%	15.9%	10.7%	17.6%	14.8%	*	26.2%	*	18.9%	3.8%	15.5%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	51.1%	56.4%	46.4%	54.7%	58.4%	*	64.9%	-	41.7%	47.5%	55.6%	45.5%
2016-17	50.5%	41.5%	34.7%	32.1%	30.7%	37.1%	*	26.2%	*	40.5%	37.7%	33.9%	17.6%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.3%	0.2%	0.0%	0.3%	0.2%	*	0.0%	-	0.0%	0.0%	0.5%	0.0%
2016-17	0.8%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	5.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	1.4%	2.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	28.3%	35.5%	15.9%	30.8%	36.8%	*	62.9%	*	41.5%	n/a	16.8%	n/a
2017	26.2%	27.7%	33.7%	15.2%	27.5%	35.5%	40.0%	64.6%	*	38.6%	n/a	16.3%	n/a
English Language Arts													
2018	15.3%	16.0%	15.3%	8.4%	12.8%	15.2%	*	33.6%	*	20.0%	n/a	9.1%	n/a
2017	15.9%	16.2%	13.2%	7.6%	11.9%	12.2%	0.0%	34.3%	*	17.1%	n/a	6.8%	n/a
Mathematics													
2018	7.3%	8.3%	10.5%	2.8%	7.7%	10.3%	*	32.8%	*	13.8%	n/a	2.4%	n/a
2017	7.2%	7.9%	8.3%	2.9%	5.5%	8.3%	0.0%	24.2%	*	15.7%	n/a	2.8%	n/a
Science													
2018	10.8%	11.8%	15.4%	4.7%	12.6%	16.7%	*	29.3%	*	12.3%	n/a	6.5%	n/a
2017	10.9%	11.3%	13.7%	5.7%	9.9%	13.2%	20.0%	41.4%	*	21.4%	n/a	6.3%	n/a
Social Studies													
2018	14.5%	16.9%	26.4%	11.2%	22.3%	26.9%	*	55.2%	*	30.8%	n/a	12.5%	n/a
2017	15.0%	16.9%	26.7%	14.3%	21.0%	27.8%	40.0%	57.6%	*	30.0%	n/a	12.1%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	53.3%	77.1%	82.4%	72.4%	77.5%	*	82.2%	-	85.2%	n/a	70.5%	n/a
2017	49.1%	52.5%	73.6%	81.3%	70.3%	73.4%	*	78.1%	*	81.5%	n/a	63.1%	n/a
English Language Arts													
2018	42.5%	44.3%	70.2%	55.6%	66.2%	71.3%	-	76.9%	-	69.2%	n/a	54.8%	n/a
2017	41.3%	44.0%	73.2%	87.5%	64.2%	75.2%	-	73.5%	-	91.7%	n/a	40.7%	n/a
Mathematics													
2018	52.8%	54.5%	76.8%	*	73.9%	77.5%	-	76.3%	-	100.0%	n/a	63.6%	n/a

District Name: TOMBALL ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District CCMR-Related Indicators

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	54.3%	66.9%	*	58.1%	65.9%	-	75.0%	-	81.8%	n/a	72.7%	n/a
2018	38.0%	41.1%	33.7%	20.0%	26.3%	32.8%	-	52.9%	-	50.0%	n/a	26.7%	n/a
2017 Social Studies	38.3%	43.1%	43.5%	33.3%	42.9%	37.9%	*	58.5%	*	66.7%	n/a	32.0%	n/a
2018	44.6%	49.2%	83.7%	83.3%	74.6%	86.5%	*	87.5%	-	90.0%	n/a	72.4%	n/a
2017	41.4%	46.1%	78.1%	80.0%	75.4%	77.9%	*	80.7%	*	90.5%	n/a	68.8%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	80.9%	67.5%	71.4%	53.7%	71.8%	*	94.7%	-	75.0%	n/a	40.7%	n/a
2016-17	73.5%	80.1%	69.9%	67.9%	59.2%	72.8%	100.0%	92.9%	100.0%	70.3%	n/a	53.1%	n/a
At/Above Criterion													
2017-18	37.9%	39.5%	68.5%	35.0%	67.3%	70.5%	*	79.6%	-	74.1%	n/a	50.6%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1038	1154	1019	1142	1160	*	1216	-	1232	n/a	1052	n/a
English Language Arts and Writing													
2017-18	521	520	577	511	574	580	*	595	-	612	n/a	523	n/a
Mathematics													
2017-18	515	518	577	509	568	579	*	621	-	619	n/a	529	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	21.2	23.9	19.7	23.0	23.9	-	26.2	-	26.8	n/a	20.9	n/a
English Language Arts													
2017-18	20.3	20.8	23.8	18.8	23.1	23.8	-	26.3	-	26.9	n/a	20.6	n/a
Mathematics													
2017-18	20.6	21.2	23.8	20.9	22.7	23.9	-	26.0	-	26.4	n/a	20.8	n/a
Science													
2017-18	20.9	21.4	23.7	19.6	22.7	23.9	-	25.3	-	26.3	n/a	20.9	n/a

District Name: TOMBALL ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Other Postsecondary Indicators

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	43.6%	46.8%	39.0%	47.3%	45.8%	60.0%	64.5%	*	39.9%	11.8%	34.3%	22.9%
2016-17	37.1%	38.6%	40.2%	26.0%	36.4%	41.5%	50.0%	61.4%	*	40.6%	14.6%	32.2%	20.7%
English Language Arts													
2017-18	17.3%	18.5%	22.4%	15.4%	19.9%	23.0%	20.0%	37.2%	*	21.3%	3.3%	12.8%	5.7%
2016-17	16.8%	17.7%	20.3%	12.4%	16.5%	21.3%	30.0%	32.7%	*	27.2%	9.8%	12.3%	6.2%
Mathematics													
2017-18	20.7%	20.7%	28.0%	26.1%	26.8%	27.5%	40.0%	40.2%	*	27.4%	9.7%	21.4%	8.5%
2016-17	19.5%	20.4%	26.5%	16.3%	21.9%	28.0%	40.0%	43.5%	*	31.3%	5.2%	19.6%	7.1%
Science													
2017-18	21.2%	19.7%	24.8%	19.7%	21.6%	25.5%	60.0%	39.8%	*	21.4%	2.8%	15.2%	4.2%
2016-17	5.7%	5.7%	4.0%	2.7%	2.9%	3.1%	0.0%	17.2%	*	9.1%	0.0%	2.1%	0.8%
Social Studies													
2017-18	22.8%	22.2%	24.6%	12.7%	22.2%	25.0%	40.0%	44.1%	*	23.0%	0.8%	11.3%	1.7%
2016-17	21.8%	21.3%	24.2%	12.1%	19.7%	25.0%	20.0%	49.0%	*	30.8%	1.5%	14.2%	2.4%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	55.9%	59.9%	58.9%	53.8%	60.6%	*	85.7%	*	59.5%	35.8%	50.8%	17.6%
2015-16	54.7%	56.9%	58.3%	54.5%	50.0%	61.1%	*	68.4%	*	61.5%	40.5%	43.3%	9.5%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	60.5%	78.1%	59.4%	75.0%	79.2%	*	86.7%	*	95.2%	21.1%	67.8%	*
2015-16	55.7%	57.2%	73.1%	55.0%	66.7%	75.1%	*	87.5%	*	76.5%	5.9%	64.9%	*

District Name: TOMBALL ISD
County Name: HARRIS
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Student Information

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	16,920	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	55	0.3%	15,122	0.3%
Pre-Kindergarten	260	1.5%	238,810	4.4%
Kindergarten	1,264	7.5%	373,435	6.9%
Grade 1	1,326	7.8%	386,567	7.1%
Grade 2	1,330	7.9%	387,490	7.2%
Grade 3	1,324	7.8%	395,637	7.3%
Grade 4	1,373	8.1%	411,805	7.6%
Grade 5	1,395	8.2%	417,388	7.7%
Grade 6	1,375	8.1%	417,587	7.7%
Grade 7	1,354	8.0%	406,716	7.5%
Grade 8	1,263	7.5%	404,933	7.5%
Grade 9	1,284	7.6%	436,449	8.1%
Grade 10	1,235	7.3%	400,571	7.4%
Grade 11	1,099	6.5%	372,899	6.9%
Grade 12	983	5.8%	350,991	6.5%
Ethnic Distribution:				
African American	799	4.7%	684,349	12.6%
Hispanic	5,156	30.5%	2,847,629	52.6%
White	8,969	53.0%	1,484,069	27.4%
American Indian	50	0.3%	20,362	0.4%
Asian	1,264	7.5%	242,247	4.5%
Pacific Islander	9	0.1%	8,254	0.2%
Two or More Races	673	4.0%	129,490	2.4%
Economically Disadvantaged	4,073	24.1%	3,283,812	60.6%
Non-Educationally Disadvantaged	12,847	75.9%	2,132,588	39.4%
Section 504 Students	1,021	6.0%	354,440	6.5%
English Learners (EL)	1,690	10.0%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	114	0.7%	75,963	1.4%
Students w/ Dyslexia	350	2.1%	194,074	3.6%
At-Risk	4,493	26.6%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	1,345		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	405	30.1%	221,426	42.4%
Students with Physical Disabilities	269	20.0%	114,118	21.9%
Students with Autism	204	15.2%	71,373	13.7%
Students with Behavioral Disabilities	415	30.9%	107,604	20.6%
Students with Non-Categorical Early Childhood	52	3.9%	7,387	1.4%

District Name: TOMBALL ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Student Information

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	1.0%	1.7%	3.8%	6.2%
Grade 1	1.8%	3.1%	4.2%	5.5%
Grade 2	0.8%	1.8%	1.7%	2.3%
Grade 3	0.3%	1.1%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.2%	0.5%	1.7%	0.6%
Grade 6	0.5%	0.4%	1.1%	0.5%
Grade 7	0.2%	0.6%	0.9%	0.6%
Grade 8	0.5%	0.4%	0.0%	0.7%
Grade 9	1.8%	7.2%	2.7%	12.7%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	1	0.0%	6,321	0.3%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.2	18.9
Grade 1	19.2	18.8
Grade 2	19.9	18.7
Grade 3	21.9	18.9
Grade 4	22.9	19.2
Grade 5	23.9	21.2
Grade 6	23.4	20.4
Secondary:		
English/Language Arts	20.7	16.6
Foreign Languages	21.1	18.9
Mathematics	23.6	17.8
Science	24.2	18.9
Social Studies	25.5	19.3

District Name: TOMBALL ISD
County Name: HARRIS
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	2,159.3	100.0%	719,502.5	100.0%
Professional Staff:	1,303.9	60.4%	461,380.1	64.1%
Teachers	1,045.1	48.4%	358,450.1	49.8%
Professional Support	177.0	8.2%	72,848.5	10.1%
Campus Administration (School Leadership)	55.8	2.6%	21,812.7	3.0%
Central Administration	26.0	1.2%	8,268.8	1.1%
Educational Aides:	212.5	9.8%	74,292.4	10.3%
Auxiliary Staff:	642.9	29.8%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	18.0	n/a	4,414.0	n/a
Part-time	0.0	n/a	572.0	n/a
Counselors				
Full-time	34.0	n/a	12,433.0	n/a
Part-time	0.0	n/a	1,097.0	n/a
Total Minority Staff:	584.2	27.1%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	25.8	2.5%	37,875.6	10.6%
Hispanic	124.6	11.9%	99,261.7	27.7%
White	864.1	82.7%	209,288.6	58.4%
American Indian	4.0	0.4%	1,236.1	0.3%
Asian	15.8	1.5%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	10.8	1.0%	4,074.5	1.1%
Males	174.9	16.7%	85,138.1	23.8%
Females	870.2	83.3%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	3.0	0.3%	4,932.1	1.4%
Bachelors	762.7	73.0%	263,991.5	73.6%
Masters	274.7	26.3%	87,059.6	24.3%
Doctorate	4.7	0.4%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	31.8	3.0%	24,953.3	7.0%
1-5 Years Experience	238.9	22.9%	103,762.4	28.9%
6-10 Years Experience	277.1	26.5%	68,136.0	19.0%
11-20 Years Experience	356.8	34.1%	105,158.7	29.3%
Over 20 Years Experience	140.6	13.5%	56,439.7	15.7%
Number of Students per Teacher	16.2	n/a	15.1	n/a

District Name: TOMBALL ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.8	6.3
Average Years Experience of Principals with District	5.7	5.4
Average Years Experience of Assistant Principals	7.5	5.3
Average Years Experience of Assistant Principals with District	6.2	4.7
Average Years Experience of Teachers:	11.5	11.1
Average Years Experience of Teachers with District:	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$55,341	\$47,218
1-5 Years Experience	\$54,556	\$50,408
6-10 Years Experience	\$57,013	\$52,786
11-20 Years Experience	\$59,511	\$56,041
Over 20 Years Experience	\$65,768	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$58,431	\$54,122
Professional Support	\$68,966	\$64,069
Campus Administration (School Leadership)	\$86,272	\$78,947
Central Administration	\$122,027	\$103,400
Instructional Staff Percent:	62.4%	64.5%
Turnover Rate for Teachers:	15.5%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	0.0	6,043.6

District Name: TOMBALL ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	1,661	9.8%	1,066,099	19.7%
Career & Technical Education	5,121	30.3%	1,424,391	26.3%
Gifted & Talented Education	1,603	9.5%	436,361	8.1%
Special Education	1,345	7.9%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	55.7	5.3%	23,092.5	6.4%
Career & Technical Education	48.2	4.6%	17,483.0	4.9%
Compensatory Education	5.7	0.5%	9,548.1	2.7%
Gifted & Talented Education	8.7	0.8%	7,164.0	2.0%
Regular Education	737.4	70.6%	255,885.2	71.4%
Special Education	82.0	7.8%	32,449.2	9.1%
Other	107.5	10.3%	12,828.0	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*^' Indicates results are masked due to small numbers to protect student confidentiality.

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL H S**

Campus Number: **101921001**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Social Studies

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 2,054
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	85%	80%	63%	79%	83%	*	75%	-	80%	32%	79%	85%	71%	66%	69%
	2018	65%	85%	79%	62%	75%	82%	-	100%	-	88%	36%	50%	81%	74%	59%	76%
At Meets Grade Level or Above	2019	50%	74%	68%	49%	66%	71%	*	67%	-	73%	13%	53%	73%	59%	52%	55%
	2018	44%	70%	60%	35%	53%	66%	-	90%	-	50%	17%	25%	65%	50%	33%	44%
At Masters Grade Level	2019	11%	24%	21%	5%	17%	24%	*	42%	-	27%	5%	5%	23%	17%	8%	9%
	2018	7%	17%	13%	4%	11%	14%	-	40%	-	6%	3%	13%	13%	12%	4%	7%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	86%	78%	61%	70%	86%	-	92%	-	53%	33%	44%	81%	71%	61%	46%
	2018	67%	85%	79%	67%	74%	83%	*	88%	-	67%	21%	89%	82%	73%	61%	64%
At Meets Grade Level or Above	2019	49%	73%	64%	46%	55%	72%	-	69%	-	47%	22%	22%	68%	55%	38%	29%
	2018	48%	74%	67%	44%	64%	71%	*	75%	-	67%	12%	78%	71%	59%	42%	44%
At Masters Grade Level	2019	8%	21%	16%	7%	11%	19%	-	38%	-	13%	3%	0%	17%	13%	3%	1%
	2018	8%	18%	13%	7%	8%	16%	*	50%	-	11%	2%	0%	15%	8%	3%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	93%	82%	73%	83%	83%	*	*	-	86%	51%	77%	86%	77%	78%	82%
	2018	83%	95%	86%	74%	86%	87%	-	*	-	100%	56%	100%	88%	81%	79%	87%
At Meets Grade Level or Above	2019	61%	80%	50%	39%	51%	52%	*	*	-	29%	14%	62%	54%	44%	42%	45%
	2018	55%	81%	56%	30%	57%	57%	-	*	-	63%	24%	43%	63%	45%	46%	56%
At Masters Grade Level	2019	37%	64%	27%	18%	28%	29%	*	*	-	14%	9%	15%	31%	22%	22%	22%
	2018	32%	62%	29%	13%	31%	30%	-	*	-	25%	6%	43%	32%	22%	15%	31%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	95%	93%	86%	89%	95%	*	100%	-	100%	68%	100%	96%	87%	85%	85%
	2018	87%	96%	91%	88%	91%	92%	-	100%	-	94%	63%	100%	93%	89%	82%	90%
At Meets Grade Level or Above	2019	62%	81%	73%	47%	71%	77%	*	83%	-	77%	22%	79%	78%	64%	58%	58%
	2018	59%	79%	71%	28%	65%	78%	-	71%	-	63%	30%	50%	76%	63%	46%	61%
At Masters Grade Level	2019	25%	41%	33%	17%	29%	35%	*	67%	-	46%	7%	21%	35%	29%	21%	26%
	2018	24%	40%	32%	12%	25%	38%	-	43%	-	25%	5%	50%	33%	31%	10%	23%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	98%	97%	100%	97%	98%	*	89%	-	93%	73%	100%	98%	96%	97%	92%
	2018	92%	97%	96%	85%	95%	97%	*	100%	-	91%	76%	*	97%	93%	93%	90%
At Meets Grade Level or Above	2019	73%	92%	89%	67%	90%	91%	*	89%	-	80%	45%	88%	92%	82%	79%	81%
	2018	70%	88%	85%	62%	81%	89%	*	100%	-	64%	44%	*	87%	81%	76%	74%
At Masters Grade Level	2019	45%	77%	71%	29%	71%	74%	*	67%	-	80%	30%	88%	75%	63%	52%	50%
	2018	40%	68%	68%	23%	62%	72%	*	100%	-	55%	12%	*	69%	65%	57%	45%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	86%	75%	83%	89%	100%	88%	-	82%	48%	81%	89%	79%	75%	73%
	2018	77%	91%	85%	74%	83%	88%	*	97%	-	86%	49%	86%	87%	81%	74%	80%
At Meets Grade Level or Above	2019	50%	70%	70%	48%	66%	74%	100%	73%	-	65%	21%	60%	75%	60%	52%	52%
	2018	48%	70%	68%	38%	63%	73%	*	87%	-	61%	24%	51%	72%	58%	47%	53%
At Masters Grade Level	2019	24%	41%	33%	14%	30%	36%	71%	49%	-	38%	9%	21%	36%	27%	18%	19%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 2,054
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades ELA/Reading	2018	22%	40%	29%	11%	24%	32%	*	54%	-	22%	5%	29%	31%	25%	16%	19%
At Approaches Grade Level or Above	2019	75%	89%	79%	62%	75%	84%	*	84%	-	67%	33%	68%	83%	71%	64%	59%
	2018	74%	90%	79%	64%	74%	82%	*	94%	-	76%	29%	71%	81%	73%	60%	70%
At Meets Grade Level or Above	2019	48%	68%	66%	48%	60%	71%	*	68%	-	60%	17%	43%	70%	57%	46%	44%
	2018	46%	69%	64%	40%	58%	68%	*	83%	-	59%	15%	53%	68%	54%	37%	44%
At Masters Grade Level	2019	21%	37%	19%	6%	14%	22%	*	40%	-	20%	4%	4%	20%	15%	6%	6%
	2018	19%	36%	13%	6%	9%	15%	*	44%	-	9%	2%	6%	14%	10%	4%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	82%	73%	83%	83%	*	*	-	86%	51%	77%	86%	77%	78%	82%
	2018	81%	94%	86%	74%	86%	87%	-	*	-	100%	56%	100%	88%	81%	79%	87%
At Meets Grade Level or Above	2019	52%	73%	50%	39%	51%	52%	*	*	-	29%	14%	62%	54%	44%	42%	45%
	2018	50%	74%	56%	30%	57%	57%	-	*	-	63%	24%	43%	63%	45%	46%	56%
At Masters Grade Level	2019	26%	46%	27%	18%	28%	29%	*	*	-	14%	9%	15%	31%	22%	22%	22%
	2018	24%	45%	29%	13%	31%	30%	-	*	-	25%	6%	43%	32%	22%	15%	31%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	93%	86%	89%	95%	*	100%	-	100%	68%	100%	96%	87%	85%	85%
	2018	80%	91%	91%	88%	91%	92%	-	100%	-	94%	63%	100%	93%	89%	82%	90%
At Meets Grade Level or Above	2019	54%	74%	73%	47%	71%	77%	*	83%	-	77%	22%	79%	78%	64%	58%	58%
	2018	51%	70%	71%	28%	65%	78%	-	71%	-	63%	30%	50%	76%	63%	46%	61%
At Masters Grade Level	2019	25%	42%	33%	17%	29%	35%	*	67%	-	46%	7%	21%	35%	29%	21%	26%
	2018	23%	39%	32%	12%	25%	38%	-	43%	-	25%	5%	50%	33%	31%	10%	23%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	91%	97%	100%	97%	98%	*	89%	-	93%	73%	100%	98%	96%	97%	92%
	2018	78%	89%	96%	85%	95%	97%	*	100%	-	91%	76%	*	97%	93%	93%	90%
At Meets Grade Level or Above	2019	55%	73%	89%	67%	90%	91%	*	89%	-	80%	45%	88%	92%	82%	79%	81%
	2018	53%	69%	85%	62%	81%	89%	*	100%	-	64%	44%	*	87%	81%	76%	74%
At Masters Grade Level	2019	33%	55%	71%	29%	71%	74%	*	67%	-	80%	30%	88%	75%	63%	52%	50%
	2018	31%	50%	68%	23%	62%	72%	*	100%	-	55%	12%	*	69%	65%	57%	45%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 2,054
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	76	72	72	67	75	-	77	-	67	43	56	75	65	63	53
	2018	67	75	72	71	65	74	*	81	-	85	51	81	74	66	62	63
End of Course Algebra I	2019	75	85	64	60	70	61	*	*	-	33	35	77	66	61	63	66
	2018	72	86	72	47	71	74	-	*	-	69	40	83	76	62	62	75
All Grades Both Subjects	2019	69	76	69	66	68	70	*	77	-	53	39	68	72	63	63	60
	2018	69	77	72	59	68	74	*	88	-	79	45	82	74	64	62	69
All Grades ELA/Reading	2019	68	74	72	72	67	75	-	77	-	67	43	56	75	65	63	53
	2018	69	75	72	71	65	74	*	81	-	85	51	81	74	66	62	63
All Grades Mathematics	2019	70	78	64	60	70	61	*	*	-	33	35	77	66	61	63	66
	2018	70	78	72	47	71	74	-	*	-	69	40	83	76	62	62	75

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 2,054
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative													
Grade 8 Reading													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9													
2019	13%	25%	17%	-	*	25%	-	-	-	-	*	25%	*
Grade 8 Mathematics													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9													
2019	50%	45%	63%	-	*	*	-	-	-	-	*	50%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 2,054
 Grade Span: 09 - 12
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	86%	-	-	-	-	-	49%	-	49%	33%	49%	48%
	2018	77%	91%	85%	-	-	-	-	-	65%	-	65%	-	65%	65%
At Meets Grade Level or Above	2019	50%	70%	70%	-	-	-	-	-	26%	-	26%	0%	26%	25%
	2018	48%	70%	68%	-	-	-	-	-	31%	-	31%	-	31%	31%
At Masters Grade Level	2019	24%	41%	33%	-	-	-	-	-	9%	-	9%	0%	9%	9%
	2018	22%	40%	29%	-	-	-	-	-	9%	-	9%	-	9%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	79%	-	-	-	-	-	31%	-	31%	*	31%	30%
	2018	74%	90%	79%	-	-	-	-	-	46%	-	46%	-	46%	46%
At Meets Grade Level or Above	2019	48%	68%	66%	-	-	-	-	-	16%	-	16%	*	16%	16%
	2018	46%	69%	64%	-	-	-	-	-	15%	-	15%	-	15%	15%
At Masters Grade Level	2019	21%	37%	19%	-	-	-	-	-	1%	-	1%	*	1%	1%
	2018	19%	36%	13%	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	82%	-	-	-	-	-	65%	-	65%	*	65%	67%
	2018	81%	94%	86%	-	-	-	-	-	81%	-	81%	-	81%	81%
At Meets Grade Level or Above	2019	52%	73%	50%	-	-	-	-	-	32%	-	32%	*	32%	30%
	2018	50%	74%	56%	-	-	-	-	-	44%	-	44%	-	44%	44%
At Masters Grade Level	2019	26%	46%	27%	-	-	-	-	-	16%	-	16%	*	16%	15%
	2018	24%	45%	29%	-	-	-	-	-	22%	-	22%	-	22%	22%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	93%	-	-	-	-	-	67%	-	67%	*	67%	63%
	2018	80%	91%	91%	-	-	-	-	-	79%	-	79%	-	79%	79%
At Meets Grade Level or Above	2019	54%	74%	73%	-	-	-	-	-	37%	-	37%	*	37%	34%
	2018	51%	70%	71%	-	-	-	-	-	38%	-	38%	-	38%	38%
At Masters Grade Level	2019	25%	42%	33%	-	-	-	-	-	17%	-	17%	*	17%	16%
	2018	23%	39%	32%	-	-	-	-	-	7%	-	7%	-	7%	7%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	91%	97%	-	-	-	-	-	71%	-	71%	-	71%	71%
	2018	78%	89%	96%	-	-	-	-	-	82%	-	82%	-	82%	82%
At Meets Grade Level or Above	2019	55%	73%	89%	-	-	-	-	-	36%	-	36%	-	36%	36%
	2018	53%	69%	85%	-	-	-	-	-	53%	-	53%	-	53%	53%
At Masters Grade Level	2019	33%	55%	71%	-	-	-	-	-	21%	-	21%	-	21%	21%
	2018	31%	50%	68%	-	-	-	-	-	24%	-	24%	-	24%	24%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	69%	-	-	-	-	-	49%	-	49%	*	49%	49%
	2018	69%	77%	72%	-	-	-	-	-	53%	-	53%	-	53%	53%
All Grades ELA/Reading	2019	68%	74%	72%	-	-	-	-	-	40%	-	40%	-	40%	40%
	2018	69%	75%	72%	-	-	-	-	-	33%	-	33%	-	33%	33%
All Grades Mathematics	2019	70%	78%	64%	-	-	-	-	-	55%	-	55%	*	55%	55%
	2018	70%	78%	72%	-	-	-	-	-	63%	-	63%	-	63%	63%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 2,054
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	94%	87%	91%	97%	100%	98%	-	92%	92%	92%	71%
Not Included in Accountability													
Mobile	4%	4%	5%	13%	5%	3%	0%	0%	-	8%	6%	5%	12%
Other Exclusions	1%	1%	1%	0%	3%	0%	0%	2%	-	0%	2%	3%	17%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	99%	99%	99%	*	100%	-	96%	99%	99%	100%
Included in Accountability	94%	95%	94%	90%	91%	97%	*	100%	-	87%	95%	92%	77%
Not Included in Accountability													
Mobile	4%	4%	4%	9%	4%	3%	*	0%	-	9%	3%	5%	5%
Other Exclusions	1%	1%	1%	0%	4%	0%	*	0%	-	0%	1%	2%	19%
Not Tested	1%	0%	1%	1%	1%	1%	*	0%	-	4%	1%	1%	0%
Absent	1%	0%	1%	1%	1%	1%	*	0%	-	3%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	1%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,054
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	94.9%	92.4%	95.3%	94.8%	*	96.5%	-	93.8%	92.4%	93.4%	96.4%
2016-17	95.7%	96.5%	94.9%	93.5%	94.9%	94.9%	93.9%	97.8%	*	93.6%	92.3%	93.4%	95.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	1.0%	3.0%	0.9%	0.8%	*	0.0%	-	4.7%	2.2%	2.1%	3.8%
2016-17	1.9%	0.4%	0.5%	0.0%	0.5%	0.5%	0.0%	0.0%	*	0.0%	2.3%	0.4%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	94.9%	90.9%	94.4%	96.0%	*	100.0%	-	86.7%	86.2%	89.7%	70.0%
Received TxCHSE	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	1.0%	1.6%	0.0%	2.5%	1.3%	*	0.0%	-	0.0%	3.4%	2.2%	10.0%
Dropped Out	5.7%	2.0%	3.4%	9.1%	3.1%	2.6%	*	0.0%	-	13.3%	10.3%	8.1%	20.0%
Graduates and TxCHSE	90.4%	97.0%	94.9%	90.9%	94.4%	96.0%	*	100.0%	-	86.7%	86.2%	89.7%	70.0%
Graduates, TxCHSE, and Continuers	94.3%	98.0%	96.6%	90.9%	96.9%	97.4%	*	100.0%	-	86.7%	89.7%	91.9%	80.0%
Class of 2017													
Graduated	89.7%	97.7%	96.8%	100.0%	95.2%	97.3%	*	88.9%	*	100.0%	88.5%	92.9%	91.7%
Received TxCHSE	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	4.0%	1.6%	2.5%	0.0%	3.2%	2.3%	*	11.1%	*	0.0%	11.5%	6.2%	8.3%
Dropped Out	5.9%	0.5%	0.7%	0.0%	1.6%	0.4%	*	0.0%	*	0.0%	0.0%	0.9%	0.0%
Graduates and TxCHSE	90.1%	97.8%	96.8%	100.0%	95.2%	97.3%	*	88.9%	*	100.0%	88.5%	92.9%	91.7%
Graduates, TxCHSE, and Continuers	94.1%	99.5%	99.3%	100.0%	98.4%	99.6%	*	100.0%	*	100.0%	100.0%	99.1%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	98.9%	100.0%	97.6%	99.2%	*	100.0%	*	100.0%	100.0%	98.2%	100.0%
Received TxCHSE	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.7%	1.1%	0.0%	2.4%	0.8%	*	0.0%	*	0.0%	0.0%	1.8%	0.0%
Graduates and TxCHSE	92.6%	99.3%	98.9%	100.0%	97.6%	99.2%	*	100.0%	*	100.0%	100.0%	98.2%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.3%	98.9%	100.0%	97.6%	99.2%	*	100.0%	*	100.0%	100.0%	98.2%	100.0%
Class of 2016													
Graduated	91.6%	97.8%	96.2%	92.9%	94.0%	97.5%	*	100.0%	-	88.9%	96.0%	92.1%	100.0%
Received TxCHSE	0.7%	0.6%	1.1%	0.0%	1.0%	0.8%	*	0.0%	-	11.1%	0.0%	0.0%	0.0%
Continued HS	1.2%	0.2%	0.3%	0.0%	1.0%	0.0%	*	0.0%	-	0.0%	4.0%	0.0%	0.0%
Dropped Out	6.6%	1.4%	2.4%	7.1%	4.0%	1.6%	*	0.0%	-	0.0%	0.0%	7.9%	0.0%
Graduates and TxCHSE	92.2%	98.4%	97.3%	92.9%	95.0%	98.4%	*	100.0%	-	100.0%	96.0%	92.1%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	98.6%	97.6%	92.9%	96.0%	98.4%	*	100.0%	-	100.0%	100.0%	92.1%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	96.5%	92.9%	94.9%	97.5%	*	100.0%	-	88.9%	100.0%	92.1%	100.0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,054
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	1.3%	0.0%	2.0%	0.8%	*	0.0%	-	11.1%	0.0%	1.1%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	1.2%	2.2%	7.1%	3.0%	1.6%	*	0.0%	-	0.0%	0.0%	6.7%	0.0%
Graduates and TxCHSE	92.9%	98.8%	97.8%	92.9%	97.0%	98.4%	*	100.0%	-	100.0%	100.0%	93.3%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	98.8%	97.8%	92.9%	97.0%	98.4%	*	100.0%	-	100.0%	100.0%	93.3%	100.0%
Class of 2015													
Graduated	91.8%	97.9%	96.4%	86.4%	95.8%	98.3%	*	*	-	77.8%	95.7%	92.1%	81.8%
Received TxCHSE	1.0%	0.5%	0.8%	0.0%	1.0%	0.9%	*	*	-	0.0%	0.0%	1.1%	0.0%
Continued HS	0.6%	0.1%	0.3%	4.5%	0.0%	0.0%	*	*	-	0.0%	4.3%	1.1%	0.0%
Dropped Out	6.7%	1.5%	2.5%	9.1%	3.1%	0.9%	*	*	-	22.2%	0.0%	5.6%	18.2%
Graduates and TxCHSE	92.8%	98.4%	97.3%	86.4%	96.9%	99.1%	*	*	-	77.8%	95.7%	93.3%	81.8%
Graduates, TxCHSE, and Continuers	93.3%	98.5%	97.5%	90.9%	96.9%	99.1%	*	*	-	77.8%	100.0%	94.4%	81.8%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	94.1%	91.3%	93.8%	94.8%	*	100.0%	-	86.7%	81.3%	88.6%	70.0%
Class of 2017	89.7%	97.1%	96.4%	100.0%	94.5%	97.3%	*	80.0%	*	100.0%	85.2%	92.9%	91.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	*	-	-	*	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	88.4%	59.1%	85.0%	91.6%	*	100.0%	*	94.1%	30.4%	78.8%	90.9%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	0.5%	0.0%	0.7%	0.5%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Class of 2017	6.0%	20.0%	*	*	-	*	-	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	86.0%	84.2%	83.9%	87.0%	*	80.0%	-	100.0%	26.3%	81.5%	57.1%
Class of 2017	60.8%	20.0%	*	*	-	*	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	86.5%	84.2%	84.6%	87.6%	*	80.0%	-	100.0%	26.3%	81.5%	57.1%
Class of 2017	85.9%	87.8%	87.8%	54.2%	85.0%	91.3%	*	100.0%	*	94.1%	30.4%	78.1%	90.9%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	27.3%	-	50.0%	0.0%	-	-	-	-	*	20.0%	*
2016-17	87.2%	87.6%	88.4%	54.2%	87.0%	91.4%	*	100.0%	*	94.1%	26.9%	82.2%	88.9%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	0.2%	0.0%	0.7%	0.0%	*	0.0%	-	0.0%	0.0%	0.9%	0.0%
2016-17	7.2%	18.2%	25.0%	*	*	*	-	*	-	-	-	*	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	86.2%	81.0%	84.2%	87.6%	*	80.0%	-	100.0%	22.7%	78.9%	70.0%
2016-17	56.5%	27.3%	12.5%	*	*	*	-	*	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	84.9%	81.0%	83.5%	85.6%	*	80.0%	-	100.0%	20.8%	77.2%	66.7%
2016-17	84.0%	87.0%	87.4%	50.0%	86.3%	91.1%	*	88.9%	*	94.1%	26.9%	81.6%	88.9%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 2,054
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	429	100.0%	958	347,893
By Ethnicity:				
African American	22	5.1%	56	43,502
Hispanic	160	37.3%	307	173,272
White	223	52.0%	500	107,052
American Indian	1	0.2%	2	1,226
Asian	10	2.3%	57	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	13	3.0%	36	6,724
By Graduation Type:				
Minimum H.S. Program	8	1.9%	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	3	0.7%	5	3,538
Foundation H.S. Program (No Endorsement)	62	14.5%	121	49,432
Foundation H.S. Program (Endorsement)	1	0.2%	4	16,542
Foundation H.S. Program (DLA)	355	82.8%	816	272,526
Special Education Graduates	30	7.0%	59	25,962
Economically Disadvantaged Graduates	116	27.0%	187	166,956
LEP Graduates	12	2.8%	22	21,359
At-Risk Graduates	167	38.9%	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,054
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	65.5%	38.6%	61.6%	72.0%	*	65.0%	-	46.2%	35.0%	47.8%	33.3%
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	55.7%	31.8%	50.0%	62.3%	*	60.0%	-	46.2%	3.3%	35.3%	33.3%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	62.9%	36.4%	56.3%	70.0%	*	60.0%	-	69.2%	6.7%	42.2%	25.0%
Mathematics													
2017-18	46.0%	60.3%	52.9%	27.3%	47.5%	59.6%	*	60.0%	-	38.5%	3.3%	34.5%	33.3%
Both Subjects													
2017-18	42.1%	58.9%	51.0%	27.3%	46.3%	57.0%	*	60.0%	-	38.5%	3.3%	32.8%	25.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	27.3%	0.0%	22.5%	33.6%	*	30.0%	-	15.4%	0.0%	10.3%	0.0%
2016-17	19.9%	40.9%	37.9%	7.7%	31.6%	42.2%	*	44.4%	*	47.1%	3.8%	26.2%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	27.5%	13.6%	26.3%	29.6%	*	30.0%	-	23.1%	0.0%	11.2%	8.3%
2016-17	20.1%	36.0%	30.5%	7.7%	26.5%	32.2%	*	66.7%	*	41.2%	0.0%	15.5%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	20.9%	13.6%	20.6%	22.4%	*	30.0%	-	3.8%	35.0%	21.1%	4.2%
2016-17	13.2%	10.8%	10.8%	17.3%	13.2%	8.7%	*	16.7%	*	14.7%	50.0%	14.1%	11.1%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	0.5%	0.0%	0.6%	0.0%	*	10.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	0.2%	0.0%	0.0%	0.4%	*	0.0%	-	0.0%	3.3%	0.0%	0.0%
2016-17	1.0%	3.3%	2.8%	11.5%	1.7%	2.7%	*	0.0%	*	0.0%	46.2%	4.9%	11.1%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	31.7%	18.2%	32.5%	33.2%	*	50.0%	-	7.7%	23.3%	31.0%	8.3%
2016-17	17.3%	10.7%	11.9%	11.5%	13.7%	10.1%	*	33.3%	*	17.6%	15.4%	13.6%	0.0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,054
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	4.0%	4.5%	3.1%	4.9%	*	0.0%	-	0.0%	6.7%	5.2%	0.0%
2016-17	2.2%	2.7%	2.6%	0.0%	6.0%	1.2%	*	0.0%	*	5.9%	0.0%	2.9%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	1.2%	0.0%	1.3%	1.3%	*	0.0%	-	0.0%	16.7%	0.9%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	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
 2018-19 Campus CCMR-Related Indicators

Total Students: 2,054
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	46.4%	18.2%	43.1%	51.6%	*	50.0%	-	38.5%	6.7%	31.9%	0.0%
2016-17	23.4%	22.5%	20.0%	7.7%	19.7%	21.3%	*	33.3%	*	17.6%	11.5%	22.3%	0.0%
Mathematics													
2017-18	23.7%	40.0%	37.1%	18.2%	31.3%	43.5%	*	50.0%	-	15.4%	3.3%	24.1%	8.3%
2016-17	19.8%	27.8%	25.8%	7.7%	25.6%	26.4%	*	33.3%	*	35.3%	7.7%	27.2%	11.1%
Both Subjects													
2017-18	18.1%	37.2%	34.3%	13.6%	30.0%	39.5%	*	50.0%	-	15.4%	3.3%	20.7%	0.0%
2016-17	12.9%	15.9%	13.7%	3.8%	14.5%	13.6%	*	33.3%	*	17.6%	7.7%	15.5%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	48.0%	22.7%	49.4%	49.8%	*	60.0%	-	30.8%	33.3%	50.9%	33.3%
2016-17	50.5%	34.7%	43.3%	38.5%	36.8%	46.5%	*	44.4%	*	47.1%	38.5%	35.9%	11.1%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	0.5%	0.0%	0.6%	0.4%	*	0.0%	-	0.0%	0.0%	0.9%	0.0%
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	30.3%	8.8%	31.3%	29.9%	*	57.1%	-	30.8%	n/a	15.4%	n/a
2017	26.2%	33.7%	27.8%	4.9%	24.6%	30.8%	*	52.6%	*	21.4%	n/a	11.9%	n/a
English Language Arts													
2018	15.3%	15.3%	11.8%	5.9%	11.1%	12.1%	*	19.0%	-	15.4%	n/a	6.4%	n/a
2017	15.9%	13.2%	8.4%	2.4%	7.2%	9.5%	*	15.8%	*	7.1%	n/a	3.7%	n/a
Mathematics													
2018	7.3%	10.5%	6.1%	2.9%	5.6%	6.1%	*	19.0%	-	3.8%	n/a	0.7%	n/a
2017	7.2%	8.3%	3.6%	0.0%	2.0%	4.5%	*	10.5%	*	7.1%	n/a	0.8%	n/a
Science													
2018	10.8%	15.4%	14.2%	5.9%	13.2%	14.9%	*	28.6%	-	11.5%	n/a	5.2%	n/a
2017	10.9%	13.7%	9.8%	0.0%	9.2%	9.7%	*	36.8%	*	10.7%	n/a	3.7%	n/a
Social Studies													
2018	14.5%	26.4%	25.3%	8.8%	27.1%	24.8%	*	52.4%	-	15.4%	n/a	12.4%	n/a
2017	15.0%	26.7%	24.4%	4.9%	21.5%	27.0%	*	47.4%	*	17.9%	n/a	9.8%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	72.1%	*	67.8%	73.5%	*	83.3%	-	75.0%	n/a	68.3%	n/a
2017	49.1%	73.6%	71.3%	*	70.8%	71.1%	*	70.0%	*	83.3%	n/a	58.6%	n/a
English Language Arts													
2018	42.5%	70.2%	52.4%	*	43.8%	55.7%	-	*	-	*	n/a	47.1%	n/a
2017	41.3%	73.2%	60.8%	*	47.6%	66.0%	-	*	-	*	n/a	22.2%	n/a
Mathematics													
2018	52.8%	76.8%	75.5%	*	81.3%	74.2%	-	*	-	*	n/a	*	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 2,054
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	66.9%	40.6%	-	16.7%	50.0%	-	*	-	*	n/a	*	n/a
2018	38.0%	33.7%	31.5%	*	18.4%	36.0%	-	50.0%	-	*	n/a	21.4%	n/a
2017 Social Studies	38.3%	43.5%	47.7%	-	44.4%	47.9%	-	57.1%	*	*	n/a	22.2%	n/a
2018	44.6%	83.7%	75.2%	*	65.4%	80.8%	*	72.7%	-	*	n/a	60.6%	n/a
2017	41.4%	78.1%	73.4%	*	71.4%	72.9%	*	77.8%	*	100.0%	n/a	58.3%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	58.7%	50.0%	48.8%	66.4%	*	80.0%	-	46.2%	n/a	39.1%	n/a
2016-17	73.5%	69.9%	64.4%	65.4%	55.6%	66.3%	100.0%	100.0%	100.0%	70.6%	n/a	51.9%	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	65.1%	18.2%	69.2%	65.5%	*	62.5%	-	83.3%	n/a	44.2%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	1130	951	1131	1138	*	1126	-	1292	n/a	1018	n/a
English Language Arts and Writing													
2017-18	521	577	563	471	565	569	*	534	-	645	n/a	503	n/a
Mathematics													
2017-18	515	577	566	480	567	569	*	591	-	647	n/a	515	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	23.5	*	23.1	23.5	-	*	-	26.4	n/a	20.5	n/a
English Language Arts													
2017-18	20.3	23.8	23.2	*	23.0	23.3	-	*	-	26.4	n/a	20.4	n/a
Mathematics													
2017-18	20.6	23.8	23.5	*	23.2	23.5	-	*	-	26.2	n/a	20.1	n/a
Science													
2017-18	20.9	23.7	23.4	*	22.9	23.6	-	*	-	25.4	n/a	20.8	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 2,054
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	43.3%	27.3%	46.0%	43.0%	*	63.2%	-	33.9%	6.5%	31.9%	22.7%
2016-17	37.1%	40.2%	39.4%	25.6%	35.6%	41.4%	50.0%	65.8%	*	40.3%	19.0%	31.2%	25.6%
English Language Arts													
2017-18	17.3%	22.4%	16.1%	4.9%	15.0%	16.9%	*	37.8%	-	14.3%	3.3%	8.5%	5.9%
2016-17	16.8%	20.3%	16.4%	9.7%	13.7%	17.9%	33.3%	21.6%	*	21.4%	17.1%	10.6%	10.7%
Mathematics													
2017-18	20.7%	28.0%	26.8%	25.0%	26.2%	26.5%	*	47.2%	-	26.9%	3.7%	22.0%	9.2%
2016-17	19.5%	26.5%	25.6%	12.7%	22.0%	27.8%	50.0%	36.4%	*	27.3%	5.0%	20.2%	9.3%
Science													
2017-18	21.2%	24.8%	20.1%	19.2%	17.9%	20.8%	*	45.7%	-	13.0%	2.1%	13.1%	2.9%
2016-17	5.7%	4.0%	3.3%	0.0%	2.8%	3.0%	0.0%	16.1%	*	9.6%	0.0%	1.0%	1.5%
Social Studies													
2017-18	22.8%	24.6%	28.0%	8.5%	27.0%	29.7%	*	54.1%	-	18.2%	0.7%	12.0%	3.0%
2016-17	21.8%	24.2%	25.9%	7.0%	23.0%	27.3%	16.7%	54.1%	*	35.8%	1.9%	15.0%	4.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	58.8%	61.5%	52.1%	59.3%	*	88.9%	*	70.6%	30.8%	48.1%	22.2%
2015-16	54.7%	58.3%	55.2%	66.7%	50.0%	55.9%	*	80.0%	-	62.5%	24.0%	38.0%	0.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	75.1%	40.0%	73.3%	76.7%	*	100.0%	*	90.9%	25.0%	60.8%	*
2015-16	55.7%	73.1%	66.5%	57.1%	61.7%	67.7%	*	*	-	60.0%	0.0%	51.9%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 2,054
Grade Span: 09 - 12
School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	2,054	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	0	0.0%	7.5%	6.9%
Grade 1	0	0.0%	7.8%	7.1%
Grade 2	0	0.0%	7.9%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	0	0.0%	8.1%	7.6%
Grade 5	0	0.0%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	568	27.7%	7.6%	8.1%
Grade 10	545	26.5%	7.3%	7.4%
Grade 11	518	25.2%	6.5%	6.9%
Grade 12	423	20.6%	5.8%	6.5%
Ethnic Distribution:				
African American	92	4.5%	4.7%	12.6%
Hispanic	678	33.0%	30.5%	52.6%
White	1,172	57.1%	53.0%	27.4%
American Indian	6	0.3%	0.3%	0.4%
Asian	44	2.1%	7.5%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	62	3.0%	4.0%	2.4%
Economically Disadvantaged	563	27.4%	24.1%	60.6%
Non-Educationally Disadvantaged	1,491	72.6%	75.9%	39.4%
Section 504 Students	159	7.7%	6.0%	6.5%
English Learners (EL)	80	3.9%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	48	2.3%	0.7%	1.4%
Students w/ Dyslexia	35	1.7%	2.1%	3.6%
At-Risk	631	30.7%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	180			
By Type of Primary Disability				
Students with Intellectual Disabilities	99	55.0%	30.1%	42.4%
Students with Physical Disabilities	6	3.3%	20.0%	21.9%
Students with Autism	20	11.1%	15.2%	13.7%
Students with Behavioral Disabilities	55	30.6%	30.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	212	10.4%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 2,054
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	30	1.5%		
Hispanic	64	3.1%		
White	103	5.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	15	0.7%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.7%	-	3.8%	6.2%
Grade 1	-	1.8%	3.1%	-	4.2%	5.5%
Grade 2	-	0.8%	1.8%	-	1.7%	2.3%
Grade 3	-	0.3%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	2.5%	1.8%	7.2%	0.0%	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	18.9
Grade 1	-	19.2	18.8
Grade 2	-	19.9	18.7
Grade 3	-	21.9	18.9
Grade 4	-	22.9	19.2
Grade 5	-	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	20.3	20.7	16.6
Foreign Languages	20.0	21.1	18.9
Mathematics	22.1	23.6	17.8
Science	24.1	24.2	18.9
Social Studies	25.1	25.5	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 2,054
Grade Span: 09 - 12
School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	161.2	100.0%	100.0%	100.0%
Professional Staff:	143.9	89.3%	60.4%	64.1%
Teachers	121.2	75.2%	48.4%	49.8%
Professional Support	15.7	9.8%	8.2%	10.1%
Campus Administration (School Leadership)	7.0	4.3%	2.6%	3.0%
Educational Aides:	17.3	10.7%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	6.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	30.7	19.0%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.9	3.2%	2.5%	10.6%
Hispanic	11.9	9.8%	11.9%	27.7%
White	101.4	83.7%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	2.0	1.7%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	1.7%	1.0%	1.1%
Males	43.9	36.2%	16.7%	23.8%
Females	77.3	63.8%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	0.8%	0.3%	1.4%
Bachelors	80.8	66.7%	73.0%	73.6%
Masters	37.5	30.9%	26.3%	24.3%
Doctorate	1.9	1.5%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.1	3.4%	3.0%	7.0%
1-5 Years Experience	36.8	30.4%	22.9%	28.9%
6-10 Years Experience	27.8	23.0%	26.5%	19.0%
11-20 Years Experience	38.7	32.0%	34.1%	29.3%
Over 20 Years Experience	13.7	11.3%	13.5%	15.7%
Number of Students per Teacher	17.0	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 2,054
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.8	6.3
Average Years Experience of Principals with District	3.0	5.7	5.4
Average Years Experience of Assistant Principals	8.7	7.5	5.3
Average Years Experience of Assistant Principals with District	6.5	6.2	4.7
Average Years Experience of Teachers:	10.8	11.5	11.1
Average Years Experience of Teachers with District:	5.1	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,001	\$55,341	\$47,218
1-5 Years Experience	\$53,753	\$54,556	\$50,408
6-10 Years Experience	\$57,926	\$57,013	\$52,786
11-20 Years Experience	\$60,269	\$59,511	\$56,041
Over 20 Years Experience	\$67,629	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$58,369	\$58,431	\$54,122
Professional Support	\$69,261	\$68,966	\$64,069
Campus Administration (School Leadership)	\$91,060	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 2,054
 Grade Span: 09 - 12
 School Type: High School

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	78	3.8%	9.8%	19.7%
Career & Technical Education	1,421	69.2%	30.3%	26.3%
Gifted & Talented Education	162	7.9%	9.5%	8.1%
Special Education	180	8.8%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	0.8%	5.3%	6.4%
Career & Technical Education	15.6	12.9%	4.6%	4.9%
Compensatory Education	0.0	0.0%	0.5%	2.7%
Gifted & Talented Education	0.0	0.0%	0.8%	2.0%
Regular Education	61.5	50.8%	70.6%	71.4%
Special Education	14.4	11.9%	7.8%	9.1%
Other	28.7	23.7%	10.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL MEMORIAL H S**

Campus Number: **101921002**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 2,310
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	85%	88%	77%	85%	89%	*	95%	-	91%	49%	100%	91%	76%	82%	79%
	2018	65%	85%	90%	79%	85%	92%	-	94%	*	92%	51%	75%	93%	81%	79%	73%
At Meets Grade Level or Above	2019	50%	74%	77%	60%	68%	82%	*	92%	-	82%	26%	89%	82%	62%	61%	57%
	2018	44%	70%	76%	58%	67%	79%	-	94%	*	81%	26%	50%	82%	62%	61%	47%
At Masters Grade Level	2019	11%	24%	27%	23%	13%	31%	*	43%	-	41%	4%	33%	31%	12%	17%	11%
	2018	7%	17%	20%	16%	13%	22%	-	32%	*	23%	9%	13%	23%	13%	12%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	86%	91%	84%	89%	92%	-	98%	-	93%	46%	80%	93%	86%	81%	83%
	2018	67%	85%	91%	78%	87%	93%	-	94%	*	93%	51%	100%	94%	81%	79%	58%
At Meets Grade Level or Above	2019	49%	73%	78%	70%	73%	79%	-	93%	-	77%	24%	80%	80%	71%	63%	50%
	2018	48%	74%	80%	65%	72%	84%	-	84%	*	79%	27%	80%	84%	69%	60%	29%
At Masters Grade Level	2019	8%	21%	25%	16%	24%	24%	-	45%	-	23%	4%	0%	28%	19%	14%	0%
	2018	8%	18%	23%	8%	18%	23%	-	45%	*	24%	5%	0%	27%	11%	8%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	93%	93%	93%	93%	93%	*	100%	-	92%	69%	100%	94%	91%	92%	97%
	2018	83%	95%	98%	92%	97%	99%	-	100%	-	94%	80%	100%	98%	98%	99%	97%
At Meets Grade Level or Above	2019	61%	80%	85%	79%	83%	86%	*	93%	-	85%	43%	100%	87%	79%	77%	84%
	2018	55%	81%	88%	79%	86%	89%	-	100%	-	83%	33%	83%	90%	82%	88%	82%
At Masters Grade Level	2019	37%	64%	66%	43%	62%	69%	*	81%	-	69%	17%	100%	72%	49%	59%	69%
	2018	32%	62%	63%	54%	53%	66%	-	88%	-	61%	17%	67%	65%	56%	55%	44%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	95%	96%	91%	96%	97%	*	98%	-	91%	70%	100%	97%	92%	90%	93%
	2018	87%	96%	99%	100%	97%	100%	-	100%	-	100%	84%	100%	99%	99%	99%	94%
At Meets Grade Level or Above	2019	62%	81%	85%	77%	80%	87%	*	95%	-	87%	37%	100%	89%	73%	75%	85%
	2018	59%	79%	84%	81%	76%	86%	-	98%	-	83%	34%	100%	86%	76%	70%	50%
At Masters Grade Level	2019	25%	41%	45%	23%	34%	49%	*	62%	-	52%	4%	57%	49%	32%	28%	18%
	2018	24%	40%	44%	29%	31%	47%	-	65%	-	57%	13%	50%	48%	34%	27%	14%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	98%	99%	100%	98%	99%	-	100%	*	100%	90%	*	99%	98%	98%	92%
	2018	92%	97%	98%	95%	97%	99%	*	96%	*	100%	73%	100%	98%	99%	94%	87%
At Meets Grade Level or Above	2019	73%	92%	94%	94%	88%	96%	-	98%	*	96%	40%	*	95%	91%	87%	71%
	2018	70%	88%	90%	82%	87%	93%	*	88%	*	94%	46%	100%	91%	85%	76%	50%
At Masters Grade Level	2019	45%	77%	82%	77%	73%	85%	-	92%	*	85%	20%	*	84%	74%	72%	42%
	2018	40%	68%	68%	54%	60%	74%	*	71%	*	69%	23%	50%	72%	55%	52%	30%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	93%	88%	92%	94%	60%	98%	*	94%	62%	97%	95%	88%	88%	87%
	2018	77%	91%	95%	88%	92%	96%	*	96%	60%	96%	67%	94%	96%	90%	89%	81%
At Meets Grade Level or Above	2019	50%	70%	83%	75%	78%	86%	60%	94%	*	85%	33%	90%	86%	74%	72%	68%
	2018	48%	70%	83%	72%	77%	86%	*	92%	40%	83%	33%	83%	86%	73%	70%	51%
At Masters Grade Level	2019	24%	41%	47%	35%	39%	50%	40%	62%	*	52%	9%	48%	51%	35%	35%	23%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 2,310
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	22%	40%	41%	30%	34%	44%	*	57%	0%	43%	13%	37%	45%	30%	29%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	89%	80%	87%	91%	*	97%	-	92%	48%	93%	92%	81%	81%	81%
	2018	74%	90%	90%	78%	86%	93%	-	94%	*	93%	51%	85%	94%	81%	79%	66%
At Meets Grade Level or Above	2019	48%	68%	77%	65%	70%	80%	*	92%	-	79%	25%	86%	81%	67%	62%	54%
	2018	46%	69%	78%	62%	70%	82%	-	89%	*	80%	26%	62%	83%	65%	60%	39%
At Masters Grade Level	2019	21%	37%	26%	20%	18%	27%	*	44%	-	31%	4%	21%	29%	16%	16%	5%
	2018	19%	36%	21%	12%	15%	23%	-	38%	*	24%	7%	8%	25%	12%	10%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	93%	93%	93%	93%	*	100%	-	92%	69%	100%	94%	91%	92%	97%
	2018	81%	94%	98%	92%	97%	99%	-	100%	-	94%	80%	100%	98%	98%	99%	97%
At Meets Grade Level or Above	2019	52%	73%	85%	79%	83%	86%	*	93%	-	85%	43%	100%	87%	79%	77%	84%
	2018	50%	74%	88%	79%	86%	89%	-	100%	-	83%	33%	83%	90%	82%	88%	82%
At Masters Grade Level	2019	26%	46%	66%	43%	62%	69%	*	81%	-	69%	17%	100%	72%	49%	59%	69%
	2018	24%	45%	63%	54%	53%	66%	-	88%	-	61%	17%	67%	65%	56%	55%	44%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	96%	91%	96%	97%	*	98%	-	91%	70%	100%	97%	92%	90%	93%
	2018	80%	91%	99%	100%	97%	100%	-	100%	-	100%	84%	100%	99%	99%	99%	94%
At Meets Grade Level or Above	2019	54%	74%	85%	77%	80%	87%	*	95%	-	87%	37%	100%	89%	73%	75%	85%
	2018	51%	70%	84%	81%	76%	86%	-	98%	-	83%	34%	100%	86%	76%	70%	50%
At Masters Grade Level	2019	25%	42%	45%	23%	34%	49%	*	62%	-	52%	4%	57%	49%	32%	28%	18%
	2018	23%	39%	44%	29%	31%	47%	-	65%	-	57%	13%	50%	48%	34%	27%	14%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	91%	99%	100%	98%	99%	-	100%	*	100%	90%	*	99%	98%	98%	92%
	2018	78%	89%	98%	95%	97%	99%	*	96%	*	100%	73%	100%	98%	99%	94%	87%
At Meets Grade Level or Above	2019	55%	73%	94%	94%	88%	96%	-	98%	*	96%	40%	*	95%	91%	87%	71%
	2018	53%	69%	90%	82%	87%	93%	*	88%	*	94%	46%	100%	91%	85%	76%	50%
At Masters Grade Level	2019	33%	55%	82%	77%	73%	85%	-	92%	*	85%	20%	*	84%	74%	72%	42%
	2018	31%	50%	68%	54%	60%	74%	*	71%	*	69%	23%	50%	72%	55%	52%	30%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 2,310
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	76	80	88	81	77	-	89	-	85	67	*	80	79	81	80
	2018	67	75	78	65	76	79	-	83	*	78	69	*	79	75	72	75
End of Course Algebra I	2019	75	85	89	91	89	89	*	94	-	86	60	100	90	87	85	94
	2018	72	86	92	89	90	92	-	98	-	97	69	92	93	90	92	88
All Grades Both Subjects	2019	69	76	84	89	85	81	*	91	-	85	63	100	84	82	83	87
	2018	69	77	83	73	82	84	-	89	*	85	69	90	84	80	80	83
All Grades ELA/Reading	2019	68	74	80	88	81	77	-	89	-	85	67	*	80	79	81	80
	2018	69	75	78	65	76	79	-	83	*	78	69	*	79	75	72	75
All Grades Mathematics	2019	70	78	89	91	89	89	*	94	-	86	60	100	90	87	85	94
	2018	70	78	92	89	90	92	-	98	-	97	69	92	93	90	92	88

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 2,310
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative													
Grade 8 Reading													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9													
2019	13%	25%	31%	*	20%	33%	-	*	-	-	*	*	*
Grade 8 Mathematics													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9													
2019	50%	45%	*	-	*	*	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 2,310
 Grade Span: 09 - 12
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	93%	-	-	-	-	-	79%	*	78%	*	79%	79%
	2018	77%	91%	95%	-	-	-	-	-	59%	-	59%	100%	59%	62%
At Meets Grade Level or Above	2019	50%	70%	83%	-	-	-	-	-	50%	*	48%	*	50%	50%
	2018	48%	70%	83%	-	-	-	-	-	25%	-	25%	40%	25%	26%
At Masters Grade Level	2019	24%	41%	47%	-	-	-	-	-	20%	*	18%	*	20%	20%
	2018	22%	40%	41%	-	-	-	-	-	10%	-	10%	0%	10%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	89%	-	-	-	-	-	65%	*	65%	*	65%	66%
	2018	74%	90%	90%	-	-	-	-	-	36%	-	36%	*	36%	41%
At Meets Grade Level or Above	2019	48%	68%	77%	-	-	-	-	-	27%	*	25%	*	27%	26%
	2018	46%	69%	78%	-	-	-	-	-	12%	-	12%	*	12%	13%
At Masters Grade Level	2019	21%	37%	26%	-	-	-	-	-	2%	*	0%	*	2%	2%
	2018	19%	36%	21%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	93%	-	-	-	-	-	100%	*	100%	-	100%	100%
	2018	81%	94%	98%	-	-	-	-	-	100%	-	100%	-	100%	100%
At Meets Grade Level or Above	2019	52%	73%	85%	-	-	-	-	-	83%	*	82%	-	83%	83%
	2018	50%	74%	88%	-	-	-	-	-	75%	-	75%	-	75%	75%
At Masters Grade Level	2019	26%	46%	66%	-	-	-	-	-	78%	*	76%	-	78%	78%
	2018	24%	45%	63%	-	-	-	-	-	63%	-	63%	-	63%	63%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	96%	-	-	-	-	-	90%	*	89%	-	90%	90%
	2018	80%	91%	99%	-	-	-	-	-	89%	-	89%	-	89%	89%
At Meets Grade Level or Above	2019	54%	74%	85%	-	-	-	-	-	80%	*	79%	-	80%	80%
	2018	51%	70%	84%	-	-	-	-	-	33%	-	33%	-	33%	33%
At Masters Grade Level	2019	25%	42%	45%	-	-	-	-	-	10%	*	5%	-	10%	10%
	2018	23%	39%	44%	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	91%	99%	-	-	-	-	-	85%	-	85%	*	85%	86%
	2018	78%	89%	98%	-	-	-	-	-	86%	-	86%	*	86%	87%
At Meets Grade Level or Above	2019	55%	73%	94%	-	-	-	-	-	46%	-	46%	*	46%	50%
	2018	53%	69%	90%	-	-	-	-	-	29%	-	29%	*	29%	33%
At Masters Grade Level	2019	33%	55%	82%	-	-	-	-	-	23%	-	23%	*	23%	21%
	2018	31%	50%	68%	-	-	-	-	-	14%	-	14%	*	14%	13%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	84%	-	-	-	-	-	82%	*	81%	*	82%	81%
	2018	69%	77%	83%	-	-	-	-	-	84%	-	84%	*	84%	85%
All Grades ELA/Reading	2019	68%	74%	80%	-	-	-	-	-	64%	-	64%	*	64%	63%
	2018	69%	75%	78%	-	-	-	-	-	78%	-	78%	*	78%	80%
All Grades Mathematics	2019	70%	78%	89%	-	-	-	-	-	89%	*	88%	-	89%	89%
	2018	70%	78%	92%	-	-	-	-	-	93%	-	93%	-	93%	93%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 2,310
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	99%	100%	99%	100%	100%	*	99%	99%	99%	100%
Included in Accountability	94%	96%	95%	91%	94%	95%	100%	94%	*	97%	92%	88%	76%
Not Included in Accountability													
Mobile	4%	4%	4%	8%	5%	4%	0%	4%	*	3%	7%	9%	8%
Other Exclusions	1%	1%	1%	0%	1%	0%	0%	2%	*	0%	0%	2%	16%
Not Tested	1%	0%	0%	1%	0%	1%	0%	0%	*	1%	1%	1%	0%
Absent	1%	0%	0%	1%	0%	1%	0%	0%	*	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	*	100%	100%	99%	98%	99%	99%
Included in Accountability	94%	95%	95%	94%	93%	97%	*	93%	100%	94%	86%	90%	68%
Not Included in Accountability													
Mobile	4%	4%	4%	6%	4%	3%	*	5%	0%	5%	11%	7%	13%
Other Exclusions	1%	1%	1%	0%	2%	0%	*	2%	0%	0%	1%	2%	18%
Not Tested	1%	0%	0%	0%	1%	0%	*	0%	0%	1%	2%	1%	1%
Absent	1%	0%	0%	0%	1%	0%	*	0%	0%	1%	2%	1%	1%
Other	0%	0%	0%	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
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,310
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	96.3%	96.4%	96.0%	96.3%	*	97.6%	*	95.9%	94.8%	95.4%	95.7%
2016-17	95.7%	96.5%	96.4%	96.6%	96.0%	96.4%	*	98.1%	*	97.0%	94.9%	95.6%	95.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	0.2%	0.0%	0.3%	0.2%	*	0.0%	*	0.0%	1.4%	0.5%	0.0%
2016-17	1.9%	0.4%	0.3%	0.0%	0.2%	0.5%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	98.5%	100.0%	97.4%	98.6%	*	100.0%	-	100.0%	96.3%	95.3%	90.0%
Received TxCHSE	0.4%	0.1%	0.2%	0.0%	0.7%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	1.0%	0.6%	0.0%	0.7%	0.7%	*	0.0%	-	0.0%	0.0%	2.4%	10.0%
Dropped Out	5.7%	2.0%	0.7%	0.0%	1.3%	0.7%	*	0.0%	-	0.0%	3.7%	2.4%	0.0%
Graduates and TxCHSE	90.4%	97.0%	98.7%	100.0%	98.0%	98.6%	*	100.0%	-	100.0%	96.3%	95.3%	90.0%
Graduates, TxCHSE, and Continuers	94.3%	98.0%	99.3%	100.0%	98.7%	99.3%	*	100.0%	-	100.0%	96.3%	97.6%	100.0%
Class of 2017													
Graduated	89.7%	97.7%	98.5%	100.0%	96.7%	98.9%	*	100.0%	-	100.0%	88.9%	97.2%	100.0%
Received TxCHSE	0.4%	0.1%	0.2%	0.0%	0.8%	0.0%	*	0.0%	-	0.0%	0.0%	1.4%	0.0%
Continued HS	4.0%	1.6%	0.8%	0.0%	1.6%	0.7%	*	0.0%	-	0.0%	11.1%	0.0%	0.0%
Dropped Out	5.9%	0.5%	0.4%	0.0%	0.8%	0.4%	*	0.0%	-	0.0%	0.0%	1.4%	0.0%
Graduates and TxCHSE	90.1%	97.8%	98.7%	100.0%	97.6%	98.9%	*	100.0%	-	100.0%	88.9%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	99.5%	99.6%	100.0%	99.2%	99.6%	*	100.0%	-	100.0%	100.0%	98.6%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	99.4%	100.0%	98.3%	99.6%	*	100.0%	-	100.0%	100.0%	97.2%	100.0%
Received TxCHSE	0.6%	0.2%	0.4%	0.0%	0.8%	0.4%	*	0.0%	-	0.0%	0.0%	1.4%	0.0%
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.7%	0.2%	0.0%	0.8%	0.0%	*	0.0%	-	0.0%	0.0%	1.4%	0.0%
Graduates and TxCHSE	92.6%	99.3%	99.8%	100.0%	99.2%	100.0%	*	100.0%	-	100.0%	100.0%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.3%	99.8%	100.0%	99.2%	100.0%	*	100.0%	-	100.0%	100.0%	98.6%	100.0%
Class of 2016													
Graduated	91.6%	97.8%	99.1%	97.1%	99.1%	99.2%	-	100.0%	*	100.0%	94.7%	98.5%	100.0%
Received TxCHSE	0.7%	0.6%	0.2%	0.0%	0.9%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.2%	0.2%	0.2%	2.9%	0.0%	0.0%	-	0.0%	*	0.0%	5.3%	0.0%	0.0%
Dropped Out	6.6%	1.4%	0.5%	0.0%	0.0%	0.8%	-	0.0%	*	0.0%	0.0%	1.5%	0.0%
Graduates and TxCHSE	92.2%	98.4%	99.3%	97.1%	100.0%	99.2%	-	100.0%	*	100.0%	94.7%	98.5%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	98.6%	99.5%	100.0%	100.0%	99.2%	-	100.0%	*	100.0%	100.0%	98.5%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	99.3%	100.0%	99.1%	99.2%	-	100.0%	*	100.0%	100.0%	98.5%	100.0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,310
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	0.2%	0.0%	0.9%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	1.2%	0.5%	0.0%	0.0%	0.8%	-	0.0%	*	0.0%	0.0%	1.5%	0.0%
Graduates and TxCHSE	92.9%	98.8%	99.5%	100.0%	100.0%	99.2%	-	100.0%	*	100.0%	100.0%	98.5%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	98.8%	99.5%	100.0%	100.0%	99.2%	-	100.0%	*	100.0%	100.0%	98.5%	100.0%
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	97.6%	100.0%	96.1%	97.5%	*	100.0%	-	100.0%	81.3%	92.0%	90.0%
Class of 2017	89.7%	97.1%	97.7%	100.0%	95.2%	98.5%	*	97.1%	-	100.0%	82.8%	97.2%	88.9%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	40.0%	-	*	*	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	87.8%	79.3%	89.1%	87.1%	*	97.0%	-	85.0%	12.5%	81.4%	62.5%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	0.6%	2.9%	0.7%	0.4%	*	0.0%	-	0.0%	7.7%	0.0%	0.0%
Class of 2017	6.0%	20.0%	*	-	-	*	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	88.3%	85.3%	82.9%	89.7%	*	95.7%	-	95.5%	38.5%	70.4%	66.7%
Class of 2017	60.8%	20.0%	*	-	-	*	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	88.4%	88.2%	83.0%	89.5%	*	95.7%	-	95.5%	46.2%	70.4%	66.7%
Class of 2017	85.9%	87.8%	87.8%	79.3%	89.1%	87.2%	*	97.0%	-	85.0%	12.5%	81.4%	62.5%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	33.3%	-	*	*	-	*	-	*	*	-	-
2016-17	87.2%	87.6%	86.8%	76.7%	87.6%	86.5%	*	96.9%	-	85.0%	11.1%	76.9%	62.5%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	0.6%	2.9%	0.7%	0.4%	*	0.0%	-	0.0%	7.7%	0.0%	0.0%
2016-17	7.2%	18.2%	*	-	-	*	-	*	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	88.1%	85.3%	82.9%	89.1%	*	97.8%	-	95.5%	38.5%	70.4%	60.0%
2016-17	56.5%	27.3%	*	-	-	*	-	*	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	88.1%	88.2%	83.0%	89.2%	*	95.7%	-	91.3%	41.4%	70.4%	60.0%
2016-17	84.0%	87.0%	86.7%	76.7%	87.6%	86.6%	*	93.9%	-	85.0%	11.1%	76.9%	62.5%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 2,310
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	529	100.0%	958	347,893
By Ethnicity:				
African American	34	6.4%	56	43,502
Hispanic	147	27.8%	307	173,272
White	277	52.4%	500	107,052
American Indian	1	0.2%	2	1,226
Asian	47	8.9%	57	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	23	4.3%	36	6,724
By Graduation Type:				
Minimum H.S. Program	4	0.8%	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	2	0.4%	5	3,538
Foundation H.S. Program (No Endorsement)	59	11.2%	121	49,432
Foundation H.S. Program (Endorsement)	3	0.6%	4	16,542
Foundation H.S. Program (DLA)	461	87.1%	816	272,526
Special Education Graduates	29	5.5%	59	25,962
Economically Disadvantaged Graduates	71	13.4%	187	166,956
LEP Graduates	10	1.9%	22	21,359
At-Risk Graduates	101	19.1%	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,310
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	79.3%	73.5%	70.1%	83.2%	*	86.2%	-	84.8%	86.2%	66.2%	45.0%
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	68.8%	55.9%	56.5%	73.3%	*	83.0%	-	82.6%	3.4%	42.3%	20.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	77.1%	73.5%	68.0%	79.4%	*	87.2%	-	91.3%	6.9%	52.1%	30.0%
Mathematics													
2017-18	46.0%	60.3%	66.4%	50.0%	52.4%	71.1%	*	85.1%	-	82.6%	6.9%	40.8%	20.0%
Both Subjects													
2017-18	42.1%	58.9%	65.2%	50.0%	51.7%	70.0%	*	83.0%	-	78.3%	3.4%	39.4%	20.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	35.0%	38.2%	25.2%	39.0%	*	38.3%	-	34.8%	0.0%	25.4%	10.0%
2016-17	19.9%	40.9%	43.6%	13.3%	32.2%	50.4%	*	51.5%	-	55.0%	3.7%	27.7%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	39.9%	14.7%	32.7%	41.9%	*	61.7%	-	52.2%	0.0%	12.7%	0.0%
2016-17	20.1%	36.0%	41.0%	26.7%	31.4%	41.8%	*	75.8%	-	55.0%	0.0%	33.8%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	24.9%	32.4%	24.1%	23.8%	*	31.9%	-	17.4%	86.2%	34.5%	25.0%
2016-17	13.2%	10.8%	10.8%	13.3%	12.0%	10.4%	*	6.1%	-	12.5%	72.2%	18.5%	25.0%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	3.0%	8.8%	4.1%	2.2%	*	2.1%	-	0.0%	55.2%	9.9%	10.0%
2016-17	1.0%	3.3%	3.8%	6.7%	5.8%	3.4%	*	0.0%	-	0.0%	66.7%	4.6%	25.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	36.1%	35.3%	34.0%	34.7%	*	53.2%	-	34.8%	24.1%	35.2%	30.0%
2016-17	17.3%	10.7%	9.7%	6.7%	9.1%	9.7%	*	12.1%	-	15.0%	18.5%	12.3%	0.0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,310
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	3.6%	2.9%	5.4%	2.9%	*	4.3%	-	0.0%	6.9%	9.9%	0.0%
2016-17	2.2%	2.7%	2.7%	3.3%	1.7%	3.4%	*	0.0%	-	5.0%	3.7%	7.7%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	2.3%	5.9%	0.0%	3.2%	*	2.1%	-	0.0%	41.4%	1.4%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	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
 2018-19 Campus CCMR-Related Indicators

Total Students: 2,310
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	53.3%	50.0%	46.3%	56.3%	*	59.6%	-	52.2%	6.9%	42.3%	20.0%
2016-17	23.4%	22.5%	24.7%	26.7%	29.8%	22.4%	*	24.2%	-	25.0%	3.7%	20.0%	0.0%
Mathematics													
2017-18	23.7%	40.0%	42.3%	35.3%	27.9%	48.4%	*	55.3%	-	43.5%	6.9%	28.2%	20.0%
2016-17	19.8%	27.8%	29.6%	30.0%	33.1%	28.0%	*	27.3%	-	35.0%	7.4%	29.2%	12.5%
Both Subjects													
2017-18	18.1%	37.2%	39.5%	32.4%	27.2%	44.4%	*	53.2%	-	39.1%	3.4%	25.4%	10.0%
2016-17	12.9%	15.9%	18.0%	16.7%	20.7%	16.0%	*	24.2%	-	20.0%	0.0%	15.4%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	63.1%	61.8%	60.5%	65.3%	*	66.0%	-	47.8%	62.1%	63.4%	60.0%
2016-17	50.5%	34.7%	26.8%	26.7%	24.8%	28.0%	*	21.2%	-	35.0%	37.0%	30.8%	25.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	39.7%	19.2%	30.4%	42.9%	*	64.2%	*	48.7%	n/a	18.8%	n/a
2017	26.2%	33.7%	38.8%	21.9%	30.7%	39.6%	*	67.5%	-	50.0%	n/a	23.4%	n/a
English Language Arts													
2018	15.3%	15.3%	18.2%	9.6%	14.4%	18.0%	*	36.8%	*	23.1%	n/a	12.7%	n/a
2017	15.9%	13.2%	17.2%	10.9%	17.0%	14.5%	*	38.8%	-	23.8%	n/a	11.7%	n/a
Mathematics													
2018	7.3%	10.5%	14.1%	2.7%	9.6%	14.0%	*	35.8%	*	20.5%	n/a	4.6%	n/a
2017	7.2%	8.3%	12.2%	4.7%	9.3%	11.7%	*	27.5%	-	21.4%	n/a	5.8%	n/a
Science													
2018	10.8%	15.4%	16.3%	4.1%	12.1%	18.4%	*	29.5%	*	12.8%	n/a	8.1%	n/a
2017	10.9%	13.7%	17.0%	9.4%	10.7%	16.3%	*	42.5%	-	28.6%	n/a	10.4%	n/a
Social Studies													
2018	14.5%	26.4%	27.3%	12.3%	17.9%	28.7%	*	55.8%	*	41.0%	n/a	12.7%	n/a
2017	15.0%	26.7%	28.7%	20.3%	20.4%	28.5%	*	60.0%	-	38.1%	n/a	15.6%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	80.2%	85.7%	76.8%	80.0%	*	82.0%	-	89.5%	n/a	73.0%	n/a
2017	49.1%	73.6%	75.1%	78.6%	69.9%	75.0%	*	79.6%	-	81.0%	n/a	66.7%	n/a
English Language Arts													
2018	42.5%	70.2%	79.4%	57.1%	82.2%	80.6%	-	77.1%	-	77.8%	n/a	60.0%	n/a
2017	41.3%	73.2%	78.4%	100.0%	71.7%	80.5%	-	74.2%	-	90.0%	n/a	50.0%	n/a
Mathematics													
2018	52.8%	76.8%	77.3%	*	70.0%	78.8%	-	76.5%	-	100.0%	n/a	66.7%	n/a

District Name: TOMBALL ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 2,310
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	66.9%	73.6%	*	68.0%	71.2%	-	77.3%	-	100.0%	n/a	88.9%	n/a
2018	38.0%	33.7%	35.2%	*	34.2%	30.5%	-	53.6%	-	60.0%	n/a	31.3%	n/a
2017 Social Studies	38.3%	43.5%	41.4%	33.3%	41.4%	32.6%	*	58.8%	-	66.7%	n/a	37.5%	n/a
2018	44.6%	83.7%	90.0%	88.9%	87.5%	90.9%	*	90.6%	-	87.5%	n/a	88.0%	n/a
2017	41.4%	78.1%	81.6%	76.9%	80.0%	82.0%	*	81.3%	-	87.5%	n/a	79.2%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	75.0%	85.3%	59.2%	76.5%	*	100.0%	-	91.3%	n/a	43.2%	n/a
2016-17	73.5%	69.9%	74.8%	70.0%	62.8%	79.1%	100.0%	90.9%	-	70.0%	n/a	54.9%	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	70.8%	41.4%	65.5%	74.1%	*	83.0%	-	71.4%	n/a	60.0%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	1169	1050	1151	1174	*	1230	-	1213	n/a	1101	n/a
English Language Arts and Writing													
2017-18	521	577	585	528	582	588	*	604	-	602	n/a	552	n/a
Mathematics													
2017-18	515	577	584	522	569	586	*	626	-	611	n/a	548	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	24.2	20.3	22.9	24.2	-	26.6	-	26.9	n/a	21.3	n/a
English Language Arts													
2017-18	20.3	23.8	24.2	19.6	23.2	24.2	-	26.8	-	27.1	n/a	21.0	n/a
Mathematics													
2017-18	20.6	23.8	24.0	21.2	22.2	24.1	-	26.4	-	26.4	n/a	21.6	n/a
Science													
2017-18	20.9	23.7	23.9	20.1	22.5	24.1	-	25.8	-	26.7	n/a	21.0	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 2,310
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	47.2%	43.7%	45.9%	46.2%	*	62.6%	*	42.9%	17.3%	33.9%	20.4%
2016-17	37.1%	40.2%	40.9%	26.2%	37.3%	41.7%	*	60.5%	*	40.7%	9.2%	33.7%	13.8%
English Language Arts													
2017-18	17.3%	22.4%	24.1%	17.7%	20.7%	25.1%	*	32.8%	*	24.2%	1.7%	13.7%	1.9%
2016-17	16.8%	20.3%	23.5%	13.9%	19.6%	24.4%	*	35.1%	*	31.3%	1.0%	14.8%	0.0%
Mathematics													
2017-18	20.7%	28.0%	30.1%	27.9%	28.5%	29.5%	*	40.8%	*	28.6%	17.3%	22.0%	8.0%
2016-17	19.5%	26.5%	27.4%	18.2%	21.7%	28.1%	*	44.9%	*	34.2%	5.4%	18.8%	3.8%
Science													
2017-18	21.2%	24.8%	30.0%	20.9%	26.8%	30.8%	*	41.7%	*	27.3%	3.7%	19.0%	6.0%
2016-17	5.7%	4.0%	4.6%	4.0%	3.0%	3.2%	*	17.4%	*	8.7%	0.0%	3.6%	0.0%
Social Studies													
2017-18	22.8%	24.6%	22.8%	15.9%	18.5%	21.8%	*	45.4%	*	26.7%	0.9%	11.0%	0.0%
2016-17	21.8%	24.2%	22.8%	14.8%	16.4%	23.0%	*	47.9%	*	27.5%	1.0%	13.2%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	60.9%	56.7%	55.4%	61.9%	*	84.8%	-	50.0%	40.7%	54.9%	12.5%
2015-16	54.7%	58.3%	60.7%	50.0%	50.0%	66.3%	-	66.7%	*	61.1%	64.7%	50.0%	22.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	80.8%	76.5%	76.6%	81.4%	-	83.3%	-	100.0%	18.2%	77.8%	*
2015-16	55.7%	73.1%	78.1%	53.8%	70.9%	81.5%	-	85.0%	*	83.3%	9.1%	76.7%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 2,310
Grade Span: 09 - 12
School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	2,310	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	0	0.0%	7.5%	6.9%
Grade 1	0	0.0%	7.8%	7.1%
Grade 2	0	0.0%	7.9%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	0	0.0%	8.1%	7.6%
Grade 5	0	0.0%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	586	25.4%	7.6%	8.1%
Grade 10	583	25.2%	7.3%	7.4%
Grade 11	581	25.2%	6.5%	6.9%
Grade 12	560	24.2%	5.8%	6.5%
Ethnic Distribution:				
African American	142	6.1%	4.7%	12.6%
Hispanic	620	26.8%	30.5%	52.6%
White	1,227	53.1%	53.0%	27.4%
American Indian	5	0.2%	0.3%	0.4%
Asian	213	9.2%	7.5%	4.5%
Pacific Islander	3	0.1%	0.1%	0.2%
Two or More Races	100	4.3%	4.0%	2.4%
Economically Disadvantaged	398	17.2%	24.1%	60.6%
Non-Educationally Disadvantaged	1,912	82.8%	75.9%	39.4%
Section 504 Students	153	6.6%	6.0%	6.5%
English Learners (EL)	58	2.5%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	33	1.4%	0.7%	1.4%
Students w/ Dyslexia	51	2.2%	2.1%	3.6%
At-Risk	390	16.9%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	156			
By Type of Primary Disability				
Students with Intellectual Disabilities	65	41.7%	30.1%	42.4%
Students with Physical Disabilities	*	*	20.0%	21.9%
Students with Autism	**	**	15.2%	13.7%
Students with Behavioral Disabilities	58	37.2%	30.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	170	7.3%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 2,310
Grade Span: 09 - 12
School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	17	0.7%		
Hispanic	58	2.5%		
White	83	3.6%		
American Indian	0	0.0%		
Asian	10	0.4%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.1%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.7%	-	3.8%	6.2%
Grade 1	-	1.8%	3.1%	-	4.2%	5.5%
Grade 2	-	0.8%	1.8%	-	1.7%	2.3%
Grade 3	-	0.3%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	1.3%	1.8%	7.2%	6.7%	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	18.9
Grade 1	-	19.2	18.8
Grade 2	-	19.9	18.7
Grade 3	-	21.9	18.9
Grade 4	-	22.9	19.2
Grade 5	-	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	21.3	20.7	16.6
Foreign Languages	22.1	21.1	18.9
Mathematics	25.2	23.6	17.8
Science	24.3	24.2	18.9
Social Studies	27.7	25.5	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 2,310
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	160.0	100.0%	100.0%	100.0%
Professional Staff:	146.5	91.5%	60.4%	64.1%
Teachers	124.3	77.7%	48.4%	49.8%
Professional Support	15.2	9.5%	8.2%	10.1%
Campus Administration (School Leadership)	7.0	4.4%	2.6%	3.0%
Educational Aides:	13.5	8.5%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	6.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	30.2	18.9%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	6.0	4.8%	2.5%	10.6%
Hispanic	11.2	9.0%	11.9%	27.7%
White	99.5	80.0%	82.7%	58.4%
American Indian	1.0	0.8%	0.4%	0.3%
Asian	2.9	2.3%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	3.8	3.0%	1.0%	1.1%
Males	40.7	32.7%	16.7%	23.8%
Females	83.6	67.3%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	0.8%	0.3%	1.4%
Bachelors	79.9	64.3%	73.0%	73.6%
Masters	43.3	34.9%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.2	5.0%	3.0%	7.0%
1-5 Years Experience	38.6	31.0%	22.9%	28.9%
6-10 Years Experience	30.1	24.2%	26.5%	19.0%
11-20 Years Experience	39.4	31.7%	34.1%	29.3%
Over 20 Years Experience	10.1	8.1%	13.5%	15.7%
Number of Students per Teacher	18.6	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 2,310
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	7.8	6.3
Average Years Experience of Principals with District	3.0	5.7	5.4
Average Years Experience of Assistant Principals	12.8	7.5	5.3
Average Years Experience of Assistant Principals with District	10.8	6.2	4.7
Average Years Experience of Teachers:	10.0	11.5	11.1
Average Years Experience of Teachers with District:	4.7	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,975	\$55,341	\$47,218
1-5 Years Experience	\$54,686	\$54,556	\$50,408
6-10 Years Experience	\$56,969	\$57,013	\$52,786
11-20 Years Experience	\$60,280	\$59,511	\$56,041
Over 20 Years Experience	\$66,925	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$58,168	\$58,431	\$54,122
Professional Support	\$69,402	\$68,966	\$64,069
Campus Administration (School Leadership)	\$95,031	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 2,310
 Grade Span: 09 - 12
 School Type: High School

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	56	2.4%	9.8%	19.7%
Career & Technical Education	1,863	80.6%	30.3%	26.3%
Gifted & Talented Education	216	9.4%	9.5%	8.1%
Special Education	156	6.8%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.4	1.1%	5.3%	6.4%
Career & Technical Education	17.9	14.4%	4.6%	4.9%
Compensatory Education	0.0	0.0%	0.5%	2.7%
Gifted & Talented Education	0.0	0.0%	0.8%	2.0%
Regular Education	67.3	54.1%	70.6%	71.4%
Special Education	9.3	7.5%	7.8%	9.1%
Other	28.4	22.9%	10.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

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

Campus Number: **101921003**

2019 Accountability Rating: **Not Rated**

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 2
Grade Span: 09 - 10
School Type: High School

There is no 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
2018-19 Campus Progress

Total Students: 2
Grade Span: 09 - 10
School Type: High School

There is no 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
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 2
Grade Span: 09 - 10
School Type: High School

There is no 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
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 2
Grade Span: 09 - 10
(Current EL Students)

There is no 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
2018-19 Campus STAAR Participation

Total Students: 2
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	96%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-
2018 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	95%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
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
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	*	-	-	*	-	-	-	*	-	*	-
2016-17	95.7%	96.5%	*	-	*	-	-	*	-	-	-	*	-
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	*	-	-	*	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	*	-	-	-	-	-	-	*	-	*	-
2016-17	1.9%	0.4%	*	-	*	-	-	*	-	-	-	*	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 2
 Grade Span: 09 - 10
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	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
 2018-19 Campus CCMR-Related Indicators

Total Students: 2
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 2
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 2
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	*	-	*	-	-	-	-	*	-	*	-
2016-17	37.1%	40.2%	*	-	*	-	-	-	-	-	-	*	-
English Language Arts													
2017-18	17.3%	22.4%	*	-	*	-	-	-	-	*	-	*	-
2016-17	16.8%	20.3%	*	-	*	-	-	-	-	-	-	*	-
Mathematics													
2017-18	20.7%	28.0%	*	-	*	-	-	-	-	*	-	*	-
2016-17	19.5%	26.5%	*	-	*	-	-	-	-	-	-	*	-
Science													
2017-18	21.2%	24.8%	*	-	*	-	-	-	-	*	-	*	-
2016-17	5.7%	4.0%	*	-	*	-	-	-	-	-	-	*	-
Social Studies													
2017-18	22.8%	24.6%	*	-	*	-	-	-	-	*	-	*	-
2016-17	21.8%	24.2%	*	-	*	-	-	-	-	-	-	*	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 2
Grade Span: 09 - 10
School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	2	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	0	0.0%	7.5%	6.9%
Grade 1	0	0.0%	7.8%	7.1%
Grade 2	0	0.0%	7.9%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	0	0.0%	8.1%	7.6%
Grade 5	0	0.0%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	1	50.0%	7.6%	8.1%
Grade 10	1	50.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	0	0.0%	4.7%	12.6%
Hispanic	0	0.0%	30.5%	52.6%
White	1	50.0%	53.0%	27.4%
American Indian	0	0.0%	0.3%	0.4%
Asian	0	0.0%	7.5%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	1	50.0%	4.0%	2.4%
Economically Disadvantaged	0	0.0%	24.1%	60.6%
Non-Educationally Disadvantaged	2	100.0%	75.9%	39.4%
Section 504 Students	0	0.0%	6.0%	6.5%
English Learners (EL)	0	0.0%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	1	50.0%	0.7%	1.4%
Students w/ Dyslexia	0	0.0%	2.1%	3.6%
At-Risk	2	100.0%	26.6%	50.1%
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%	30.1%	42.4%
Students with Physical Disabilities	0	0.0%	20.0%	21.9%
Students with Autism	0	0.0%	15.2%	13.7%
Students with Behavioral Disabilities	0	0.0%	30.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	1	50.0%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 2
 Grade Span: 09 - 10
 School Type: High School

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
By Ethnicity:				
African American	0	0.0%		
Hispanic	0	0.0%		
White	1	50.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	18.9
Grade 1	-	19.2	18.8
Grade 2	-	19.9	18.7
Grade 3	-	21.9	18.9
Grade 4	-	22.9	19.2
Grade 5	-	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	20.7	16.6
Foreign Languages	-	21.1	18.9
Mathematics	-	23.6	17.8
Science	-	24.2	18.9
Social Studies	-	25.5	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 2
Grade Span: 09 - 10
School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	60.4%	64.1%
Teachers	-	-	48.4%	49.8%
Professional Support	-	-	8.2%	10.1%
Campus Administration (School Leadership)	-	-	2.6%	3.0%
Educational Aides:	-	-	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	-	n/a	18.0	4,414.0
Part-time	-	n/a	0.0	572.0
Counselors				
Full-time	-	n/a	34.0	12,433.0
Part-time	-	n/a	0.0	1,097.0
Total Minority Staff:	-	-	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	-	-	2.5%	10.6%
Hispanic	-	-	11.9%	27.7%
White	-	-	82.7%	58.4%
American Indian	-	-	0.4%	0.3%
Asian	-	-	1.5%	1.7%
Pacific Islander	-	-	0.0%	0.2%
Two or More Races	-	-	1.0%	1.1%
Males	-	-	16.7%	23.8%
Females	-	-	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	-	-	0.3%	1.4%
Bachelors	-	-	73.0%	73.6%
Masters	-	-	26.3%	24.3%
Doctorate	-	-	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	-	-	3.0%	7.0%
1-5 Years Experience	-	-	22.9%	28.9%
6-10 Years Experience	-	-	26.5%	19.0%
11-20 Years Experience	-	-	34.1%	29.3%
Over 20 Years Experience	-	-	13.5%	15.7%
Number of Students per Teacher	-	n/a	16.2	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
2018-19 Campus Staff Information

Total Students: 2
 Grade Span: 09 - 10
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	7.8	6.3
Average Years Experience of Principals with District	-	5.7	5.4
Average Years Experience of Assistant Principals	-	7.5	5.3
Average Years Experience of Assistant Principals with District	-	6.2	4.7
Average Years Experience of Teachers:	-	11.5	11.1
Average Years Experience of Teachers with District:	-	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,341	\$47,218
1-5 Years Experience	-	\$54,556	\$50,408
6-10 Years Experience	-	\$57,013	\$52,786
11-20 Years Experience	-	\$59,511	\$56,041
Over 20 Years Experience	-	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	-	\$58,431	\$54,122
Professional Support	-	\$68,966	\$64,069
Campus Administration (School Leadership)	-	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	-	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 2
 Grade Span: 09 - 10
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	9.8%	19.7%
Career & Technical Education	0	0.0%	30.3%	26.3%
Gifted & Talented Education	0	0.0%	9.5%	8.1%
Special Education	0	0.0%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	5.3%	6.4%
Career & Technical Education	-	-	4.6%	4.9%
Compensatory Education	-	-	0.5%	2.7%
Gifted & Talented Education	-	-	0.8%	2.0%
Regular Education	-	-	70.6%	71.4%
Special Education	-	-	7.8%	9.1%
Other	-	-	10.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL STAR ACADEMY**

Campus Number: **101921005**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Science

Postsecondary Readiness

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District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 235
 Grade Span: 09 - 10
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	85%	96%	100%	94%	96%	-	100%	-	*	*	*	97%	94%	93%	92%
	2018	65%	85%	99%	100%	97%	100%	-	100%	-	*	*	*	100%	98%	100%	100%
At Meets Grade Level or Above	2019	50%	74%	90%	100%	85%	90%	-	100%	-	*	*	*	90%	91%	79%	77%
	2018	44%	70%	91%	100%	87%	94%	-	86%	-	*	*	*	95%	86%	83%	78%
At Masters Grade Level	2019	11%	24%	28%	80%	15%	29%	-	45%	-	*	*	*	23%	41%	14%	23%
	2018	7%	17%	19%	20%	10%	29%	-	7%	-	*	*	*	16%	23%	22%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	86%	99%	86%	100%	100%	-	100%	-	*	*	*	99%	100%	95%	100%
At Meets Grade Level or Above	2019	49%	73%	94%	86%	94%	96%	-	92%	-	*	*	*	94%	93%	86%	86%
At Masters Grade Level	2019	8%	21%	24%	0%	26%	28%	-	23%	-	*	*	*	21%	31%	5%	14%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	93%	99%	*	100%	98%	-	*	-	*	*	*	100%	95%	96%	100%
	2018	83%	95%	98%	*	95%	100%	-	100%	-	*	*	*	100%	96%	93%	86%
At Meets Grade Level or Above	2019	61%	80%	72%	*	65%	72%	-	*	-	*	*	*	70%	75%	65%	67%
	2018	55%	81%	62%	*	59%	54%	-	100%	-	*	*	*	69%	54%	50%	71%
At Masters Grade Level	2019	37%	64%	35%	*	35%	33%	-	*	-	*	*	*	30%	50%	35%	44%
	2018	32%	62%	28%	*	23%	31%	-	33%	-	*	*	*	22%	36%	21%	29%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	95%	99%	100%	97%	100%	-	100%	-	*	*	*	99%	100%	97%	93%
	2018	87%	96%	100%	100%	100%	100%	-	100%	-	*	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	62%	81%	97%	100%	94%	97%	-	100%	-	*	*	*	97%	97%	94%	86%
	2018	59%	79%	99%	100%	97%	100%	-	100%	-	*	*	*	100%	98%	94%	89%
At Masters Grade Level	2019	25%	41%	62%	60%	49%	66%	-	82%	-	*	*	*	57%	72%	55%	50%
	2018	24%	40%	59%	40%	47%	68%	-	58%	-	*	*	*	64%	53%	39%	78%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	98%	95%	98%	98%	-	100%	-	100%	100%	100%	98%	97%	95%	95%
	2018	77%	91%	99%	100%	98%	100%	-	100%	-	100%	100%	*	100%	98%	98%	96%
At Meets Grade Level or Above	2019	50%	70%	90%	90%	86%	90%	-	97%	-	100%	77%	83%	89%	91%	82%	79%
	2018	48%	70%	87%	93%	83%	88%	-	94%	-	83%	50%	*	91%	83%	78%	80%
At Masters Grade Level	2019	24%	41%	38%	40%	31%	41%	-	51%	-	13%	15%	33%	34%	50%	29%	35%
	2018	22%	40%	36%	29%	27%	45%	-	31%	-	50%	17%	*	35%	37%	28%	36%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	97%	92%	97%	97%	-	100%	-	100%	100%	*	97%	97%	94%	95%
	2018	74%	90%	99%	100%	97%	100%	-	100%	-	*	*	*	100%	98%	100%	100%
At Meets Grade Level or Above	2019	48%	68%	92%	92%	89%	92%	-	96%	-	100%	67%	*	92%	92%	82%	80%
	2018	46%	69%	91%	100%	87%	94%	-	86%	-	*	*	*	95%	86%	83%	78%
At Masters Grade Level	2019	21%	37%	26%	33%	20%	29%	-	33%	-	0%	17%	*	22%	37%	10%	20%
	2018	19%	36%	19%	20%	10%	29%	-	7%	-	*	*	*	16%	23%	22%	0%

District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 235
 Grade Span: 09 - 10
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	99%	*	100%	98%	-	*	-	*	*	*	100%	95%	96%	100%
	2018	81%	94%	98%	*	95%	100%	-	100%	-	*	*	*	100%	96%	93%	86%
At Meets Grade Level or Above	2019	52%	73%	72%	*	65%	72%	-	*	-	*	*	*	70%	75%	65%	67%
	2018	50%	74%	62%	*	59%	54%	-	100%	-	*	*	*	69%	54%	50%	71%
At Masters Grade Level	2019	26%	46%	35%	*	35%	33%	-	*	-	*	*	*	30%	50%	35%	44%
	2018	24%	45%	28%	*	23%	31%	-	33%	-	*	*	*	22%	36%	21%	29%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	99%	100%	97%	100%	-	100%	-	*	*	*	99%	100%	97%	93%
	2018	80%	91%	100%	100%	100%	100%	-	100%	-	*	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	54%	74%	97%	100%	94%	97%	-	100%	-	*	*	*	97%	97%	94%	86%
	2018	51%	70%	99%	100%	97%	100%	-	100%	-	*	*	*	100%	98%	94%	89%
At Masters Grade Level	2019	25%	42%	62%	60%	49%	66%	-	82%	-	*	*	*	57%	72%	55%	50%
	2018	23%	39%	59%	40%	47%	68%	-	58%	-	*	*	*	64%	53%	39%	78%

District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 235
 Grade Span: 09 - 10
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	76	79	43	86	79	-	77	-	*	*	*	75	87	68	92
	2018	67	75	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2019	75	85	65	*	62	63	-	*	-	*	*	*	61	80	70	64
	2018	72	86	60	*	64	48	-	92	-	*	*	*	58	63	61	71
All Grades Both Subjects	2019	69	76	73	50	76	72	-	82	-	*	60	*	69	85	69	77
	2018	69	77	60	*	64	48	-	92	-	*	*	*	58	63	61	71
All Grades ELA/Reading	2019	68	74	79	43	86	79	-	77	-	*	*	*	75	87	68	92
	2018	69	75	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	78	65	*	62	63	-	*	-	*	*	*	61	80	70	64
	2018	70	78	60	*	64	48	-	92	-	*	*	*	58	63	61	71

District Name: TOMBALL ISD
Campus Name: TOMBALL STAR ACADEMY
Campus Number: 101921005

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 235
Grade Span: 09 - 10
School Type: High School

There is no data for this campus.

District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 235
 Grade Span: 09 - 10
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	98%	-	-	-	-	-	80%	78%	*	-	80%	80%
	2018	77%	91%	99%	-	-	-	-	-	83%	-	83%	-	83%	83%
At Meets Grade Level or Above	2019	50%	70%	90%	-	-	-	-	-	70%	67%	*	-	70%	70%
	2018	48%	70%	87%	-	-	-	-	-	50%	-	50%	-	50%	50%
At Masters Grade Level	2019	24%	41%	38%	-	-	-	-	-	30%	22%	*	-	30%	30%
	2018	22%	40%	36%	-	-	-	-	-	17%	-	17%	-	17%	17%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	97%	-	-	-	-	-	*	*	*	-	*	*
	2018	74%	90%	99%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	48%	68%	92%	-	-	-	-	-	*	*	*	-	*	*
	2018	46%	69%	91%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	21%	37%	26%	-	-	-	-	-	*	*	*	-	*	*
	2018	19%	36%	19%	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	99%	-	-	-	-	-	*	*	-	-	*	*
	2018	81%	94%	98%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	52%	73%	72%	-	-	-	-	-	*	*	-	-	*	*
	2018	50%	74%	62%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	26%	46%	35%	-	-	-	-	-	*	*	-	-	*	*
	2018	24%	45%	28%	-	-	-	-	-	*	-	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	99%	-	-	-	-	-	*	*	-	-	*	*
	2018	80%	91%	100%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	54%	74%	97%	-	-	-	-	-	*	*	-	-	*	*
	2018	51%	70%	99%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	25%	42%	62%	-	-	-	-	-	*	*	-	-	*	*
	2018	23%	39%	59%	-	-	-	-	-	*	-	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	73%	-	-	-	-	-	*	*	*	-	*	*
	2018	69%	77%	60%	-	-	-	-	-	*	-	*	-	*	*
All Grades ELA/Reading	2019	68%	74%	79%	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	75%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	78%	65%	-	-	-	-	-	*	*	-	-	*	*
	2018	70%	78%	60%	-	-	-	-	-	*	-	*	-	*	*

District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 235
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	99%	-	100%	-	100%	100%	99%	100%
Included in Accountability	94%	96%	98%	87%	100%	98%	-	100%	-	100%	100%	99%	100%
Not Included in Accountability													
Mobile	4%	4%	1%	13%	0%	1%	-	0%	-	0%	0%	0%	0%
Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	1%	-	0%	-	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	1%	-	0%	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	100%	100%	98%	-	100%	-	100%	100%	96%	100%
Included in Accountability	94%	95%	94%	88%	97%	92%	-	100%	-	100%	100%	91%	100%
Not Included in Accountability													
Mobile	4%	4%	5%	13%	3%	6%	-	0%	-	0%	0%	5%	0%
Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	1%	0%	0%	2%	-	0%	-	0%	0%	4%	0%
Absent	1%	0%	1%	0%	0%	2%	-	0%	-	0%	0%	4%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 235
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	96.4%	97.3%	96.2%	95.8%	-	98.4%	-	*	*	94.7%	*
2016-17	95.7%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 235
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 235
 Grade Span: 09 - 10
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 235
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 235
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 235
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 235
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 235
 Grade Span: 09 - 10
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	99.1%	100.0%	100.0%	100.0%	-	93.3%	-	*	*	100.0%	*
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	99.1%	100.0%	100.0%	100.0%	-	93.3%	-	*	*	100.0%	*
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	4.7%	0.0%	6.1%	1.9%	-	14.3%	-	*	*	0.0%	*
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
Campus Name: TOMBALL STAR ACADEMY
Campus Number: 101921005

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 235
Grade Span: 09 - 10
School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	235	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	0	0.0%	7.5%	6.9%
Grade 1	0	0.0%	7.8%	7.1%
Grade 2	0	0.0%	7.9%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	0	0.0%	8.1%	7.6%
Grade 5	0	0.0%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	129	54.9%	7.6%	8.1%
Grade 10	106	45.1%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	14	6.0%	4.7%	12.6%
Hispanic	67	28.5%	30.5%	52.6%
White	123	52.3%	53.0%	27.4%
American Indian	0	0.0%	0.3%	0.4%
Asian	26	11.1%	7.5%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	5	2.1%	4.0%	2.4%
Economically Disadvantaged	50	21.3%	24.1%	60.6%
Non-Educationally Disadvantaged	185	78.7%	75.9%	39.4%
Section 504 Students	16	6.8%	6.0%	6.5%
English Learners (EL)	5	2.1%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	3	2.7%	0.7%	1.4%
Students w/ Dyslexia	6	2.6%	2.1%	3.6%
At-Risk	43	18.3%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	9			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	30.1%	42.4%
Students with Physical Disabilities	*	*	20.0%	21.9%
Students with Autism	*	*	15.2%	13.7%
Students with Behavioral Disabilities	*	*	30.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	10	9.0%	9.2%	15.4%

District Name: TOMBALL ISD
Campus Name: TOMBALL STAR ACADEMY
Campus Number: 101921005

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 235
Grade Span: 09 - 10
School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	1	0.9%		
Hispanic	2	1.8%		
White	6	5.4%		
American Indian	0	0.0%		
Asian	1	0.9%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.7%	-	3.8%	6.2%
Grade 1	-	1.8%	3.1%	-	4.2%	5.5%
Grade 2	-	0.8%	1.8%	-	1.7%	2.3%
Grade 3	-	0.3%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	1.0%	1.8%	7.2%	0.0%	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	18.9
Grade 1	-	19.2	18.8
Grade 2	-	19.9	18.7
Grade 3	-	21.9	18.9
Grade 4	-	22.9	19.2
Grade 5	-	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	20.3	20.7	16.6
Foreign Languages	19.5	21.1	18.9
Mathematics	19.6	23.6	17.8
Science	19.6	24.2	18.9
Social Studies	19.6	25.5	19.3

District Name: TOMBALL ISD
Campus Name: TOMBALL STAR ACADEMY
Campus Number: 101921005

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 235
Grade Span: 09 - 10
School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	18.7	100.0%	100.0%	100.0%
Professional Staff:	16.8	89.5%	60.4%	64.1%
Teachers	14.0	74.8%	48.4%	49.8%
Professional Support	1.8	9.4%	8.2%	10.1%
Campus Administration (School Leadership)	1.0	5.3%	2.6%	3.0%
Educational Aides:	2.0	10.5%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	4.0	21.4%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	7.1%	2.5%	10.6%
Hispanic	2.0	14.3%	11.9%	27.7%
White	11.0	78.6%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	7.0	50.0%	16.7%	23.8%
Females	7.0	50.0%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	4.0	28.6%	73.0%	73.6%
Masters	9.0	64.3%	26.3%	24.3%
Doctorate	1.0	7.1%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	14.3%	3.0%	7.0%
1-5 Years Experience	2.0	14.3%	22.9%	28.9%
6-10 Years Experience	3.0	21.4%	26.5%	19.0%
11-20 Years Experience	7.0	50.0%	34.1%	29.3%
Over 20 Years Experience	0.0	0.0%	13.5%	15.7%
Number of Students per Teacher	16.8	n/a	16.2	15.1

District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 235
 Grade Span: 09 - 10
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.8	6.3
Average Years Experience of Principals with District	2.0	5.7	5.4
Average Years Experience of Assistant Principals	0.0	7.5	5.3
Average Years Experience of Assistant Principals with District	0.0	6.2	4.7
Average Years Experience of Teachers:	9.4	11.5	11.1
Average Years Experience of Teachers with District:	1.6	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,000	\$55,341	\$47,218
1-5 Years Experience	\$54,598	\$54,556	\$50,408
6-10 Years Experience	\$56,918	\$57,013	\$52,786
11-20 Years Experience	\$59,847	\$59,511	\$56,041
Over 20 Years Experience	-	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$57,634	\$58,431	\$54,122
Professional Support	\$68,851	\$68,966	\$64,069
Campus Administration (School Leadership)	\$95,700	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: TOMBALL ISD
 Campus Name: TOMBALL STAR ACADEMY
 Campus Number: 101921005

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 235
 Grade Span: 09 - 10
 School Type: High School

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	5	2.1%	9.8%	19.7%
Career & Technical Education	105	44.7%	30.3%	26.3%
Gifted & Talented Education	26	11.1%	9.5%	8.1%
Special Education	9	3.8%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	5.3%	6.4%
Career & Technical Education	0.9	6.1%	4.6%	4.9%
Compensatory Education	0.0	0.0%	0.5%	2.7%
Gifted & Talented Education	0.0	0.0%	0.8%	2.0%
Regular Education	3.3	23.3%	70.6%	71.4%
Special Education	0.0	0.0%	7.8%	9.1%
Other	9.9	70.6%	10.3%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*^' Indicates results are masked due to small numbers to protect student confidentiality.

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL J H**

Campus Number: **101921042**

2019 Accountability Rating: **A**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

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

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	90%	83%	77%	80%	85%	*	*	-	75%	52%	67%	85%	79%	75%	72%
	2018	74%	90%	84%	80%	75%	87%	*	*	-	100%	68%	80%	84%	84%	75%	64%
At Meets Grade Level or Above	2019	49%	71%	59%	62%	53%	62%	*	*	-	50%	36%	56%	60%	57%	43%	44%
	2018	48%	71%	60%	47%	45%	66%	*	*	-	85%	44%	60%	59%	62%	49%	28%
At Masters Grade Level	2019	29%	49%	35%	23%	31%	38%	*	*	-	25%	9%	33%	39%	27%	20%	21%
	2018	29%	51%	41%	33%	30%	45%	*	*	-	60%	24%	60%	41%	42%	32%	20%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	93%	88%	77%	80%	94%	*	*	-	75%	64%	100%	90%	84%	76%	74%
	2018	72%	92%	84%	67%	83%	85%	*	*	-	84%	57%	80%	85%	81%	73%	80%
At Meets Grade Level or Above	2019	43%	72%	58%	46%	47%	64%	*	*	-	38%	30%	22%	62%	50%	37%	36%
	2018	40%	73%	55%	33%	45%	61%	*	*	-	58%	37%	40%	58%	48%	44%	42%
At Masters Grade Level	2019	17%	38%	25%	8%	21%	28%	*	*	-	25%	3%	22%	26%	22%	16%	16%
	2018	18%	46%	31%	7%	24%	37%	*	*	-	32%	26%	40%	33%	28%	21%	18%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	88%	80%	69%	72%	85%	*	*	-	75%	39%	89%	81%	77%	65%	64%
	2018	69%	87%	79%	67%	75%	81%	*	*	-	84%	41%	80%	79%	78%	71%	66%
At Meets Grade Level or Above	2019	42%	66%	58%	46%	46%	65%	*	*	-	63%	27%	44%	59%	56%	38%	34%
	2018	43%	65%	47%	33%	35%	53%	*	*	-	63%	24%	40%	49%	44%	34%	28%
At Masters Grade Level	2019	18%	37%	29%	23%	22%	34%	*	*	-	13%	3%	22%	32%	22%	13%	13%
	2018	15%	32%	17%	13%	11%	20%	*	*	-	16%	12%	20%	17%	17%	11%	6%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	96%	95%	94%	92%	96%	*	*	-	100%	88%	100%	95%	94%	91%	88%
	2018	86%	94%	90%	73%	90%	91%	*	*	-	78%	56%	83%	93%	82%	82%	88%
At Meets Grade Level or Above	2019	55%	73%	61%	71%	50%	65%	*	*	-	74%	46%	40%	63%	58%	46%	34%
	2018	49%	68%	52%	33%	47%	55%	*	*	-	44%	30%	33%	51%	52%	39%	40%
At Masters Grade Level	2019	28%	46%	33%	35%	24%	36%	*	*	-	53%	20%	20%	33%	33%	25%	12%
	2018	27%	42%	25%	7%	25%	27%	*	*	-	11%	16%	17%	27%	23%	18%	14%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	96%	93%	88%	90%	95%	*	*	-	100%	81%	*	94%	92%	90%	88%
	2018	86%	94%	87%	71%	89%	89%	*	-	-	57%	54%	100%	87%	88%	82%	85%
At Meets Grade Level or Above	2019	57%	73%	61%	59%	56%	63%	*	*	-	79%	32%	*	62%	61%	53%	50%
	2018	51%	69%	53%	29%	53%	56%	*	-	-	29%	29%	40%	55%	49%	48%	46%
At Masters Grade Level	2019	17%	21%	15%	29%	11%	17%	*	*	-	14%	16%	*	14%	18%	13%	6%
	2018	15%	20%	11%	0%	14%	11%	*	-	-	0%	17%	0%	12%	9%	11%	17%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	94%	90%	82%	86%	93%	*	*	-	89%	80%	80%	91%	89%	84%	84%
	2018	76%	90%	78%	53%	76%	81%	*	*	-	56%	40%	83%	82%	69%	64%	68%
At Meets Grade Level or Above	2019	51%	71%	55%	41%	46%	61%	*	*	-	56%	37%	40%	56%	54%	38%	23%
	2018	52%	75%	56%	33%	47%	62%	*	*	-	56%	29%	67%	59%	50%	39%	36%
At Masters Grade Level	2019	25%	43%	32%	18%	20%	39%	*	*	-	33%	22%	40%	33%	31%	19%	9%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Social Studies	2018	28%	47%	28%	7%	21%	32%	*	*	-	22%	19%	17%	28%	28%	20%	16%
At Approaches Grade Level or Above	2019	69%	85%	78%	88%	66%	83%	*	*	-	95%	68%	60%	78%	79%	72%	55%
	2018	65%	82%	75%	53%	73%	78%	*	*	-	56%	43%	67%	77%	69%	63%	71%
At Meets Grade Level or Above	2019	37%	56%	44%	41%	37%	47%	*	*	-	47%	39%	40%	41%	49%	36%	21%
	2018	36%	53%	42%	20%	38%	45%	*	*	-	33%	21%	33%	44%	39%	33%	37%
At Masters Grade Level	2019	21%	35%	25%	29%	18%	27%	*	*	-	32%	22%	40%	25%	24%	17%	9%
	2018	21%	35%	26%	13%	19%	30%	*	*	-	11%	10%	17%	27%	24%	17%	14%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	93%	100%	-	100%	100%	-	*	-	100%	*	*	100%	100%	100%	100%
	2018	83%	95%	100%	*	100%	100%	*	*	-	*	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	80%	96%	-	92%	97%	-	*	-	100%	*	*	96%	96%	90%	100%
	2018	55%	81%	99%	*	100%	99%	*	*	-	*	*	*	100%	96%	100%	100%
At Masters Grade Level	2019	37%	64%	83%	-	76%	84%	-	*	-	100%	*	*	84%	78%	80%	67%
	2018	32%	62%	88%	*	77%	90%	*	*	-	*	*	*	88%	88%	84%	89%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	95%	*	-	-	*	-	-	-	*	-	-	*	*	-	-
	2018	87%	96%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
At Meets Grade Level or Above	2019	62%	81%	*	-	-	*	-	-	-	*	-	-	*	*	-	-
	2018	59%	79%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
At Masters Grade Level	2019	25%	41%	*	-	-	*	-	-	-	*	-	-	*	*	-	-
	2018	24%	40%	*	-	-	*	-	-	-	-	-	-	*	*	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	87%	83%	81%	90%	80%	90%	-	91%	69%	85%	88%	85%	79%	75%
	2018	77%	91%	83%	67%	80%	85%	86%	100%	-	80%	51%	82%	85%	79%	73%	75%
At Meets Grade Level or Above	2019	50%	70%	58%	52%	49%	63%	60%	71%	-	62%	37%	45%	59%	56%	42%	36%
	2018	48%	70%	54%	33%	46%	59%	57%	77%	-	60%	31%	46%	56%	51%	42%	38%
At Masters Grade Level	2019	24%	41%	30%	24%	23%	35%	40%	48%	-	34%	16%	30%	32%	27%	19%	13%
	2018	22%	40%	29%	12%	23%	33%	36%	62%	-	29%	18%	26%	30%	27%	20%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	89%	87%	86%	90%	*	100%	-	93%	72%	79%	90%	86%	84%	80%
	2018	74%	90%	87%	77%	83%	89%	*	*	-	93%	61%	82%	89%	83%	79%	76%
At Meets Grade Level or Above	2019	48%	68%	60%	67%	52%	64%	*	67%	-	67%	42%	50%	61%	58%	45%	39%
	2018	46%	69%	56%	40%	46%	60%	*	*	-	72%	36%	45%	55%	57%	44%	34%
At Masters Grade Level	2019	21%	37%	34%	30%	27%	37%	*	50%	-	44%	15%	29%	36%	30%	23%	17%
	2018	19%	36%	33%	20%	28%	36%	*	*	-	45%	19%	36%	33%	32%	25%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	92%	83%	86%	95%	*	100%	-	93%	74%	100%	93%	89%	84%	82%
	2018	81%	94%	87%	70%	87%	89%	*	*	-	79%	56%	91%	88%	85%	79%	84%
At Meets Grade Level or Above	2019	52%	73%	65%	53%	56%	70%	*	83%	-	70%	35%	43%	68%	58%	47%	45%
	2018	50%	74%	61%	33%	55%	66%	*	*	-	55%	35%	45%	65%	53%	49%	49%
At Masters Grade Level	2019	26%	46%	30%	20%	23%	34%	*	50%	-	33%	15%	29%	32%	26%	19%	14%
	2018	24%	45%	33%	7%	26%	37%	*	*	-	31%	22%	27%	35%	27%	21%	24%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	80%	69%	72%	85%	*	*	-	75%	39%	89%	81%	77%	65%	64%
	2018	66%	84%	79%	67%	75%	81%	*	*	-	84%	41%	80%	79%	78%	71%	66%
At Meets Grade Level or Above	2019	38%	59%	58%	46%	46%	65%	*	*	-	63%	27%	44%	59%	56%	38%	34%
	2018	41%	62%	47%	33%	35%	53%	*	*	-	63%	24%	40%	49%	44%	34%	28%
At Masters Grade Level	2019	14%	27%	29%	23%	22%	34%	*	*	-	13%	3%	22%	32%	22%	13%	13%
	2018	13%	26%	17%	13%	11%	20%	*	*	-	16%	12%	20%	17%	17%	11%	6%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	90%	82%	86%	93%	*	*	-	89%	80%	80%	91%	89%	84%	84%
	2018	80%	91%	78%	53%	76%	81%	*	*	-	56%	40%	83%	82%	69%	64%	68%
At Meets Grade Level or Above	2019	54%	74%	56%	41%	46%	62%	*	*	-	58%	37%	40%	56%	54%	38%	23%
	2018	51%	70%	57%	33%	47%	62%	*	*	-	56%	29%	67%	60%	50%	39%	36%
At Masters Grade Level	2019	25%	42%	33%	18%	20%	40%	*	*	-	32%	22%	40%	33%	31%	19%	9%
	2018	23%	39%	29%	7%	21%	33%	*	*	-	22%	19%	17%	29%	29%	20%	16%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	91%	78%	88%	66%	83%	*	*	-	95%	68%	60%	78%	79%	72%	55%
	2018	78%	89%	75%	53%	73%	78%	*	*	-	56%	43%	67%	77%	69%	63%	71%
At Meets Grade Level or Above	2019	55%	73%	44%	41%	37%	47%	*	*	-	47%	39%	40%	41%	49%	36%	21%
	2018	53%	69%	42%	20%	38%	45%	*	*	-	33%	21%	33%	44%	39%	33%	37%
At Masters Grade Level	2019	33%	55%	25%	29%	18%	27%	*	*	-	32%	22%	40%	25%	24%	17%	9%
	2018	31%	50%	26%	13%	19%	30%	*	*	-	11%	10%	17%	27%	24%	17%	14%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	83	81	71	84	80	*	*	-	75	87	83	81	81	81	88
	2018	76	81	80	79	76	81	*	*	-	85	81	80	79	81	78	73
Grade 7 Mathematics	2019	63	70	64	50	59	68	*	*	-	44	53	89	63	65	58	54
	2018	67	76	63	46	61	67	*	*	-	55	69	50	63	65	60	61
Grade 8 ELA/Reading	2019	77	79	75	85	77	73	*	*	-	71	79	70	74	76	78	78
	2018	79	80	74	88	76	72	*	*	-	61	83	58	72	78	75	71
Grade 8 Mathematics	2019	84	88	90	100	90	88	*	*	-	92	89	100	87	95	89	88
	2018	81	78	76	88	79	73	*	-	-	79	70	60	75	79	82	79
End of Course Algebra I	2019	75	85	93	-	92	93	-	*	-	100	*	*	93	95	90	100
	2018	72	86	94	*	86	96	*	*	-	*	*	*	94	95	95	100
All Grades Both Subjects	2019	69	76	77	79	78	77	50	85	-	75	78	86	76	79	77	77
	2018	69	77	75	75	73	75	81	88	-	72	75	64	74	76	74	72
All Grades ELA/Reading	2019	68	74	78	79	80	77	*	70	-	72	82	79	77	79	79	83
	2018	69	75	77	83	76	76	*	*	-	78	82	68	75	80	76	72
All Grades Mathematics	2019	70	78	77	79	75	78	*	100	-	77	73	93	76	79	74	70
	2018	70	78	73	67	71	75	*	*	-	66	69	59	73	73	72	72

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	53%	50%	56%	52%	*	-	-	*	40%	55%	48%
	2018	38%	54%	47%	45%	48%	46%	*	*	-	*	34%	42%	38%
Mathematics	2019	45%	58%	62%	50%	46%	79%	-	-	-	*	62%	54%	38%
	2018	47%	61%	45%	*	46%	46%	*	-	-	*	25%	41%	37%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	86%	86%	78%	89%	*	*	-	95%	61%	78%	47%
Students Requiring Accelerated Instruction														
	2019	22%	9%	14%	14%	22%	11%	*	*	-	5%	39%	22%	53%
STAAR Cumulative Met Standard														
	2019	85%	96%	94%	93%	91%	96%	*	*	-	100%	85%	90%	72%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	97%	100%	-	*	100%	-	-	-	*	100%	100%	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	94%	91%	86%	88%	93%	*	*	-	100%	67%	88%	80%
Students Requiring Accelerated Instruction														
	2019	18%	6%	9%	14%	12%	7%	*	*	-	0%	33%	12%	20%
STAAR Cumulative Met Standard														
	2019	88%	96%	93%	86%	90%	95%	*	*	-	100%	77%	90%	80%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	86%	91%	-	*	83%	-	-	-	*	100%	86%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 8	2019	56%	*	*	-	-	*	-	-	-	-	-	*	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 767
 Grade Span: 07 - 08
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	87%	-	-	-	-	-	60%	60%	-	-	60%	60%
	2018	77%	91%	83%	-	-	-	-	-	55%	-	55%	*	55%	56%
At Meets Grade Level or Above	2019	50%	70%	58%	-	-	-	-	-	16%	16%	-	-	16%	16%
	2018	48%	70%	54%	-	-	-	-	-	25%	-	25%	*	25%	26%
At Masters Grade Level	2019	24%	41%	30%	-	-	-	-	-	5%	5%	-	-	5%	5%
	2018	22%	40%	29%	-	-	-	-	-	7%	-	7%	*	7%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	89%	-	-	-	-	-	64%	64%	-	-	64%	64%
	2018	74%	90%	87%	-	-	-	-	-	55%	-	55%	*	55%	56%
At Meets Grade Level or Above	2019	48%	68%	60%	-	-	-	-	-	15%	15%	-	-	15%	15%
	2018	46%	69%	56%	-	-	-	-	-	21%	-	21%	*	21%	23%
At Masters Grade Level	2019	21%	37%	34%	-	-	-	-	-	6%	6%	-	-	6%	6%
	2018	19%	36%	33%	-	-	-	-	-	6%	-	6%	*	6%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	92%	-	-	-	-	-	70%	70%	-	-	70%	70%
	2018	81%	94%	87%	-	-	-	-	-	70%	-	70%	*	70%	71%
At Meets Grade Level or Above	2019	52%	73%	65%	-	-	-	-	-	28%	28%	-	-	28%	28%
	2018	50%	74%	61%	-	-	-	-	-	38%	-	38%	*	38%	38%
At Masters Grade Level	2019	26%	46%	30%	-	-	-	-	-	7%	7%	-	-	7%	7%
	2018	24%	45%	33%	-	-	-	-	-	13%	-	13%	*	13%	13%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	80%	-	-	-	-	-	43%	43%	-	-	43%	43%
	2018	66%	84%	79%	-	-	-	-	-	44%	-	44%	*	44%	46%
At Meets Grade Level or Above	2019	38%	59%	58%	-	-	-	-	-	14%	14%	-	-	14%	14%
	2018	41%	62%	47%	-	-	-	-	-	15%	-	15%	*	15%	18%
At Masters Grade Level	2019	14%	27%	29%	-	-	-	-	-	3%	3%	-	-	3%	3%
	2018	13%	26%	17%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	90%	-	-	-	-	-	74%	74%	-	-	74%	74%
	2018	80%	91%	78%	-	-	-	-	-	45%	-	45%	-	45%	45%
At Meets Grade Level or Above	2019	54%	74%	56%	-	-	-	-	-	6%	6%	-	-	6%	6%
	2018	51%	70%	57%	-	-	-	-	-	20%	-	20%	-	20%	20%
At Masters Grade Level	2019	25%	42%	33%	-	-	-	-	-	3%	3%	-	-	3%	3%
	2018	23%	39%	29%	-	-	-	-	-	10%	-	10%	-	10%	10%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	91%	78%	-	-	-	-	-	35%	35%	-	-	35%	35%
	2018	78%	89%	75%	-	-	-	-	-	45%	-	45%	-	45%	45%
At Meets Grade Level or Above	2019	55%	73%	44%	-	-	-	-	-	3%	3%	-	-	3%	3%
	2018	53%	69%	42%	-	-	-	-	-	20%	-	20%	-	20%	20%
At Masters Grade Level	2019	33%	55%	25%	-	-	-	-	-	3%	3%	-	-	3%	3%
	2018	31%	50%	26%	-	-	-	-	-	5%	-	5%	-	5%	5%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	77%	-	-	-	-	-	73%	73%	-	-	73%	73%
	2018	69%	77%	75%	-	-	-	-	-	77%	-	77%	*	77%	77%
All Grades ELA/Reading	2019	68%	74%	78%	-	-	-	-	-	84%	84%	-	-	84%	84%
	2018	69%	75%	77%	-	-	-	-	-	82%	-	82%	*	82%	83%
All Grades Mathematics	2019	70%	78%	77%	-	-	-	-	-	62%	62%	-	-	62%	62%
	2018	70%	78%	73%	-	-	-	-	-	72%	-	72%	*	72%	72%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	53%	-	-	-	-	-	48%	48%	-	-	48%	48%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 767
 Grade Span: 07 - 08
 (Current EL 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 EL
Mathematics	2018	38%	54%	47%	-	-	-	-	-	36%	-	36%	*	36%	38%
	2019	45%	58%	62%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	47%	61%	45%	-	-	-	-	-	37%	-	37%	-	37%	37%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	99%
Included in Accountability	94%	96%	94%	97%	89%	97%	100%	100%	-	97%	93%	91%	90%
Not Included in Accountability													
Mobile	4%	4%	5%	3%	9%	3%	0%	0%	-	3%	4%	8%	7%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	-	0%	2%	1%	2%
Not Tested	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	1%
Absent	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	100%	99%	99%	100%	100%	-	99%	98%	99%	99%
Included in Accountability	94%	95%	92%	84%	89%	95%	100%	81%	-	92%	93%	89%	80%
Not Included in Accountability													
Mobile	4%	4%	6%	16%	6%	4%	0%	19%	-	7%	4%	7%	4%
Other Exclusions	1%	1%	1%	0%	4%	0%	0%	0%	-	0%	1%	3%	15%
Not Tested	1%	0%	1%	0%	1%	1%	0%	0%	-	1%	2%	1%	1%
Absent	1%	0%	0%	0%	1%	1%	0%	0%	-	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	1%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	95.4%	95.7%	95.6%	95.3%	*	*	-	95.8%	93.6%	94.4%	95.3%
2016-17	95.7%	96.5%	95.6%	95.2%	96.1%	95.3%	*	97.3%	-	95.5%	93.3%	94.6%	95.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	0.4%	0.0%	0.8%	0.2%	0.0%	0.0%	-	0.0%	2.0%	0.9%	0.0%
2016-17	0.3%	0.2%	0.1%	0.0%	0.4%	0.0%	*	0.0%	-	0.0%	0.0%	0.3%	1.5%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

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

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	767	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	0	0.0%	7.5%	6.9%
Grade 1	0	0.0%	7.8%	7.1%
Grade 2	0	0.0%	7.9%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	0	0.0%	8.1%	7.6%
Grade 5	0	0.0%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	383	49.9%	8.0%	7.5%
Grade 8	384	50.1%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	31	4.0%	4.7%	12.6%
Hispanic	250	32.6%	30.5%	52.6%
White	447	58.3%	53.0%	27.4%
American Indian	3	0.4%	0.3%	0.4%
Asian	6	0.8%	7.5%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	30	3.9%	4.0%	2.4%
Economically Disadvantaged	294	38.3%	24.1%	60.6%
Non-Educationally Disadvantaged	473	61.7%	75.9%	39.4%
Section 504 Students	62	8.1%	6.0%	6.5%
English Learners (EL)	73	9.5%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	15	1.9%	0.7%	1.4%
Students w/ Dyslexia	20	2.6%	2.1%	3.6%
At-Risk	250	32.6%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	80			
By Type of Primary Disability				
Students with Intellectual Disabilities	35	43.8%	30.1%	42.4%
Students with Physical Disabilities	6	7.5%	20.0%	21.9%
Students with Autism	6	7.5%	15.2%	13.7%
Students with Behavioral Disabilities	33	41.3%	30.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	97	12.1%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

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

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	11	1.4%		
Hispanic	32	4.0%		
White	51	6.4%		
American Indian	1	0.1%		
Asian	1	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.7%	-	3.8%	6.2%
Grade 1	-	1.8%	3.1%	-	4.2%	5.5%
Grade 2	-	0.8%	1.8%	-	1.7%	2.3%
Grade 3	-	0.3%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	0.0%	0.2%	0.6%	2.2%	0.9%	0.6%
Grade 8	0.9%	0.5%	0.4%	0.0%	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	18.9
Grade 1	-	19.2	18.8
Grade 2	-	19.9	18.7
Grade 3	-	21.9	18.9
Grade 4	-	22.9	19.2
Grade 5	-	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	17.6	20.7	16.6
Foreign Languages	15.9	21.1	18.9
Mathematics	23.9	23.6	17.8
Science	24.7	24.2	18.9
Social Studies	24.7	25.5	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

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

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	69.9	100.0%	100.0%	100.0%
Professional Staff:	59.4	84.9%	60.4%	64.1%
Teachers	48.5	69.4%	48.4%	49.8%
Professional Support	7.9	11.3%	8.2%	10.1%
Campus Administration (School Leadership)	3.0	4.3%	2.6%	3.0%
Educational Aides:	10.5	15.1%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	2.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	17.8	25.5%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	2.8	5.8%	2.5%	10.6%
Hispanic	7.6	15.7%	11.9%	27.7%
White	36.0	74.3%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	1.0	2.1%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.1%	1.0%	1.1%
Males	13.9	28.7%	16.7%	23.8%
Females	34.6	71.3%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	38.6	79.7%	73.0%	73.6%
Masters	9.1	18.7%	26.3%	24.3%
Doctorate	0.8	1.6%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.3	6.8%	3.0%	7.0%
1-5 Years Experience	10.0	20.7%	22.9%	28.9%
6-10 Years Experience	10.6	21.9%	26.5%	19.0%
11-20 Years Experience	14.7	30.4%	34.1%	29.3%
Over 20 Years Experience	9.8	20.3%	13.5%	15.7%
Number of Students per Teacher	15.8	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

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

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.8	6.3
Average Years Experience of Principals with District	5.0	5.7	5.4
Average Years Experience of Assistant Principals	1.0	7.5	5.3
Average Years Experience of Assistant Principals with District	1.0	6.2	4.7
Average Years Experience of Teachers:	11.8	11.5	11.1
Average Years Experience of Teachers with District:	7.0	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,000	\$55,341	\$47,218
1-5 Years Experience	\$54,626	\$54,556	\$50,408
6-10 Years Experience	\$56,788	\$57,013	\$52,786
11-20 Years Experience	\$59,806	\$59,511	\$56,041
Over 20 Years Experience	\$65,152	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$58,768	\$58,431	\$54,122
Professional Support	\$66,773	\$68,966	\$64,069
Campus Administration (School Leadership)	\$81,199	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

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

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	73	9.5%	9.8%	19.7%
Career & Technical Education	514	67.0%	30.3%	26.3%
Gifted & Talented Education	85	11.1%	9.5%	8.1%
Special Education	80	10.4%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	3.0%	5.3%	6.4%
Career & Technical Education	3.6	7.4%	4.6%	4.9%
Compensatory Education	0.2	0.4%	0.5%	2.7%
Gifted & Talented Education	0.0	0.0%	0.8%	2.0%
Regular Education	31.4	64.8%	70.6%	71.4%
Special Education	7.1	14.5%	7.8%	9.1%
Other	4.7	9.8%	10.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **WILLOW WOOD J H**

Campus Number: **101921043**

2019 Accountability Rating: **A**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 1,353
Grade Span: 07 - 08
School Type: Middle

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 1,353
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	90%	93%	82%	90%	94%	-	97%	-	100%	55%	100%	94%	91%	86%	94%
	2018	74%	90%	91%	77%	86%	93%	-	98%	-	93%	52%	82%	92%	88%	86%	85%
At Meets Grade Level or Above	2019	49%	71%	73%	55%	64%	76%	-	86%	-	73%	18%	81%	76%	67%	56%	66%
	2018	48%	71%	71%	57%	55%	76%	-	86%	-	75%	21%	73%	72%	69%	59%	53%
At Masters Grade Level	2019	29%	49%	52%	37%	38%	55%	-	70%	-	64%	3%	50%	54%	45%	31%	45%
	2018	29%	51%	50%	31%	36%	55%	-	69%	-	36%	7%	36%	52%	45%	35%	30%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	93%	95%	84%	93%	95%	-	99%	-	100%	59%	94%	97%	90%	90%	97%
	2018	72%	92%	95%	91%	95%	95%	-	100%	-	96%	54%	91%	96%	95%	94%	95%
At Meets Grade Level or Above	2019	43%	72%	76%	50%	73%	78%	-	88%	-	82%	22%	81%	79%	70%	66%	76%
	2018	40%	73%	78%	66%	64%	84%	-	89%	-	81%	33%	64%	82%	71%	70%	66%
At Masters Grade Level	2019	17%	38%	43%	24%	34%	42%	-	72%	-	55%	6%	50%	45%	36%	29%	38%
	2018	18%	46%	49%	26%	31%	54%	-	81%	-	52%	9%	45%	53%	40%	33%	39%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	88%	91%	76%	90%	91%	-	96%	-	100%	45%	88%	92%	88%	82%	92%
	2018	69%	87%	90%	85%	84%	90%	-	100%	-	96%	40%	91%	91%	87%	78%	83%
At Meets Grade Level or Above	2019	42%	66%	68%	50%	60%	69%	-	89%	-	73%	18%	75%	69%	64%	56%	64%
	2018	43%	65%	71%	62%	55%	74%	-	91%	-	75%	20%	55%	73%	66%	52%	58%
At Masters Grade Level	2019	18%	37%	40%	24%	31%	40%	-	66%	-	50%	3%	19%	42%	35%	29%	36%
	2018	15%	32%	37%	26%	21%	40%	-	65%	-	36%	2%	9%	41%	30%	16%	20%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	96%	96%	97%	94%	97%	-	98%	*	100%	65%	100%	97%	94%	93%	88%
	2018	86%	94%	94%	92%	91%	95%	*	98%	-	100%	70%	100%	95%	92%	91%	93%
At Meets Grade Level or Above	2019	55%	73%	75%	65%	59%	78%	-	92%	*	86%	21%	55%	78%	65%	58%	57%
	2018	49%	68%	71%	63%	58%	74%	*	87%	-	81%	33%	70%	72%	66%	59%	62%
At Masters Grade Level	2019	28%	46%	47%	32%	29%	51%	-	79%	*	48%	8%	9%	51%	39%	33%	29%
	2018	27%	42%	43%	37%	37%	44%	*	48%	-	56%	7%	40%	44%	38%	27%	29%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	96%	97%	96%	97%	96%	-	100%	-	100%	75%	100%	96%	97%	96%	95%
	2018	86%	94%	98%	96%	99%	98%	*	100%	-	100%	89%	100%	98%	100%	100%	100%
At Meets Grade Level or Above	2019	57%	73%	81%	72%	77%	82%	-	96%	-	84%	40%	78%	85%	74%	85%	82%
	2018	51%	69%	78%	81%	71%	79%	*	93%	-	70%	47%	83%	81%	70%	75%	79%
At Masters Grade Level	2019	17%	21%	26%	24%	16%	29%	-	50%	-	37%	4%	11%	29%	22%	29%	18%
	2018	15%	20%	24%	15%	19%	26%	*	45%	-	20%	11%	33%	27%	17%	15%	28%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	94%	94%	87%	91%	96%	-	98%	*	100%	57%	91%	96%	89%	90%	84%
	2018	76%	90%	94%	89%	93%	95%	*	95%	-	94%	63%	100%	95%	92%	89%	89%
At Meets Grade Level or Above	2019	51%	71%	75%	39%	63%	80%	-	94%	*	76%	34%	55%	80%	63%	61%	60%
	2018	52%	75%	81%	63%	70%	86%	*	90%	-	76%	40%	90%	83%	74%	65%	73%
At Masters Grade Level	2019	25%	43%	46%	13%	31%	53%	-	69%	*	34%	13%	27%	52%	31%	34%	29%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 1,353
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Social Studies	2018	28%	47%	51%	37%	40%	55%	*	66%	-	47%	13%	60%	52%	48%	37%	36%
At Approaches Grade Level or Above	2019	69%	85%	86%	77%	75%	89%	-	97%	*	97%	53%	64%	88%	82%	79%	74%
	2018	65%	82%	83%	74%	77%	86%	*	92%	-	76%	52%	100%	85%	78%	72%	80%
At Meets Grade Level or Above	2019	37%	56%	57%	48%	36%	62%	-	83%	*	69%	23%	36%	63%	43%	41%	38%
	2018	36%	53%	53%	53%	42%	55%	*	66%	-	71%	33%	60%	55%	48%	38%	37%
At Masters Grade Level	2019	21%	35%	37%	19%	22%	41%	-	60%	*	38%	9%	9%	41%	27%	27%	22%
	2018	21%	35%	32%	29%	23%	32%	*	53%	-	41%	15%	60%	33%	28%	20%	24%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	93%	100%	100%	100%	100%	-	100%	*	100%	*	*	100%	100%	100%	100%
	2018	83%	95%	100%	100%	100%	100%	-	100%	-	100%	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	80%	100%	100%	100%	99%	-	100%	*	100%	*	*	100%	100%	100%	100%
	2018	55%	81%	100%	100%	100%	100%	-	98%	-	100%	*	*	100%	98%	100%	100%
At Masters Grade Level	2019	37%	64%	97%	100%	96%	97%	-	98%	*	100%	*	*	97%	98%	100%	100%
	2018	32%	62%	94%	91%	93%	94%	-	95%	-	88%	*	*	95%	90%	95%	100%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	93%	85%	90%	94%	-	98%	*	99%	60%	91%	94%	90%	88%	90%
	2018	77%	91%	92%	87%	89%	93%	100%	98%	-	94%	60%	95%	93%	90%	87%	89%
At Meets Grade Level or Above	2019	50%	70%	73%	55%	63%	76%	-	90%	*	79%	26%	68%	77%	65%	61%	65%
	2018	48%	70%	73%	64%	60%	77%	100%	87%	-	77%	33%	71%	75%	67%	60%	62%
At Masters Grade Level	2019	24%	41%	46%	27%	32%	49%	-	71%	*	49%	7%	29%	49%	37%	33%	35%
	2018	22%	40%	44%	32%	32%	47%	75%	65%	-	44%	9%	42%	47%	38%	28%	33%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	95%	88%	92%	95%	-	98%	*	100%	60%	100%	95%	92%	89%	91%
	2018	74%	90%	93%	85%	89%	94%	*	98%	-	95%	61%	90%	94%	90%	89%	89%
At Meets Grade Level or Above	2019	48%	68%	74%	59%	62%	77%	-	89%	*	80%	20%	70%	77%	66%	57%	62%
	2018	46%	69%	71%	60%	56%	75%	*	87%	-	77%	27%	71%	72%	67%	59%	57%
At Masters Grade Level	2019	21%	37%	50%	35%	34%	53%	-	74%	*	55%	6%	33%	53%	42%	32%	39%
	2018	19%	36%	46%	34%	36%	50%	*	59%	-	43%	7%	38%	48%	42%	31%	30%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	96%	90%	95%	96%	-	99%	*	100%	69%	96%	97%	94%	93%	97%
	2018	81%	94%	97%	95%	97%	97%	*	100%	-	98%	72%	95%	97%	97%	97%	98%
At Meets Grade Level or Above	2019	52%	73%	82%	62%	78%	84%	-	94%	*	86%	33%	81%	85%	75%	76%	81%
	2018	50%	74%	82%	77%	71%	85%	*	93%	-	82%	40%	76%	85%	74%	75%	75%
At Masters Grade Level	2019	26%	46%	49%	30%	36%	51%	-	77%	*	57%	6%	41%	53%	38%	36%	39%
	2018	24%	45%	49%	32%	35%	52%	*	77%	-	51%	11%	48%	53%	40%	32%	45%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	91%	76%	90%	91%	-	96%	-	100%	45%	88%	92%	88%	82%	92%
	2018	66%	84%	90%	85%	84%	90%	-	100%	-	96%	40%	91%	91%	87%	78%	83%
At Meets Grade Level or Above	2019	38%	59%	68%	50%	60%	69%	-	89%	-	73%	18%	75%	69%	64%	56%	64%
	2018	41%	62%	71%	62%	55%	74%	-	91%	-	75%	20%	55%	73%	66%	52%	58%
At Masters Grade Level	2019	14%	27%	40%	24%	31%	40%	-	66%	-	50%	3%	19%	42%	35%	29%	36%
	2018	13%	26%	37%	26%	21%	40%	-	65%	-	36%	2%	9%	41%	30%	16%	20%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 1,353
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	94%	87%	91%	96%	-	98%	*	100%	57%	91%	96%	89%	90%	84%
	2018	80%	91%	94%	89%	93%	95%	*	95%	-	94%	63%	100%	95%	92%	89%	89%
At Meets Grade Level or Above	2019	54%	74%	75%	39%	63%	80%	-	94%	*	76%	34%	55%	80%	63%	61%	60%
	2018	51%	70%	81%	63%	70%	86%	*	90%	-	76%	40%	90%	83%	74%	65%	73%
At Masters Grade Level	2019	25%	42%	46%	13%	31%	53%	-	69%	*	34%	13%	27%	52%	31%	34%	29%
	2018	23%	39%	51%	37%	40%	55%	*	66%	-	47%	13%	60%	52%	48%	37%	36%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	91%	86%	77%	75%	89%	-	97%	*	97%	53%	64%	88%	82%	79%	74%
	2018	78%	89%	83%	74%	77%	86%	*	92%	-	76%	52%	100%	85%	78%	72%	80%
At Meets Grade Level or Above	2019	55%	73%	57%	48%	36%	62%	-	83%	*	69%	23%	36%	63%	43%	41%	38%
	2018	53%	69%	53%	53%	42%	55%	*	66%	-	71%	33%	60%	55%	48%	38%	37%
At Masters Grade Level	2019	33%	55%	37%	19%	22%	41%	-	60%	*	38%	9%	9%	41%	27%	27%	22%
	2018	31%	50%	32%	29%	23%	32%	*	53%	-	41%	15%	60%	33%	28%	20%	24%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 1,353
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	83	84	80	81	83	-	95	-	84	81	90	84	82	77	84
	2018	76	81	80	69	76	82	-	91	-	65	66	64	79	82	79	76
Grade 7 Mathematics	2019	63	70	73	51	69	73	-	86	-	84	50	67	73	72	70	71
	2018	67	76	80	69	74	82	-	92	-	78	42	82	80	80	78	77
Grade 8 ELA/Reading	2019	77	79	79	87	76	78	-	89	*	76	69	64	78	82	78	77
	2018	79	80	80	79	80	80	*	83	-	88	73	83	81	80	81	80
Grade 8 Mathematics	2019	84	88	88	87	87	89	-	89	*	82	79	95	89	83	90	86
	2018	81	78	79	96	81	75	*	90	-	70	88	70	79	80	86	89
End of Course Algebra I	2019	75	85	98	100	98	98	-	98	*	100	*	*	98	98	100	100
	2018	72	86	95	90	93	97	-	98	-	88	*	*	97	91	95	100
All Grades Both Subjects	2019	69	76	81	75	78	81	-	90	*	81	71	79	81	79	78	79
	2018	69	77	81	78	78	82	*	90	-	76	68	74	81	82	82	81
All Grades ELA/Reading	2019	68	74	81	83	78	81	-	92	*	79	74	79	81	82	77	81
	2018	69	75	80	74	78	81	*	87	-	74	70	73	80	81	80	78
All Grades Mathematics	2019	70	78	80	68	77	80	-	87	*	83	68	79	81	77	79	77
	2018	70	78	83	83	79	83	*	93	-	78	66	76	83	82	83	84

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 1,353
 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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	61%	54%	57%	64%	-	71%	-	*	36%	56%	40%
	2018	38%	54%	56%	55%	55%	52%	-	89%	-	*	42%	62%	39%
Mathematics	2019	45%	58%	57%	*	55%	57%	-	-	-	*	41%	35%	50%
	2018	47%	61%	77%	*	85%	66%	-	*	-	*	55%	88%	91%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
Students Requiring Accelerated Instruction	2019	78%	91%	92%	94%	86%	93%	-	96%	*	100%	43%	86%	45%
STAAR Cumulative Met Standard	2019	22%	9%	8%	6%	14%	7%	-	4%	0%	0%	57%	14%	55%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2019	85%	96%	96%	97%	93%	96%	-	97%	*	100%	61%	92%	55%
STAAR Met Standard (Non-Proficient in Previous Year)	2018	99%	97%	94%	*	86%	100%	-	*	-	-	*	*	*
Retained in Grade 8	2019	38%	*	*	-	*	-	-	-	-	-	-	-	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
Students Requiring Accelerated Instruction	2019	82%	94%	95%	88%	94%	95%	-	100%	-	100%	64%	92%	82%
STAAR Cumulative Met Standard	2019	18%	6%	5%	12%	6%	5%	-	0%	-	0%	36%	8%	18%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2019	88%	96%	97%	96%	97%	96%	-	100%	-	100%	73%	96%	91%
STAAR Met Standard (Non-Proficient in Previous Year)	2018	98%	86%	*	-	*	*	-	-	-	-	-	-	*
Retained in Grade 8	2019	56%	*	*	-	*	-	-	-	-	-	-	-	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,353
 Grade Span: 07 - 08
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	93%	-	-	-	-	-	72%	72%	-	*	72%	70%
	2018	77%	91%	92%	-	-	-	-	-	74%	74%	-	-	74%	74%
At Meets Grade Level or Above	2019	50%	70%	73%	-	-	-	-	-	33%	33%	-	*	33%	32%
	2018	48%	70%	73%	-	-	-	-	-	34%	34%	-	-	34%	34%
At Masters Grade Level	2019	24%	41%	46%	-	-	-	-	-	8%	8%	-	*	8%	8%
	2018	22%	40%	44%	-	-	-	-	-	8%	8%	-	-	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	95%	-	-	-	-	-	71%	71%	-	*	71%	69%
	2018	74%	90%	93%	-	-	-	-	-	69%	69%	-	-	69%	69%
At Meets Grade Level or Above	2019	48%	68%	74%	-	-	-	-	-	24%	24%	-	*	24%	23%
	2018	46%	69%	71%	-	-	-	-	-	22%	22%	-	-	22%	22%
At Masters Grade Level	2019	21%	37%	50%	-	-	-	-	-	8%	8%	-	*	8%	8%
	2018	19%	36%	46%	-	-	-	-	-	6%	6%	-	-	6%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	96%	-	-	-	-	-	95%	95%	-	*	95%	92%
	2018	81%	94%	97%	-	-	-	-	-	95%	95%	-	-	95%	95%
At Meets Grade Level or Above	2019	52%	73%	82%	-	-	-	-	-	61%	61%	-	*	61%	59%
	2018	50%	74%	82%	-	-	-	-	-	57%	57%	-	-	57%	57%
At Masters Grade Level	2019	26%	46%	49%	-	-	-	-	-	13%	13%	-	*	13%	13%
	2018	24%	45%	49%	-	-	-	-	-	14%	14%	-	-	14%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	91%	-	-	-	-	-	70%	70%	-	-	70%	70%
	2018	66%	84%	90%	-	-	-	-	-	64%	64%	-	-	64%	64%
At Meets Grade Level or Above	2019	38%	59%	68%	-	-	-	-	-	25%	25%	-	-	25%	25%
	2018	41%	62%	71%	-	-	-	-	-	24%	24%	-	-	24%	24%
At Masters Grade Level	2019	14%	27%	40%	-	-	-	-	-	5%	5%	-	-	5%	5%
	2018	13%	26%	37%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	94%	-	-	-	-	-	56%	56%	-	*	56%	53%
	2018	80%	91%	94%	-	-	-	-	-	65%	65%	-	-	65%	65%
At Meets Grade Level or Above	2019	54%	74%	75%	-	-	-	-	-	28%	28%	-	*	28%	26%
	2018	51%	70%	81%	-	-	-	-	-	41%	41%	-	-	41%	41%
At Masters Grade Level	2019	25%	42%	46%	-	-	-	-	-	6%	6%	-	*	6%	5%
	2018	23%	39%	51%	-	-	-	-	-	6%	6%	-	-	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	91%	86%	-	-	-	-	-	44%	44%	-	*	44%	42%
	2018	78%	89%	83%	-	-	-	-	-	59%	59%	-	-	59%	59%
At Meets Grade Level or Above	2019	55%	73%	57%	-	-	-	-	-	6%	6%	-	*	6%	5%
	2018	53%	69%	53%	-	-	-	-	-	12%	12%	-	-	12%	12%
At Masters Grade Level	2019	33%	55%	37%	-	-	-	-	-	6%	6%	-	*	6%	5%
	2018	31%	50%	32%	-	-	-	-	-	12%	12%	-	-	12%	12%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	81%	-	-	-	-	-	78%	78%	-	*	78%	78%
	2018	69%	77%	81%	-	-	-	-	-	81%	81%	-	-	81%	81%
All Grades ELA/Reading	2019	68%	74%	81%	-	-	-	-	-	72%	72%	-	*	72%	70%
	2018	69%	75%	80%	-	-	-	-	-	81%	81%	-	-	81%	81%
All Grades Mathematics	2019	70%	78%	80%	-	-	-	-	-	85%	85%	-	*	85%	85%
	2018	70%	78%	83%	-	-	-	-	-	81%	81%	-	-	81%	81%

Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)

Reading	2019	41%	51%	61%	-	-	-	-	-	42%	42%	-	*	42%	40%
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District Name: TOMBALL ISD
Campus Name: WILLOW WOOD J H
Campus Number: 101921043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 1,353
Grade Span: 07 - 08
(Current EL 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 EL
Mathematics	2018	38%	54%	56%	-	-	-	-	-	39%	39%	-	-	39%	39%
	2019	45%	58%	57%	-	-	-	-	-	60%	60%	-	*	60%	50%
	2018	47%	61%	77%	-	-	-	-	-	91%	91%	-	-	91%	91%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 1,353
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	91%	94%	98%	-	94%	*	100%	96%	91%	73%
Not Included in Accountability													
Mobile	4%	4%	3%	9%	5%	2%	-	4%	*	0%	4%	8%	15%
Other Exclusions	1%	1%	0%	0%	1%	0%	-	2%	*	0%	0%	1%	12%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	99%	100%	100%	-	100%	100%	99%	100%
Included in Accountability	94%	95%	96%	96%	94%	97%	73%	98%	-	97%	94%	92%	83%
Not Included in Accountability													
Mobile	4%	4%	3%	4%	5%	2%	27%	2%	-	3%	6%	7%	13%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	5%
Not Tested	1%	0%	0%	0%	0%	1%	0%	0%	-	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	1%	0%	0%	-	0%	0%	1%	0%
Other	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
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,353
 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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	96.3%	97.1%	96.3%	95.8%	*	98.4%	-	97.1%	94.9%	96.0%	97.4%
2016-17	95.7%	96.5%	96.4%	97.0%	96.3%	96.0%	*	98.4%	-	97.1%	95.0%	95.6%	97.1%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	0.2%	0.0%	0.3%	0.1%	*	0.0%	-	0.0%	0.0%	0.4%	0.0%
2016-17	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,353
 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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 1,353
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,353
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,353
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 1,353
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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 1,353
 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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 1,353
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 1,353
Grade Span: 07 - 08
School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	1,353	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	0	0.0%	7.5%	6.9%
Grade 1	0	0.0%	7.8%	7.1%
Grade 2	0	0.0%	7.9%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	0	0.0%	8.1%	7.6%
Grade 5	0	0.0%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	713	52.7%	8.0%	7.5%
Grade 8	640	47.3%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	71	5.2%	4.7%	12.6%
Hispanic	352	26.0%	30.5%	52.6%
White	733	54.2%	53.0%	27.4%
American Indian	0	0.0%	0.3%	0.4%
Asian	145	10.7%	7.5%	4.5%
Pacific Islander	1	0.1%	0.1%	0.2%
Two or More Races	51	3.8%	4.0%	2.4%
Economically Disadvantaged	250	18.5%	24.1%	60.6%
Non-Educationally Disadvantaged	1,103	81.5%	75.9%	39.4%
Section 504 Students	121	8.9%	6.0%	6.5%
English Learners (EL)	50	3.7%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	5	0.4%	0.7%	1.4%
Students w/ Dyslexia	32	2.4%	2.1%	3.6%
At-Risk	243	18.0%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	81			
By Type of Primary Disability				
Students with Intellectual Disabilities	31	38.3%	30.1%	42.4%
Students with Physical Disabilities	5	6.2%	20.0%	21.9%
Students with Autism	11	13.6%	15.2%	13.7%
Students with Behavioral Disabilities	34	42.0%	30.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	68	5.3%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 1,353
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	9	0.7%		
Hispanic	26	2.0%		
White	27	2.1%		
American Indian	0	0.0%		
Asian	4	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.2%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.7%	-	3.8%	6.2%
Grade 1	-	1.8%	3.1%	-	4.2%	5.5%
Grade 2	-	0.8%	1.8%	-	1.7%	2.3%
Grade 3	-	0.3%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	0.3%	0.2%	0.6%	0.0%	0.9%	0.6%
Grade 8	0.4%	0.5%	0.4%	0.0%	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	18.9
Grade 1	-	19.2	18.8
Grade 2	-	19.9	18.7
Grade 3	-	21.9	18.9
Grade 4	-	22.9	19.2
Grade 5	-	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	21.6	20.7	16.6
Foreign Languages	25.6	21.1	18.9
Mathematics	23.8	23.6	17.8
Science	24.9	24.2	18.9
Social Studies	24.4	25.5	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,353
Grade Span: 07 - 08
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	94.6	100.0%	100.0%	100.0%
Professional Staff:	84.1	88.8%	60.4%	64.1%
Teachers	71.7	75.7%	48.4%	49.8%
Professional Support	8.4	8.9%	8.2%	10.1%
Campus Administration (School Leadership)	4.0	4.2%	2.6%	3.0%
Educational Aides:	10.6	11.2%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	3.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	21.0	22.2%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.0	4.2%	2.5%	10.6%
Hispanic	10.9	15.2%	11.9%	27.7%
White	56.8	79.2%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	1.0	1.4%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	18.5	25.8%	16.7%	23.8%
Females	53.2	74.2%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	47.8	66.7%	73.0%	73.6%
Masters	22.8	31.9%	26.3%	24.3%
Doctorate	1.0	1.4%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.3	0.4%	3.0%	7.0%
1-5 Years Experience	19.2	26.7%	22.9%	28.9%
6-10 Years Experience	14.4	20.1%	26.5%	19.0%
11-20 Years Experience	32.3	45.0%	34.1%	29.3%
Over 20 Years Experience	5.5	7.7%	13.5%	15.7%
Number of Students per Teacher	18.9	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,353
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	7.8	6.3
Average Years Experience of Principals with District	9.0	5.7	5.4
Average Years Experience of Assistant Principals	6.7	7.5	5.3
Average Years Experience of Assistant Principals with District	5.0	6.2	4.7
Average Years Experience of Teachers:	11.5	11.5	11.1
Average Years Experience of Teachers with District:	6.1	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,000	\$55,341	\$47,218
1-5 Years Experience	\$55,269	\$54,556	\$50,408
6-10 Years Experience	\$56,944	\$57,013	\$52,786
11-20 Years Experience	\$59,834	\$59,511	\$56,041
Over 20 Years Experience	\$64,504	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$58,367	\$58,431	\$54,122
Professional Support	\$66,598	\$68,966	\$64,069
Campus Administration (School Leadership)	\$85,519	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,353
 Grade Span: 07 - 08
 School Type: Middle

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	49	3.6%	9.8%	19.7%
Career & Technical Education	873	64.5%	30.3%	26.3%
Gifted & Talented Education	195	14.4%	9.5%	8.1%
Special Education	81	6.0%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.1	3.0%	5.3%	6.4%
Career & Technical Education	6.5	9.0%	4.6%	4.9%
Compensatory Education	1.4	1.9%	0.5%	2.7%
Gifted & Talented Education	0.0	0.0%	0.8%	2.0%
Regular Education	42.3	59.0%	70.6%	71.4%
Special Education	6.2	8.6%	7.8%	9.1%
Other	13.2	18.4%	10.3%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*^' Indicates results are masked due to small numbers to protect student confidentiality.

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CREEKSIDE PARK J H**

Campus Number: **101921044**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Social Studies

Postsecondary Readiness

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 766
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	85%	95%	80%	98%	96%	-	100%	-	57%	56%	89%	95%	96%	94%	96%
	2018	69%	88%	96%	86%	95%	96%	*	100%	-	100%	78%	86%	97%	94%	91%	96%
At Meets Grade Level or Above	2019	37%	59%	69%	60%	68%	69%	-	91%	-	57%	38%	44%	73%	62%	53%	56%
	2018	39%	62%	81%	86%	76%	82%	*	95%	-	80%	44%	71%	81%	80%	57%	73%
At Masters Grade Level	2019	18%	33%	46%	60%	45%	43%	-	73%	-	57%	13%	33%	52%	35%	35%	33%
	2018	19%	37%	54%	43%	50%	56%	*	79%	-	30%	11%	57%	58%	48%	30%	46%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	95%	97%	80%	98%	96%	-	100%	-	100%	75%	100%	98%	96%	94%	96%
	2018	77%	94%	96%	100%	92%	97%	*	100%	-	100%	74%	100%	96%	95%	84%	92%
At Meets Grade Level or Above	2019	47%	73%	80%	60%	75%	83%	-	91%	-	71%	38%	100%	85%	70%	59%	69%
	2018	44%	73%	78%	86%	74%	79%	*	95%	-	80%	53%	57%	81%	75%	52%	71%
At Masters Grade Level	2019	21%	43%	46%	60%	39%	47%	-	91%	-	57%	13%	44%	51%	38%	12%	36%
	2018	18%	44%	46%	14%	40%	47%	*	79%	-	50%	21%	43%	49%	41%	16%	37%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	90%	94%	100%	91%	95%	*	100%	-	100%	71%	*	95%	92%	76%	83%
	2018	74%	90%	96%	83%	95%	98%	*	93%	-	100%	75%	*	97%	95%	87%	92%
At Meets Grade Level or Above	2019	49%	71%	84%	83%	77%	88%	*	94%	-	90%	57%	*	86%	78%	56%	69%
	2018	48%	71%	87%	83%	87%	87%	*	93%	-	100%	58%	*	87%	88%	53%	78%
At Masters Grade Level	2019	29%	49%	63%	50%	59%	62%	*	94%	-	50%	14%	*	67%	54%	32%	54%
	2018	29%	51%	69%	83%	74%	65%	*	64%	-	71%	8%	*	67%	73%	27%	50%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	93%	94%	100%	89%	95%	*	100%	-	100%	76%	*	93%	95%	72%	90%
	2018	72%	92%	98%	100%	98%	97%	*	100%	-	100%	71%	*	98%	97%	93%	98%
At Meets Grade Level or Above	2019	43%	72%	79%	83%	74%	80%	*	93%	-	100%	43%	*	79%	81%	56%	73%
	2018	40%	73%	88%	83%	82%	91%	*	100%	-	100%	36%	*	90%	84%	80%	80%
At Masters Grade Level	2019	17%	38%	44%	17%	45%	36%	*	86%	-	80%	14%	*	44%	42%	20%	44%
	2018	18%	46%	59%	67%	54%	61%	*	79%	-	71%	29%	*	63%	52%	20%	44%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	88%	91%	100%	87%	93%	*	100%	-	100%	57%	*	92%	90%	63%	83%
	2018	69%	87%	93%	100%	90%	95%	*	93%	-	100%	62%	*	94%	90%	93%	76%
At Meets Grade Level or Above	2019	42%	66%	73%	67%	63%	75%	*	100%	-	100%	38%	*	74%	71%	42%	50%
	2018	43%	65%	79%	83%	76%	81%	*	86%	-	100%	38%	*	81%	77%	57%	56%
At Masters Grade Level	2019	18%	37%	39%	17%	33%	40%	*	82%	-	30%	5%	*	43%	33%	21%	23%
	2018	15%	32%	42%	50%	43%	40%	*	57%	-	43%	8%	*	42%	42%	21%	20%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	96%	99%	100%	100%	98%	*	100%	-	100%	100%	*	100%	96%	96%	100%
	2018	86%	94%	99%	100%	99%	100%	-	100%	-	100%	90%	*	99%	100%	100%	100%
At Meets Grade Level or Above	2019	55%	73%	88%	78%	88%	88%	*	100%	-	100%	50%	*	91%	82%	81%	82%
	2018	49%	68%	90%	100%	84%	93%	-	91%	-	89%	40%	*	87%	94%	72%	73%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 766
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	28%	46%	63%	78%	61%	63%	*	60%	-	67%	17%	*	65%	57%	38%	39%
	2018	27%	42%	71%	71%	64%	72%	-	91%	-	89%	20%	*	72%	70%	61%	53%
Grade 8 Mathematics ^A																	
At Approaches Grade Level or Above	2019	88%	96%	99%	*	100%	98%	*	*	-	*	92%	*	98%	100%	100%	100%
	2018	86%	94%	97%	*	97%	97%	-	*	-	*	89%	*	100%	93%	100%	93%
At Meets Grade Level or Above	2019	57%	73%	76%	*	74%	76%	*	*	-	*	67%	*	76%	74%	55%	88%
	2018	51%	69%	73%	*	73%	76%	-	*	-	*	33%	*	78%	67%	82%	73%
At Masters Grade Level	2019	17%	21%	16%	*	11%	21%	*	*	-	*	8%	*	11%	23%	0%	4%
	2018	15%	20%	27%	*	27%	31%	-	*	-	*	11%	*	30%	22%	18%	20%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	94%	98%	100%	98%	99%	*	100%	-	100%	92%	*	99%	97%	100%	97%
	2018	76%	90%	96%	100%	95%	98%	-	92%	-	100%	58%	*	96%	97%	90%	94%
At Meets Grade Level or Above	2019	51%	71%	83%	75%	84%	86%	*	80%	-	83%	58%	*	88%	72%	50%	74%
	2018	52%	75%	90%	86%	90%	89%	-	83%	-	100%	33%	*	89%	91%	70%	81%
At Masters Grade Level	2019	25%	43%	53%	38%	50%	58%	*	60%	-	50%	8%	*	57%	43%	15%	29%
	2018	28%	47%	69%	43%	71%	70%	-	67%	-	67%	17%	*	70%	67%	45%	53%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	85%	93%	89%	92%	93%	*	100%	-	100%	75%	*	95%	88%	80%	95%
	2018	65%	82%	92%	100%	89%	95%	-	92%	-	89%	50%	*	90%	97%	80%	88%
At Meets Grade Level or Above	2019	37%	56%	71%	78%	70%	74%	*	73%	-	50%	50%	*	74%	65%	40%	46%
	2018	36%	53%	74%	57%	70%	79%	-	75%	-	78%	17%	*	70%	83%	65%	63%
At Masters Grade Level	2019	21%	35%	49%	67%	47%	49%	*	73%	-	33%	17%	*	51%	43%	32%	24%
	2018	21%	35%	58%	57%	53%	61%	-	58%	-	78%	8%	*	54%	66%	50%	44%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	93%	100%	100%	100%	100%	*	100%	-	*	*	*	100%	100%	100%	100%
	2018	83%	95%	100%	*	100%	100%	-	100%	-	100%	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	80%	99%	100%	98%	99%	*	100%	-	*	*	*	99%	97%	100%	93%
	2018	55%	81%	100%	*	100%	100%	-	100%	-	100%	*	-	100%	100%	100%	100%
At Masters Grade Level	2019	37%	64%	94%	100%	93%	93%	*	100%	-	*	*	*	95%	90%	86%	93%
	2018	32%	62%	94%	*	98%	92%	-	100%	-	71%	*	-	94%	93%	100%	94%
End of Course Biology																	
At Approaches Grade Level or Above	2018	87%	96%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2018	59%	79%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2018	24%	40%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	96%	95%	95%	96%	86%	100%	-	96%	75%	91%	96%	94%	86%	93%
	2018	77%	91%	96%	97%	94%	97%	92%	97%	-	99%	72%	97%	96%	96%	90%	92%
At Meets Grade Level or Above	2019	50%	70%	80%	75%	76%	81%	68%	92%	-	85%	48%	70%	82%	74%	56%	67%
	2018	48%	70%	84%	83%	80%	86%	77%	91%	-	90%	41%	74%	84%	84%	65%	73%
At Masters Grade Level	2019	24%	41%	52%	51%	49%	51%	27%	78%	-	54%	13%	39%	55%	44%	25%	36%
	2018	22%	40%	59%	53%	57%	60%	31%	73%	-	61%	16%	44%	60%	58%	36%	44%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	96%	95%	96%	96%	83%	100%	-	87%	73%	88%	97%	95%	88%	92%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 766
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	74%	90%	97%	90%	96%	98%	*	98%	-	100%	80%	93%	98%	96%	93%	96%
	2019	48%	68%	80%	75%	77%	81%	83%	95%	-	83%	49%	53%	83%	73%	65%	68%
	2018	46%	69%	86%	90%	82%	87%	*	93%	-	88%	48%	86%	85%	87%	61%	75%
At Masters Grade Level	2019	21%	37%	57%	65%	55%	55%	67%	77%	-	57%	14%	41%	61%	48%	35%	43%
	2018	19%	36%	64%	65%	63%	64%	*	77%	-	62%	13%	50%	65%	62%	39%	49%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	97%	95%	96%	97%	100%	100%	-	100%	80%	94%	97%	97%	88%	95%
	2018	81%	94%	97%	100%	96%	98%	100%	100%	-	100%	77%	100%	98%	96%	91%	95%
At Meets Grade Level or Above	2019	52%	73%	83%	75%	79%	84%	83%	95%	-	91%	48%	94%	85%	78%	61%	76%
	2018	50%	74%	85%	85%	81%	87%	100%	96%	-	88%	44%	71%	87%	82%	71%	78%
At Masters Grade Level	2019	26%	46%	51%	45%	48%	49%	17%	86%	-	70%	14%	47%	55%	43%	19%	39%
	2018	24%	45%	58%	45%	53%	60%	40%	80%	-	58%	23%	43%	61%	52%	28%	45%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	91%	100%	87%	93%	*	100%	-	100%	57%	*	92%	90%	63%	83%
	2018	66%	84%	93%	100%	90%	95%	*	93%	-	100%	62%	*	94%	90%	93%	76%
At Meets Grade Level or Above	2019	38%	59%	73%	67%	63%	75%	*	100%	-	100%	38%	*	74%	71%	42%	50%
	2018	41%	62%	79%	83%	76%	81%	*	86%	-	100%	38%	*	81%	77%	57%	56%
At Masters Grade Level	2019	14%	27%	39%	17%	33%	40%	*	82%	-	30%	5%	*	43%	33%	21%	23%
	2018	13%	26%	42%	50%	43%	40%	*	57%	-	43%	8%	*	42%	42%	21%	20%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	98%	100%	98%	99%	*	100%	-	100%	92%	*	99%	97%	100%	97%
	2018	80%	91%	96%	100%	95%	98%	-	92%	-	100%	58%	*	96%	97%	90%	94%
At Meets Grade Level or Above	2019	54%	74%	83%	75%	84%	86%	*	80%	-	83%	58%	*	88%	72%	50%	74%
	2018	51%	70%	90%	86%	90%	89%	-	83%	-	100%	33%	*	89%	91%	70%	81%
At Masters Grade Level	2019	25%	42%	53%	38%	50%	58%	*	60%	-	50%	8%	*	57%	43%	15%	29%
	2018	23%	39%	69%	43%	71%	70%	-	67%	-	67%	17%	*	70%	67%	45%	53%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	91%	93%	89%	92%	93%	*	100%	-	100%	75%	*	95%	88%	80%	95%
	2018	78%	89%	92%	100%	89%	95%	-	92%	-	89%	50%	*	90%	97%	80%	88%
At Meets Grade Level or Above	2019	55%	73%	71%	78%	70%	74%	*	73%	-	50%	50%	*	74%	65%	40%	46%
	2018	53%	69%	74%	57%	70%	79%	-	75%	-	78%	17%	*	70%	83%	65%	63%
At Masters Grade Level	2019	33%	55%	49%	67%	47%	49%	*	73%	-	33%	17%	*	51%	43%	32%	24%
	2018	31%	50%	58%	57%	53%	61%	-	58%	-	78%	8%	*	54%	66%	50%	44%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 766
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	55	63	100	63	59	-	86	-	57	38	50	64	60	74	53
	2018	47	60	72	57	73	71	*	78	-	65	50	79	75	66	54	72
Grade 6 Mathematics	2019	54	72	63	60	60	63	-	91	-	64	38	72	65	57	53	51
	2018	56	73	61	57	55	60	*	86	-	70	42	71	58	65	36	51
Grade 7 ELA/Reading	2019	77	83	86	58	82	88	*	94	-	100	75	*	87	83	73	79
	2018	76	81	89	100	91	88	*	82	-	100	71	*	88	89	82	93
Grade 7 Mathematics	2019	63	70	73	58	71	71	*	94	-	100	50	*	71	76	60	73
	2018	67	76	85	100	83	85	*	96	-	93	64	*	85	86	75	89
Grade 8 ELA/Reading	2019	77	79	84	100	83	85	*	77	-	83	86	*	83	87	85	77
	2018	79	80	88	100	84	89	-	95	-	100	95	*	89	87	86	74
Grade 8 Mathematics	2019	84	88	88	94	91	87	*	90	-	92	83	*	88	89	77	84
	2018	81	78	78	*	78	80	-	*	-	*	78	*	76	82	82	82
End of Course Algebra I	2019	75	85	97	100	96	97	*	100	-	*	*	*	98	93	86	93
	2018	72	86	98	*	100	98	-	100	-	86	*	-	98	100	100	100
All Grades Both Subjects	2019	69	76	76	80	75	74	54	89	-	85	59	68	76	74	71	69
	2018	69	77	80	83	78	80	67	88	-	83	63	84	80	80	67	76
All Grades ELA/Reading	2019	68	74	77	87	76	76	83	86	-	83	65	59	78	75	77	70
	2018	69	75	82	84	82	82	*	84	-	87	68	89	84	79	72	79
All Grades Mathematics	2019	70	78	74	74	73	72	25	92	-	87	54	76	75	72	64	69
	2018	70	78	78	82	75	79	70	92	-	79	58	79	77	80	62	74

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 766
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	54%	*	56%	44%	-	*	-	-	36%	33%	58%
	2018	38%	54%	59%	*	56%	83%	-	*	-	-	*	*	*
Mathematics	2019	45%	58%	65%	*	50%	89%	-	-	-	-	55%	55%	40%
	2018	47%	61%	58%	*	*	*	-	-	-	-	*	*	*
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	97%	100%	100%	94%	*	100%	-	100%	67%	93%	93%
Students Requiring Accelerated Instruction														
	2019	22%	9%	3%	0%	0%	6%	25%	0%	-	0%	33%	7%	7%
STAAR Cumulative Met Standard														
	2019	85%	96%	99%	100%	100%	98%	*	100%	-	100%	100%	96%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	97%	*	-	*	-	-	-	-	-	-	-	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	94%	94%	*	95%	93%	*	*	-	*	63%	85%	100%
Students Requiring Accelerated Instruction														
	2019	18%	6%	6%	*	5%	8%	*	*	-	*	38%	15%	0%
STAAR Cumulative Met Standard														
	2019	88%	96%	99%	*	100%	98%	*	*	-	*	88%	100%	100%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 766
 Grade Span: 06 - 08
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	96%	-	-	-	-	-	86%	86%	-	78%	86%	86%
	2018	77%	91%	96%	-	-	-	-	-	85%	85%	-	100%	85%	86%
At Meets Grade Level or Above	2019	50%	70%	80%	-	-	-	-	-	49%	49%	-	78%	49%	50%
	2018	48%	70%	84%	-	-	-	-	-	58%	58%	-	86%	58%	60%
At Masters Grade Level	2019	24%	41%	52%	-	-	-	-	-	17%	17%	-	33%	17%	18%
	2018	22%	40%	59%	-	-	-	-	-	26%	26%	-	43%	26%	27%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	96%	-	-	-	-	-	88%	88%	-	*	88%	87%
	2018	74%	90%	97%	-	-	-	-	-	90%	90%	-	*	90%	91%
At Meets Grade Level or Above	2019	48%	68%	80%	-	-	-	-	-	50%	50%	-	*	50%	52%
	2018	46%	69%	86%	-	-	-	-	-	60%	60%	-	*	60%	59%
At Masters Grade Level	2019	21%	37%	57%	-	-	-	-	-	19%	19%	-	*	19%	19%
	2018	19%	36%	64%	-	-	-	-	-	33%	33%	-	*	33%	34%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	97%	-	-	-	-	-	90%	90%	-	*	90%	88%
	2018	81%	94%	97%	-	-	-	-	-	92%	92%	-	*	92%	92%
At Meets Grade Level or Above	2019	52%	73%	83%	-	-	-	-	-	60%	60%	-	*	60%	62%
	2018	50%	74%	85%	-	-	-	-	-	67%	67%	-	*	67%	68%
At Masters Grade Level	2019	26%	46%	51%	-	-	-	-	-	21%	21%	-	*	21%	23%
	2018	24%	45%	58%	-	-	-	-	-	22%	22%	-	*	22%	25%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	91%	-	-	-	-	-	75%	75%	-	*	75%	76%
	2018	66%	84%	93%	-	-	-	-	-	56%	56%	-	*	56%	58%
At Meets Grade Level or Above	2019	38%	59%	73%	-	-	-	-	-	25%	25%	-	*	25%	29%
	2018	41%	62%	79%	-	-	-	-	-	44%	44%	-	*	44%	47%
At Masters Grade Level	2019	14%	27%	39%	-	-	-	-	-	10%	10%	-	*	10%	10%
	2018	13%	26%	42%	-	-	-	-	-	22%	22%	-	*	22%	21%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	98%	-	-	-	-	-	92%	92%	-	-	92%	92%
	2018	80%	91%	96%	-	-	-	-	-	86%	86%	-	*	86%	87%
At Meets Grade Level or Above	2019	54%	74%	83%	-	-	-	-	-	58%	58%	-	-	58%	58%
	2018	51%	70%	90%	-	-	-	-	-	64%	64%	-	*	64%	67%
At Masters Grade Level	2019	25%	42%	53%	-	-	-	-	-	8%	8%	-	-	8%	8%
	2018	23%	39%	69%	-	-	-	-	-	36%	36%	-	*	36%	33%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	91%	93%	-	-	-	-	-	83%	83%	-	-	83%	83%
	2018	78%	89%	92%	-	-	-	-	-	79%	79%	-	*	79%	80%
At Meets Grade Level or Above	2019	55%	73%	71%	-	-	-	-	-	25%	25%	-	-	25%	25%
	2018	53%	69%	74%	-	-	-	-	-	36%	36%	-	*	36%	40%
At Masters Grade Level	2019	33%	55%	49%	-	-	-	-	-	17%	17%	-	-	17%	17%
	2018	31%	50%	58%	-	-	-	-	-	14%	14%	-	*	14%	13%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	76%	-	-	-	-	-	65%	65%	-	*	65%	65%
	2018	69%	77%	80%	-	-	-	-	-	70%	70%	-	*	70%	70%
All Grades ELA/Reading	2019	68%	74%	77%	-	-	-	-	-	65%	65%	-	*	65%	64%
	2018	69%	75%	82%	-	-	-	-	-	70%	70%	-	*	70%	69%
All Grades Mathematics	2019	70%	78%	74%	-	-	-	-	-	66%	66%	-	*	66%	65%
	2018	70%	78%	78%	-	-	-	-	-	69%	69%	-	*	69%	70%

Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)

Reading	2019	41%	51%	54%	-	-	-	-	-	64%	64%	-	*	64%	58%
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District Name: TOMBALL ISD
 Campus Name: CREEKSIDE PARK J H
 Campus Number: 101921044

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 766
 Grade Span: 06 - 08
 (Current EL 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 EL
Mathematics	2018	38%	54%	59%	-	-	-	-	-	*	*	-	*	*	*
	2019	45%	58%	65%	-	-	-	-	-	40%	40%	-	-	40%	40%
	2018	47%	61%	58%	-	-	-	-	-	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 766
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	99%	100%	100%	96%	100%	-	100%	100%	99%	100%
Included in Accountability	94%	96%	96%	90%	95%	97%	81%	99%	-	100%	100%	97%	77%
Not Included in Accountability													
Mobile	4%	4%	3%	9%	3%	3%	4%	0%	-	0%	0%	2%	8%
Other Exclusions	1%	1%	1%	0%	2%	1%	11%	1%	-	0%	0%	0%	15%
Not Tested	1%	0%	0%	1%	0%	0%	4%	0%	-	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	1%	0%
Other	0%	0%	0%	1%	0%	0%	4%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	100%	100%	-	100%	100%	99%	100%
Included in Accountability	94%	95%	95%	79%	95%	96%	100%	95%	-	100%	94%	85%	87%
Not Included in Accountability													
Mobile	4%	4%	4%	21%	2%	3%	0%	5%	-	0%	6%	15%	2%
Other Exclusions	1%	1%	1%	0%	2%	0%	0%	0%	-	0%	0%	0%	11%
Not Tested	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	1%	0%
Absent	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 766
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	96.6%	96.5%	96.9%	96.4%	*	96.9%	-	95.7%	95.6%	95.8%	97.1%
2016-17	95.7%	96.5%	97.0%	97.7%	97.1%	96.8%	-	98.0%	-	96.3%	96.4%	96.2%	97.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	0.7%	0.0%	1.1%	0.5%	*	0.0%	-	0.0%	6.1%	0.0%	0.0%
2016-17	0.3%	0.2%	0.8%	9.1%	0.6%	0.0%	-	3.7%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 766
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 766
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 766
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 766
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 766
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 766
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	766	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	0	0.0%	7.5%	6.9%
Grade 1	0	0.0%	7.8%	7.1%
Grade 2	0	0.0%	7.9%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	0	0.0%	8.1%	7.6%
Grade 5	0	0.0%	8.2%	7.7%
Grade 6	269	35.1%	8.1%	7.7%
Grade 7	258	33.7%	8.0%	7.5%
Grade 8	239	31.2%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	20	2.6%	4.7%	12.6%
Hispanic	300	39.2%	30.5%	52.6%
White	372	48.6%	53.0%	27.4%
American Indian	7	0.9%	0.3%	0.4%
Asian	44	5.7%	7.5%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	23	3.0%	4.0%	2.4%
Economically Disadvantaged	67	8.7%	24.1%	60.6%
Non-Educationally Disadvantaged	699	91.3%	75.9%	39.4%
Section 504 Students	37	4.8%	6.0%	6.5%
English Learners (EL)	61	8.0%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	0.7%	1.4%
Students w/ Dyslexia	9	1.2%	2.1%	3.6%
At-Risk	157	20.5%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	55			
By Type of Primary Disability				
Students with Intellectual Disabilities	16	29.1%	30.1%	42.4%
Students with Physical Disabilities	9	16.4%	20.0%	21.9%
Students with Autism	11	20.0%	15.2%	13.7%
Students with Behavioral Disabilities	19	34.5%	30.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	51	7.3%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 766
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	8	1.1%		
Hispanic	17	2.4%		
White	23	3.3%		
American Indian	0	0.0%		
Asian	3	0.4%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.7%	-	3.8%	6.2%
Grade 1	-	1.8%	3.1%	-	4.2%	5.5%
Grade 2	-	0.8%	1.8%	-	1.7%	2.3%
Grade 3	-	0.3%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.7%	0.6%
Grade 6	0.5%	0.5%	0.4%	0.0%	1.1%	0.5%
Grade 7	0.0%	0.2%	0.6%	0.0%	0.9%	0.6%
Grade 8	0.0%	0.5%	0.4%	0.0%	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	18.9
Grade 1	-	19.2	18.8
Grade 2	-	19.9	18.7
Grade 3	-	21.9	18.9
Grade 4	-	22.9	19.2
Grade 5	-	23.9	21.2
Grade 6	25.1	23.4	20.4
Secondary:			
English/Language Arts	24.2	20.7	16.6
Foreign Languages	22.5	21.1	18.9
Mathematics	24.4	23.6	17.8
Science	24.4	24.2	18.9
Social Studies	25.7	25.5	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	63.0	100.0%	100.0%	100.0%
Professional Staff:	54.4	86.3%	60.4%	64.1%
Teachers	45.2	71.6%	48.4%	49.8%
Professional Support	6.3	9.9%	8.2%	10.1%
Campus Administration (School Leadership)	3.0	4.8%	2.6%	3.0%
Educational Aides:	8.6	13.7%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	2.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	8.1	12.8%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	2.2%	2.5%	10.6%
Hispanic	4.2	9.3%	11.9%	27.7%
White	39.9	88.4%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	10.0	22.1%	16.7%	23.8%
Females	35.2	77.9%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	32.3	71.5%	73.0%	73.6%
Masters	12.9	28.5%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.7	6.0%	3.0%	7.0%
1-5 Years Experience	10.0	22.1%	22.9%	28.9%
6-10 Years Experience	14.1	31.3%	26.5%	19.0%
11-20 Years Experience	16.3	36.1%	34.1%	29.3%
Over 20 Years Experience	2.0	4.4%	13.5%	15.7%
Number of Students per Teacher	17.0	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 766
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.8	6.3
Average Years Experience of Principals with District	2.0	5.7	5.4
Average Years Experience of Assistant Principals	7.5	7.5	5.3
Average Years Experience of Assistant Principals with District	5.5	6.2	4.7
Average Years Experience of Teachers:	9.7	11.5	11.1
Average Years Experience of Teachers with District:	4.3	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,000	\$55,341	\$47,218
1-5 Years Experience	\$55,162	\$54,556	\$50,408
6-10 Years Experience	\$56,763	\$57,013	\$52,786
11-20 Years Experience	\$59,473	\$59,511	\$56,041
Over 20 Years Experience	\$65,168	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$57,592	\$58,431	\$54,122
Professional Support	\$65,388	\$68,966	\$64,069
Campus Administration (School Leadership)	\$85,852	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 766
 Grade Span: 06 - 08
 School Type: Middle

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	58	7.6%	9.8%	19.7%
Career & Technical Education	345	45.0%	30.3%	26.3%
Gifted & Talented Education	109	14.2%	9.5%	8.1%
Special Education	55	7.2%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	0.8%	5.3%	6.4%
Career & Technical Education	2.6	5.7%	4.6%	4.9%
Compensatory Education	0.0	0.0%	0.5%	2.7%
Gifted & Talented Education	0.0	0.0%	0.8%	2.0%
Regular Education	26.9	59.6%	70.6%	71.4%
Special Education	5.2	11.6%	7.8%	9.1%
Other	10.1	22.3%	10.3%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*^' Indicates results are masked due to small numbers to protect student confidentiality.

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **DECKER PRAIRIE EL**

Campus Number: **101921102**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 701
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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	86%	*	85%	90%	-	-	-	*	54%	100%	88%	84%	83%	95%
	2018	77%	92%	88%	*	71%	92%	*	*	-	100%	57%	80%	89%	85%	80%	67%
At Meets Grade Level or Above	2019	45%	62%	53%	*	47%	58%	-	-	-	*	15%	50%	59%	42%	46%	62%
	2018	43%	64%	51%	*	46%	52%	*	*	-	60%	14%	40%	49%	56%	43%	39%
At Masters Grade Level	2019	27%	42%	32%	*	32%	35%	-	-	-	*	8%	33%	35%	28%	27%	33%
	2018	25%	42%	33%	*	36%	35%	*	*	-	20%	14%	0%	28%	47%	24%	28%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	76%	*	73%	79%	-	-	-	*	31%	100%	76%	77%	69%	95%
	2018	78%	91%	86%	*	80%	90%	*	*	-	67%	25%	80%	88%	82%	80%	75%
At Meets Grade Level or Above	2019	49%	66%	50%	*	42%	54%	-	-	-	*	23%	67%	49%	51%	43%	60%
	2018	47%	69%	56%	*	53%	61%	*	*	-	17%	13%	40%	57%	55%	45%	40%
At Masters Grade Level	2019	25%	38%	21%	*	12%	26%	-	-	-	*	15%	17%	24%	14%	14%	20%
	2018	23%	41%	25%	*	27%	28%	*	*	-	0%	0%	40%	24%	29%	13%	20%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	89%	93%	*	90%	95%	*	*	-	100%	50%	100%	94%	92%	92%	81%
	2018	73%	92%	89%	*	92%	86%	*	*	-	*	57%	*	90%	87%	85%	88%
At Meets Grade Level or Above	2019	44%	63%	58%	*	55%	62%	*	*	-	20%	0%	40%	58%	59%	48%	43%
	2018	46%	72%	70%	*	60%	74%	*	*	-	*	43%	*	69%	71%	59%	53%
At Masters Grade Level	2019	22%	37%	36%	*	35%	39%	*	*	-	0%	0%	20%	36%	37%	31%	19%
	2018	24%	43%	35%	*	32%	37%	*	*	-	*	14%	*	34%	35%	22%	24%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	92%	91%	*	87%	91%	*	*	-	100%	20%	80%	91%	92%	90%	86%
	2018	78%	94%	94%	*	89%	97%	*	*	-	80%	56%	*	94%	94%	91%	94%
At Meets Grade Level or Above	2019	48%	70%	64%	*	52%	68%	*	*	-	80%	0%	60%	65%	61%	52%	43%
	2018	49%	72%	67%	*	63%	70%	*	*	-	60%	22%	*	68%	67%	56%	59%
At Masters Grade Level	2019	28%	47%	39%	*	35%	43%	*	*	-	20%	0%	20%	37%	43%	31%	24%
	2018	27%	47%	39%	*	33%	43%	*	*	-	40%	11%	*	39%	39%	29%	24%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	83%	83%	*	87%	84%	*	*	-	80%	36%	100%	82%	86%	81%	81%
	2018	63%	82%	76%	*	77%	73%	*	*	-	*	20%	*	73%	82%	69%	80%
At Meets Grade Level or Above	2019	35%	52%	51%	*	77%	44%	*	*	-	40%	0%	20%	49%	55%	48%	67%
	2018	39%	59%	53%	*	54%	52%	*	*	-	*	10%	*	50%	58%	43%	53%
At Masters Grade Level	2019	11%	18%	14%	*	19%	14%	*	*	-	0%	0%	0%	14%	14%	10%	19%
	2018	11%	19%	13%	*	23%	10%	*	*	-	*	10%	*	13%	12%	12%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	86%	78%	84%	88%	*	78%	-	76%	39%	96%	86%	87%	83%	88%
	2018	77%	91%	87%	100%	82%	88%	100%	83%	-	88%	41%	74%	87%	86%	81%	80%
At Meets Grade Level or Above	2019	50%	70%	55%	28%	54%	57%	*	67%	-	38%	9%	48%	56%	54%	48%	55%
	2018	48%	70%	59%	27%	55%	61%	80%	83%	-	50%	20%	26%	58%	61%	49%	48%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 701
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	41%	29%	6%	27%	31%	*	33%	-	5%	5%	19%	29%	28%	22%	23%
	2018	22%	40%	29%	0%	30%	30%	20%	17%	-	21%	10%	11%	27%	33%	20%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	90%	71%	88%	92%	*	*	-	88%	52%	100%	91%	88%	88%	88%
	2018	74%	90%	88%	100%	81%	89%	*	*	-	100%	57%	85%	89%	86%	83%	77%
At Meets Grade Level or Above	2019	48%	68%	56%	14%	51%	60%	*	*	-	25%	9%	45%	58%	51%	47%	52%
	2018	46%	69%	59%	40%	53%	61%	*	*	-	56%	29%	25%	57%	63%	50%	46%
At Masters Grade Level	2019	21%	37%	35%	14%	34%	37%	*	*	-	0%	4%	27%	35%	33%	29%	26%
	2018	19%	36%	34%	0%	34%	35%	*	*	-	33%	14%	0%	31%	42%	23%	26%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	84%	100%	80%	86%	*	*	-	63%	26%	91%	84%	85%	81%	90%
	2018	81%	94%	89%	100%	84%	93%	*	*	-	73%	41%	88%	90%	87%	85%	84%
At Meets Grade Level or Above	2019	52%	73%	57%	43%	47%	61%	*	*	-	50%	13%	64%	58%	56%	48%	51%
	2018	50%	74%	61%	20%	58%	65%	*	*	-	36%	18%	38%	61%	61%	50%	49%
At Masters Grade Level	2019	26%	46%	31%	0%	23%	35%	*	*	-	13%	9%	18%	31%	30%	23%	22%
	2018	24%	45%	31%	0%	30%	34%	*	*	-	18%	6%	25%	30%	34%	20%	22%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	83%	*	87%	84%	*	*	-	80%	36%	100%	82%	86%	81%	81%
	2018	66%	84%	76%	*	77%	73%	*	*	-	*	20%	*	73%	82%	69%	80%
At Meets Grade Level or Above	2019	38%	59%	51%	*	77%	44%	*	*	-	40%	0%	20%	49%	55%	48%	67%
	2018	41%	62%	53%	*	54%	52%	*	*	-	*	10%	*	50%	58%	43%	53%
At Masters Grade Level	2019	14%	27%	14%	*	19%	14%	*	*	-	0%	0%	0%	14%	14%	10%	19%
	2018	13%	26%	13%	*	23%	10%	*	*	-	*	10%	*	13%	12%	12%	13%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 701
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	70	*	68	74	*	*	-	30	65	90	70	71	70	57
	2018	63	73	71	*	75	72	*	*	-	*	71	*	68	78	69	68
Grade 4 Mathematics	2019	65	75	77	*	68	79	*	*	-	100	45	100	73	86	75	71
	2018	65	78	79	*	77	82	*	*	-	70	78	*	81	76	72	69
All Grades Both Subjects	2019	69	76	74	75	68	76	*	75	-	65	55	95	71	78	73	64
	2018	69	77	76	*	76	77	*	*	-	61	75	17	75	77	71	68
All Grades ELA/Reading	2019	68	74	70	*	68	74	*	*	-	30	65	90	70	71	70	57
	2018	69	75	71	*	75	72	*	*	-	*	71	*	68	78	69	68
All Grades Mathematics	2019	70	78	77	*	68	79	*	*	-	100	45	100	73	86	75	71
	2018	70	78	79	*	77	82	*	*	-	70	78	*	81	76	72	69

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 701
 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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	59%	-	67%	60%	-	*	-	-	43%	56%	50%
	2018	38%	54%	36%	-	*	*	-	-	-	-	*	*	*
Mathematics	2019	45%	58%	38%	*	*	22%	-	*	-	*	0%	44%	40%
	2018	47%	61%	60%	*	*	78%	-	-	-	*	*	56%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 701
 Grade Span: EE - 04
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	86%	93%	-	-	-	93%	53%	53%	-	100%	86%	87%
	2018	77%	91%	87%	79%	-	-	-	79%	57%	57%	-	*	77%	77%
At Meets Grade Level or Above	2019	50%	70%	55%	53%	-	-	-	53%	29%	29%	-	100%	49%	52%
	2018	48%	70%	59%	41%	-	-	-	41%	29%	29%	-	*	40%	41%
At Masters Grade Level	2019	24%	41%	29%	21%	-	-	-	21%	12%	12%	-	20%	20%	20%
	2018	22%	40%	29%	21%	-	-	-	21%	0%	0%	-	*	19%	21%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	90%	93%	-	-	-	93%	57%	57%	-	*	86%	87%
	2018	74%	90%	88%	75%	-	-	-	75%	*	*	-	*	73%	74%
At Meets Grade Level or Above	2019	48%	68%	56%	50%	-	-	-	50%	29%	29%	-	*	46%	49%
	2018	46%	69%	59%	39%	-	-	-	39%	*	*	-	*	37%	39%
At Masters Grade Level	2019	21%	37%	35%	23%	-	-	-	23%	14%	14%	-	*	22%	21%
	2018	19%	36%	34%	25%	-	-	-	25%	*	*	-	*	23%	26%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	84%	93%	-	-	-	93%	71%	71%	-	*	89%	90%
	2018	81%	94%	89%	86%	-	-	-	86%	*	*	-	*	81%	82%
At Meets Grade Level or Above	2019	52%	73%	57%	47%	-	-	-	47%	43%	43%	-	*	46%	49%
	2018	50%	74%	61%	43%	-	-	-	43%	*	*	-	*	41%	42%
At Masters Grade Level	2019	26%	46%	31%	17%	-	-	-	17%	14%	14%	-	*	16%	18%
	2018	24%	45%	31%	18%	-	-	-	18%	*	*	-	*	16%	18%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	83%	93%	-	-	-	93%	*	*	-	*	78%	79%
	2018	66%	84%	76%	70%	-	-	-	70%	*	*	-	-	73%	73%
At Meets Grade Level or Above	2019	38%	59%	51%	73%	-	-	-	73%	*	*	-	*	61%	63%
	2018	41%	62%	53%	40%	-	-	-	40%	*	*	-	-	45%	45%
At Masters Grade Level	2019	14%	27%	14%	27%	-	-	-	27%	*	*	-	*	22%	21%
	2018	13%	26%	13%	20%	-	-	-	20%	*	*	-	-	18%	18%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	74%	60%	-	-	-	60%	67%	67%	-	*	61%	61%
	2018	69%	77%	76%	64%	-	-	-	64%	-	-	-	-	64%	64%
All Grades ELA/Reading	2019	68%	74%	70%	53%	-	-	-	53%	*	*	-	*	56%	53%
	2018	69%	75%	71%	65%	-	-	-	65%	-	-	-	-	65%	65%
All Grades Mathematics	2019	70%	78%	77%	67%	-	-	-	67%	*	*	-	*	67%	68%
	2018	70%	78%	79%	63%	-	-	-	63%	-	-	-	-	63%	63%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	59%	*	-	-	-	*	*	*	-	-	50%	50%
	2018	38%	54%	36%	*	-	-	-	*	-	-	-	-	*	*
Mathematics	2019	45%	58%	38%	*	-	-	-	*	*	*	-	-	40%	40%
	2018	47%	61%	60%	*	-	-	-	*	-	-	-	-	*	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 701
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	*	100%	-	100%	97%	100%	100%
Included in Accountability	94%	96%	94%	90%	88%	97%	*	100%	-	91%	90%	92%	92%
Not Included in Accountability													
Mobile	4%	4%	5%	10%	12%	2%	*	0%	-	9%	6%	8%	8%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	1%	0%	*	0%	-	0%	3%	0%	0%
Absent	1%	0%	0%	0%	1%	0%	*	0%	-	0%	3%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	98%	100%	97%	98%	100%	100%	-	96%	87%	98%	98%
Included in Accountability	94%	95%	89%	73%	86%	90%	100%	75%	-	96%	87%	86%	83%
Not Included in Accountability													
Mobile	4%	4%	9%	27%	11%	8%	0%	0%	-	0%	0%	11%	12%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	25%	-	0%	0%	1%	2%
Not Tested	1%	0%	2%	0%	3%	2%	0%	0%	-	4%	13%	2%	2%
Absent	1%	0%	2%	0%	2%	2%	0%	0%	-	0%	9%	1%	1%
Other	0%	0%	1%	0%	1%	0%	0%	0%	-	4%	4%	1%	1%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 701
 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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	96.4%	96.4%	96.4%	96.3%	*	*	-	96.9%	95.2%	96.2%	96.8%
2016-17	95.7%	96.5%	96.6%	96.5%	96.8%	96.4%	*	*	-	96.7%	95.6%	96.4%	97.4%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 701
 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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 701
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 701
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 701
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 701
 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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 701
 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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 701
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 701
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	701	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	17	2.4%	0.3%	0.3%
Pre-Kindergarten	35	5.0%	1.5%	4.4%
Kindergarten	110	15.7%	7.5%	6.9%
Grade 1	130	18.5%	7.8%	7.1%
Grade 2	143	20.4%	7.9%	7.2%
Grade 3	125	17.8%	7.8%	7.3%
Grade 4	141	20.1%	8.1%	7.6%
Grade 5	0	0.0%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	23	3.3%	4.7%	12.6%
Hispanic	227	32.4%	30.5%	52.6%
White	424	60.5%	53.0%	27.4%
American Indian	1	0.1%	0.3%	0.4%
Asian	6	0.9%	7.5%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	20	2.9%	4.0%	2.4%
Economically Disadvantaged	324	46.2%	24.1%	60.6%
Non-Educationally Disadvantaged	377	53.8%	75.9%	39.4%
Section 504 Students	28	4.0%	6.0%	6.5%
English Learners (EL)	116	16.5%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	0.7%	1.4%
Students w/ Dyslexia	14	2.0%	2.1%	3.6%
At-Risk	305	43.5%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	75			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	30.1%	42.4%
Students with Physical Disabilities	38	50.7%	20.0%	21.9%
Students with Autism	*	*	15.2%	13.7%
Students with Behavioral Disabilities	16	21.3%	30.9%	20.6%
Students with Non-Categorical Early Childhood	10	13.3%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	89	16.1%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 701
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	5	0.9%		
Hispanic	40	7.2%		
White	42	7.6%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.4%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.0%	1.7%	0.0%	3.8%	6.2%
Grade 1	2.3%	1.8%	3.1%	23.5%	4.2%	5.5%
Grade 2	2.1%	0.8%	1.8%	0.0%	1.7%	2.3%
Grade 3	0.8%	0.3%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	20.2	18.9
Grade 1	18.5	19.2	18.8
Grade 2	19.1	19.9	18.7
Grade 3	20.6	21.9	18.9
Grade 4	27.5	22.9	19.2
Grade 5	-	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	20.7	16.6
Foreign Languages	-	21.1	18.9
Mathematics	-	23.6	17.8
Science	-	24.2	18.9
Social Studies	-	25.5	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 701
Grade Span: EE - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	65.0	100.0%	100.0%	100.0%
Professional Staff:	55.3	85.0%	60.4%	64.1%
Teachers	48.2	74.1%	48.4%	49.8%
Professional Support	5.1	7.9%	8.2%	10.1%
Campus Administration (School Leadership)	2.0	3.1%	2.6%	3.0%
Educational Aides:	9.7	15.0%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	12.5	19.3%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.5%	10.6%
Hispanic	8.2	17.1%	11.9%	27.7%
White	39.1	81.1%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.8	1.7%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	1.0	2.1%	16.7%	23.8%
Females	47.2	97.9%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	32.3	67.0%	73.0%	73.6%
Masters	15.9	33.0%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.0%	7.0%
1-5 Years Experience	14.8	30.8%	22.9%	28.9%
6-10 Years Experience	6.3	13.0%	26.5%	19.0%
11-20 Years Experience	14.3	29.6%	34.1%	29.3%
Over 20 Years Experience	12.8	26.6%	13.5%	15.7%
Number of Students per Teacher	14.6	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 701
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	16.0	7.8	6.3
Average Years Experience of Principals with District	16.0	5.7	5.4
Average Years Experience of Assistant Principals	11.0	7.5	5.3
Average Years Experience of Assistant Principals with District	11.0	6.2	4.7
Average Years Experience of Teachers:	12.6	11.5	11.1
Average Years Experience of Teachers with District:	6.0	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,341	\$47,218
1-5 Years Experience	\$55,473	\$54,556	\$50,408
6-10 Years Experience	\$57,030	\$57,013	\$52,786
11-20 Years Experience	\$59,129	\$59,511	\$56,041
Over 20 Years Experience	\$65,290	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$59,368	\$58,431	\$54,122
Professional Support	\$65,553	\$68,966	\$64,069
Campus Administration (School Leadership)	\$94,340	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 701
 Grade Span: EE - 04
 School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	113	16.1%	9.8%	19.7%
Career & Technical Education	0	0.0%	30.3%	26.3%
Gifted & Talented Education	29	4.1%	9.5%	8.1%
Special Education	75	10.7%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	6.0	12.5%	5.3%	6.4%
Career & Technical Education	0.0	0.0%	4.6%	4.9%
Compensatory Education	0.2	0.5%	0.5%	2.7%
Gifted & Talented Education	0.7	1.4%	0.8%	2.0%
Regular Education	36.8	76.4%	70.6%	71.4%
Special Education	4.4	9.2%	7.8%	9.1%
Other	0.0	0.0%	10.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **LAKEWOOD EL**

Campus Number: **101921103**

2019 Accountability Rating: **A**

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 841
 Grade Span: EE - 04
 School Type: Elementary

				African			American			Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL	
				State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	Enrolled	Continu-	(Current
																Enrolled	ously	&
																Disadv	Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																		
Grade 3 Reading																		
At Approaches Grade Level or Above	2019	76%	88%	85%	86%	80%	87%	*	93%	-	80%	70%	83%	88%	75%	73%	89%	
	2018	77%	92%	87%	89%	78%	89%	-	93%	-	*	33%	*	90%	81%	80%	79%	
At Meets Grade Level or Above	2019	45%	62%	54%	71%	38%	59%	*	57%	-	60%	30%	67%	56%	44%	30%	39%	
	2018	43%	64%	52%	67%	30%	58%	-	50%	-	*	33%	*	52%	50%	28%	36%	
At Masters Grade Level	2019	27%	42%	32%	43%	24%	34%	*	29%	-	60%	10%	50%	34%	25%	17%	33%	
	2018	25%	42%	31%	44%	15%	35%	-	29%	-	*	17%	*	32%	28%	4%	14%	
Grade 3 Mathematics																		
At Approaches Grade Level or Above	2019	79%	90%	95%	86%	93%	96%	*	100%	-	80%	85%	83%	94%	97%	93%	100%	
	2018	78%	91%	92%	100%	89%	91%	-	93%	-	*	50%	*	93%	89%	85%	93%	
At Meets Grade Level or Above	2019	49%	66%	70%	57%	56%	75%	*	86%	-	80%	55%	83%	72%	64%	53%	72%	
	2018	47%	69%	74%	80%	61%	77%	-	79%	-	*	25%	*	75%	70%	62%	71%	
At Masters Grade Level	2019	25%	38%	39%	43%	31%	42%	*	50%	-	40%	20%	67%	42%	31%	30%	44%	
	2018	23%	41%	43%	20%	29%	48%	-	57%	-	*	25%	*	44%	38%	35%	43%	
Grade 4 Reading																		
At Approaches Grade Level or Above	2019	75%	89%	89%	87%	77%	94%	-	92%	-	*	50%	*	90%	87%	71%	81%	
	2018	73%	92%	90%	78%	85%	92%	*	100%	-	100%	63%	100%	89%	93%	86%	81%	
At Meets Grade Level or Above	2019	44%	63%	63%	73%	48%	66%	-	69%	-	*	25%	*	61%	65%	51%	44%	
	2018	46%	72%	69%	44%	72%	66%	*	81%	-	100%	50%	80%	71%	66%	40%	56%	
At Masters Grade Level	2019	22%	37%	33%	40%	26%	36%	-	23%	-	*	0%	*	37%	26%	20%	25%	
	2018	24%	43%	43%	33%	43%	41%	*	56%	-	71%	25%	40%	47%	36%	17%	38%	
Grade 4 Mathematics																		
At Approaches Grade Level or Above	2019	75%	92%	94%	87%	97%	95%	-	92%	-	*	67%	*	95%	93%	86%	94%	
	2018	78%	94%	94%	89%	88%	96%	*	100%	-	100%	67%	100%	95%	92%	86%	89%	
At Meets Grade Level or Above	2019	48%	70%	81%	80%	71%	84%	-	92%	-	*	50%	*	83%	78%	69%	75%	
	2018	49%	72%	75%	56%	68%	75%	*	100%	-	100%	50%	100%	82%	62%	50%	67%	
At Masters Grade Level	2019	28%	47%	58%	40%	48%	65%	-	69%	-	*	33%	*	61%	52%	40%	56%	
	2018	27%	47%	50%	22%	44%	46%	*	94%	-	71%	39%	40%	57%	37%	28%	61%	
Grade 4 Writing																		
At Approaches Grade Level or Above	2019	67%	83%	83%	80%	71%	89%	-	85%	-	*	25%	*	84%	83%	71%	88%	
	2018	63%	82%	85%	56%	85%	84%	*	94%	-	100%	67%	80%	85%	83%	68%	83%	
At Meets Grade Level or Above	2019	35%	52%	51%	40%	42%	55%	-	62%	-	*	8%	*	53%	48%	41%	50%	
	2018	39%	59%	62%	44%	54%	62%	*	75%	-	100%	50%	80%	62%	61%	38%	67%	
At Masters Grade Level	2019	11%	18%	12%	0%	6%	16%	-	15%	-	*	0%	*	15%	7%	6%	6%	
	2018	11%	19%	19%	22%	17%	15%	*	44%	-	43%	11%	20%	19%	20%	12%	17%	
All Grades All Subjects																		
At Approaches Grade Level or Above	2019	78%	91%	89%	85%	84%	92%	*	93%	-	84%	63%	89%	90%	87%	79%	90%	
	2018	77%	91%	90%	83%	86%	90%	*	96%	-	100%	61%	94%	90%	88%	81%	85%	
At Meets Grade Level or Above	2019	50%	70%	64%	64%	50%	68%	*	73%	-	63%	36%	83%	65%	60%	49%	56%	
	2018	48%	70%	67%	59%	60%	68%	*	78%	-	89%	45%	76%	69%	62%	44%	60%	

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 841
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	41%	35%	31%	27%	39%	*	37%	-	42%	13%	67%	38%	28%	23%	33%
	2018	22%	40%	37%	28%	31%	37%	*	57%	-	56%	24%	29%	40%	31%	19%	35%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	87%	86%	79%	90%	*	93%	-	88%	63%	88%	89%	82%	72%	85%
	2018	74%	90%	89%	83%	82%	90%	*	97%	-	100%	55%	100%	89%	88%	83%	80%
At Meets Grade Level or Above	2019	48%	68%	58%	73%	42%	62%	*	63%	-	50%	28%	75%	58%	56%	42%	41%
	2018	46%	69%	62%	56%	57%	63%	*	67%	-	80%	45%	67%	62%	60%	35%	47%
At Masters Grade Level	2019	21%	37%	32%	41%	25%	35%	*	26%	-	50%	6%	63%	35%	26%	18%	29%
	2018	19%	36%	38%	39%	32%	39%	*	43%	-	60%	23%	33%	41%	33%	12%	27%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	95%	86%	95%	96%	*	96%	-	88%	78%	88%	94%	95%	89%	97%
	2018	81%	94%	93%	95%	88%	94%	*	97%	-	100%	62%	100%	94%	91%	85%	91%
At Meets Grade Level or Above	2019	52%	73%	75%	73%	62%	80%	*	89%	-	75%	53%	88%	77%	72%	62%	74%
	2018	50%	74%	75%	68%	65%	76%	*	90%	-	90%	42%	83%	79%	65%	55%	69%
At Masters Grade Level	2019	26%	46%	48%	41%	38%	53%	*	59%	-	38%	25%	75%	50%	43%	35%	50%
	2018	24%	45%	47%	21%	38%	47%	*	77%	-	60%	35%	33%	51%	37%	31%	53%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	83%	80%	71%	89%	-	85%	-	*	25%	*	84%	83%	71%	88%
	2018	66%	84%	85%	56%	85%	84%	*	94%	-	100%	67%	80%	85%	83%	68%	83%
At Meets Grade Level or Above	2019	38%	59%	51%	40%	42%	55%	-	62%	-	*	8%	*	53%	48%	41%	50%
	2018	41%	62%	62%	44%	54%	62%	*	75%	-	100%	50%	80%	62%	61%	38%	67%
At Masters Grade Level	2019	14%	27%	12%	0%	6%	16%	-	15%	-	*	0%	*	15%	7%	6%	6%
	2018	13%	26%	19%	22%	17%	15%	*	44%	-	43%	11%	20%	19%	20%	12%	17%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 841
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	73	75	80	69	-	73	-	*	71	*	74	70	61	91
	2018	63	73	76	75	87	68	*	88	-	71	70	70	74	78	77	79
Grade 4 Mathematics	2019	65	75	83	83	75	85	-	88	-	*	71	*	82	87	73	78
	2018	65	78	77	63	71	77	*	94	-	86	62	70	79	71	71	67
All Grades Both Subjects	2019	69	76	78	79	78	77	-	81	-	92	71	*	78	79	67	84
	2018	69	77	76	69	79	73	*	91	-	79	66	70	77	75	74	72
All Grades ELA/Reading	2019	68	74	73	75	80	69	-	73	-	*	71	*	74	70	61	91
	2018	69	75	76	75	87	68	*	88	-	71	70	70	74	78	77	79
All Grades Mathematics	2019	70	78	83	83	75	85	-	88	-	*	71	*	82	87	73	78
	2018	70	78	77	63	71	77	*	94	-	86	62	70	79	71	71	67

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 841
 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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	47%	*	43%	67%	-	*	-	-	33%	0%	*
	2018	38%	54%	38%	*	*	*	-	-	-	-	*	*	*
Mathematics	2019	45%	58%	50%	*	*	50%	-	*	-	-	40%	50%	*
	2018	47%	61%	50%	*	*	71%	-	-	-	-	*	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 841
 Grade Span: EE - 04
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	89%	-	-	-	-	-	79%	79%	-	-	79%	79%
	2018	77%	91%	90%	-	-	-	-	-	66%	70%	*	100%	66%	70%
At Meets Grade Level or Above	2019	50%	70%	64%	-	-	-	-	-	39%	39%	-	-	39%	39%
	2018	48%	70%	67%	-	-	-	-	-	31%	33%	*	40%	31%	33%
At Masters Grade Level	2019	24%	41%	35%	-	-	-	-	-	21%	21%	-	-	21%	21%
	2018	22%	40%	37%	-	-	-	-	-	11%	12%	*	40%	11%	15%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	87%	-	-	-	-	-	69%	69%	-	-	69%	69%
	2018	74%	90%	89%	-	-	-	-	-	54%	58%	*	*	54%	60%
At Meets Grade Level or Above	2019	48%	68%	58%	-	-	-	-	-	25%	25%	-	-	25%	25%
	2018	46%	69%	62%	-	-	-	-	-	8%	8%	*	*	8%	7%
At Masters Grade Level	2019	21%	37%	32%	-	-	-	-	-	13%	13%	-	-	13%	13%
	2018	19%	36%	38%	-	-	-	-	-	8%	8%	*	*	8%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	95%	-	-	-	-	-	94%	94%	-	-	94%	94%
	2018	81%	94%	93%	-	-	-	-	-	80%	86%	*	*	80%	82%
At Meets Grade Level or Above	2019	52%	73%	75%	-	-	-	-	-	69%	69%	-	-	69%	69%
	2018	50%	74%	75%	-	-	-	-	-	47%	50%	*	*	47%	53%
At Masters Grade Level	2019	26%	46%	48%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	24%	45%	47%	-	-	-	-	-	20%	21%	*	*	20%	29%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	83%	-	-	-	-	-	67%	67%	-	-	67%	67%
	2018	66%	84%	85%	-	-	-	-	-	57%	57%	-	*	57%	63%
At Meets Grade Level or Above	2019	38%	59%	51%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	41%	62%	62%	-	-	-	-	-	43%	43%	-	*	43%	38%
At Masters Grade Level	2019	14%	27%	12%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	13%	26%	19%	-	-	-	-	-	0%	0%	-	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	78%	-	-	-	-	-	88%	88%	-	-	88%	88%
	2018	69%	77%	76%	-	-	-	-	-	50%	50%	-	*	50%	58%
All Grades ELA/Reading	2019	68%	74%	73%	-	-	-	-	-	92%	92%	-	-	92%	92%
	2018	69%	75%	76%	-	-	-	-	-	*	*	-	*	*	*
All Grades Mathematics	2019	70%	78%	83%	-	-	-	-	-	83%	83%	-	-	83%	83%
	2018	70%	78%	77%	-	-	-	-	-	36%	36%	-	*	36%	44%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	47%	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	54%	38%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	58%	50%	-	-	-	-	-	*	*	-	-	*	*
	2018	47%	61%	50%	-	-	-	-	-	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 841
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	99%	*	100%	-	100%	100%	99%	100%
Included in Accountability	94%	96%	93%	92%	96%	94%	*	85%	-	90%	90%	94%	86%
Not Included in Accountability													
Mobile	4%	4%	6%	8%	4%	5%	*	15%	-	10%	10%	5%	14%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	1%	*	0%	-	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	1%	*	0%	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	*	100%	-	100%	100%	99%	100%
Included in Accountability	94%	95%	95%	90%	92%	96%	*	94%	-	100%	85%	96%	83%
Not Included in Accountability													
Mobile	4%	4%	5%	10%	7%	4%	*	6%	-	0%	15%	3%	17%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	1%	0%	*	0%	-	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	1%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 841
 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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	96.9%	97.5%	96.8%	96.6%	*	98.1%	-	96.8%	96.6%	96.1%	97.6%
2016-17	95.7%	96.5%	97.3%	97.9%	96.9%	97.2%	*	98.0%	-	97.8%	97.2%	96.8%	97.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 841
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 841
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 841
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 841
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 841
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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 841
 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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 841
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 841
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	841	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	8	1.0%	0.3%	0.3%
Pre-Kindergarten	51	6.1%	1.5%	4.4%
Kindergarten	154	18.3%	7.5%	6.9%
Grade 1	168	20.0%	7.8%	7.1%
Grade 2	159	18.9%	7.9%	7.2%
Grade 3	158	18.8%	7.8%	7.3%
Grade 4	143	17.0%	8.1%	7.6%
Grade 5	0	0.0%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	45	5.4%	4.7%	12.6%
Hispanic	200	23.8%	30.5%	52.6%
White	446	53.0%	53.0%	27.4%
American Indian	1	0.1%	0.3%	0.4%
Asian	107	12.7%	7.5%	4.5%
Pacific Islander	1	0.1%	0.1%	0.2%
Two or More Races	41	4.9%	4.0%	2.4%
Economically Disadvantaged	177	21.0%	24.1%	60.6%
Non-Educationally Disadvantaged	664	79.0%	75.9%	39.4%
Section 504 Students	18	2.1%	6.0%	6.5%
English Learners (EL)	88	10.5%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	0.7%	1.4%
Students w/ Dyslexia	8	1.0%	2.1%	3.6%
At-Risk	216	25.7%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	78			
By Type of Primary Disability				
Students with Intellectual Disabilities	8	10.3%	30.1%	42.4%
Students with Physical Disabilities	40	51.3%	20.0%	21.9%
Students with Autism	6	7.7%	15.2%	13.7%
Students with Behavioral Disabilities	17	21.8%	30.9%	20.6%
Students with Non-Categorical Early Childhood	7	9.0%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	51	7.8%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 841
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	3	0.5%		
Hispanic	15	2.3%		
White	24	3.7%		
American Indian	0	0.0%		
Asian	7	1.1%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.3%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.7%	1.0%	1.7%	0.0%	3.8%	6.2%
Grade 1	0.0%	1.8%	3.1%	0.0%	4.2%	5.5%
Grade 2	0.0%	0.8%	1.8%	0.0%	1.7%	2.3%
Grade 3	0.8%	0.3%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.6	20.2	18.9
Grade 1	20.7	19.2	18.8
Grade 2	22.3	19.9	18.7
Grade 3	21.9	21.9	18.9
Grade 4	23.0	22.9	19.2
Grade 5	-	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	20.7	16.6
Foreign Languages	-	21.1	18.9
Mathematics	-	23.6	17.8
Science	-	24.2	18.9
Social Studies	-	25.5	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 841
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	66.0	100.0%	100.0%	100.0%
Professional Staff:	56.2	85.2%	60.4%	64.1%
Teachers	48.8	73.9%	48.4%	49.8%
Professional Support	5.5	8.3%	8.2%	10.1%
Campus Administration (School Leadership)	2.0	3.0%	2.6%	3.0%
Educational Aides:	9.8	14.8%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	5.5	8.3%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	2.1%	2.5%	10.6%
Hispanic	2.0	4.1%	11.9%	27.7%
White	43.8	89.7%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	1.0	2.1%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.1%	1.0%	1.1%
Males	4.3	8.9%	16.7%	23.8%
Females	44.4	91.1%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	41.8	85.6%	73.0%	73.6%
Masters	7.0	14.4%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.1%	3.0%	7.0%
1-5 Years Experience	10.0	20.5%	22.9%	28.9%
6-10 Years Experience	13.8	28.2%	26.5%	19.0%
11-20 Years Experience	15.0	30.8%	34.1%	29.3%
Over 20 Years Experience	9.0	18.5%	13.5%	15.7%
Number of Students per Teacher	17.2	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 841
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.8	6.3
Average Years Experience of Principals with District	4.0	5.7	5.4
Average Years Experience of Assistant Principals	6.0	7.5	5.3
Average Years Experience of Assistant Principals with District	4.0	6.2	4.7
Average Years Experience of Teachers:	12.7	11.5	11.1
Average Years Experience of Teachers with District:	6.8	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,000	\$55,341	\$47,218
1-5 Years Experience	\$55,204	\$54,556	\$50,408
6-10 Years Experience	\$57,098	\$57,013	\$52,786
11-20 Years Experience	\$56,930	\$59,511	\$56,041
Over 20 Years Experience	\$66,507	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$58,331	\$58,431	\$54,122
Professional Support	\$64,125	\$68,966	\$64,069
Campus Administration (School Leadership)	\$81,883	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 841
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	84	10.0%	9.8%	19.7%
Career & Technical Education	0	0.0%	30.3%	26.3%
Gifted & Talented Education	51	6.1%	9.5%	8.1%
Special Education	78	9.3%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.6	1.2%	5.3%	6.4%
Career & Technical Education	0.0	0.0%	4.6%	4.9%
Compensatory Education	1.1	2.3%	0.5%	2.7%
Gifted & Talented Education	0.3	0.6%	0.8%	2.0%
Regular Education	44.1	90.5%	70.6%	71.4%
Special Education	2.6	5.4%	7.8%	9.1%
Other	0.0	0.0%	10.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL INT**

Campus Number: **101921105**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 761
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	89%	75%	88%	92%	*	100%	-	77%	50%	100%	90%	88%	83%	84%
	2018	84%	95%	90%	75%	90%	91%	*	*	-	89%	60%	100%	91%	88%	85%	82%
At Meets Grade Level or Above	2019	54%	72%	60%	38%	54%	68%	*	80%	-	38%	26%	57%	58%	64%	48%	46%
	2018	54%	74%	58%	38%	54%	64%	*	*	-	28%	37%	25%	58%	57%	47%	37%
At Masters Grade Level	2019	29%	46%	33%	19%	30%	39%	*	60%	-	8%	2%	36%	33%	33%	22%	19%
	2018	26%	43%	27%	6%	16%	34%	*	*	-	22%	11%	0%	26%	28%	15%	14%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	98%	97%	94%	98%	95%	*	100%	-	100%	80%	100%	96%	97%	96%	98%
	2018	91%	97%	95%	81%	94%	97%	*	*	-	94%	85%	100%	98%	90%	93%	88%
At Meets Grade Level or Above	2019	58%	78%	73%	44%	75%	73%	*	100%	-	69%	39%	71%	74%	73%	63%	68%
	2018	58%	77%	67%	38%	63%	72%	*	*	-	67%	50%	50%	71%	61%	62%	46%
At Masters Grade Level	2019	36%	58%	52%	38%	45%	56%	*	80%	-	54%	12%	43%	52%	51%	38%	40%
	2018	30%	48%	32%	13%	28%	35%	*	*	-	28%	18%	13%	32%	31%	25%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	90%	88%	69%	87%	90%	*	100%	-	85%	53%	86%	89%	86%	83%	86%
	2018	76%	88%	82%	69%	74%	88%	*	*	-	88%	51%	100%	83%	82%	71%	58%
At Meets Grade Level or Above	2019	49%	72%	66%	38%	64%	70%	*	80%	-	54%	32%	57%	64%	69%	56%	60%
	2018	41%	58%	45%	19%	31%	54%	*	*	-	53%	33%	38%	46%	43%	33%	20%
At Masters Grade Level	2019	24%	42%	36%	19%	35%	37%	*	60%	-	31%	16%	43%	37%	33%	25%	32%
	2018	17%	31%	20%	13%	9%	27%	*	*	-	18%	13%	0%	19%	22%	11%	6%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	85%	78%	72%	72%	84%	*	80%	-	59%	51%	100%	78%	78%	68%	56%
	2018	69%	88%	79%	69%	76%	82%	*	60%	-	83%	48%	63%	77%	82%	69%	70%
At Meets Grade Level or Above	2019	37%	59%	50%	33%	40%	57%	*	80%	-	47%	26%	57%	49%	50%	36%	25%
	2018	39%	62%	50%	31%	46%	53%	*	60%	-	67%	30%	25%	52%	48%	36%	41%
At Masters Grade Level	2019	18%	33%	22%	6%	16%	28%	*	20%	-	24%	0%	29%	24%	19%	14%	6%
	2018	19%	37%	27%	8%	26%	29%	*	0%	-	33%	15%	0%	27%	27%	19%	15%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	95%	90%	78%	88%	93%	*	80%	-	94%	51%	100%	94%	83%	85%	81%
	2018	77%	94%	89%	64%	86%	92%	*	100%	-	92%	77%	88%	90%	88%	80%	78%
At Meets Grade Level or Above	2019	47%	73%	59%	33%	53%	66%	*	80%	-	47%	35%	86%	61%	56%	45%	32%
	2018	44%	73%	64%	29%	56%	68%	*	100%	-	75%	35%	25%	65%	61%	43%	50%
At Masters Grade Level	2019	21%	43%	24%	0%	18%	30%	*	80%	-	12%	12%	14%	24%	24%	15%	7%
	2018	18%	44%	34%	21%	29%	37%	*	20%	-	42%	13%	13%	37%	29%	20%	31%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	88%	77%	87%	91%	100%	92%	-	82%	57%	96%	89%	87%	83%	83%
	2018	77%	91%	87%	72%	84%	90%	86%	79%	-	90%	65%	90%	88%	86%	80%	75%
At Meets Grade Level or Above	2019	50%	70%	62%	37%	57%	66%	93%	84%	-	51%	31%	64%	61%	63%	50%	48%
	2018	48%	70%	57%	31%	50%	62%	86%	74%	-	56%	38%	33%	59%	54%	45%	39%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 761
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	41%	33%	15%	29%	37%	57%	60%	-	25%	8%	36%	34%	32%	23%	22%
	2018	22%	40%	28%	12%	21%	33%	57%	32%	-	27%	14%	5%	28%	27%	18%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	84%	74%	80%	88%	100%	90%	-	67%	51%	100%	84%	83%	75%	73%
	2018	74%	90%	85%	72%	83%	87%	*	75%	-	87%	55%	81%	85%	85%	78%	77%
At Meets Grade Level or Above	2019	48%	68%	55%	35%	47%	62%	80%	80%	-	43%	26%	57%	53%	57%	42%	37%
	2018	46%	69%	54%	34%	50%	59%	*	63%	-	43%	34%	25%	55%	53%	42%	39%
At Masters Grade Level	2019	21%	37%	28%	12%	23%	33%	40%	40%	-	17%	1%	33%	28%	26%	18%	13%
	2018	19%	36%	27%	7%	20%	32%	*	25%	-	27%	13%	0%	27%	27%	17%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	93%	85%	93%	94%	100%	90%	-	97%	65%	100%	95%	91%	90%	91%
	2018	81%	94%	92%	73%	90%	95%	*	88%	-	93%	82%	94%	94%	89%	87%	83%
At Meets Grade Level or Above	2019	52%	73%	66%	38%	65%	69%	100%	90%	-	57%	37%	76%	67%	65%	54%	53%
	2018	50%	74%	65%	33%	59%	70%	*	88%	-	70%	44%	38%	68%	61%	53%	48%
At Masters Grade Level	2019	26%	46%	37%	18%	32%	42%	60%	80%	-	30%	12%	33%	37%	38%	26%	26%
	2018	24%	45%	33%	17%	29%	36%	*	38%	-	33%	15%	13%	34%	30%	23%	26%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	88%	69%	87%	90%	*	100%	-	85%	53%	86%	89%	86%	83%	86%
	2018	80%	91%	82%	69%	74%	88%	*	*	-	88%	51%	100%	83%	82%	71%	58%
At Meets Grade Level or Above	2019	54%	74%	66%	38%	64%	70%	*	80%	-	54%	32%	57%	64%	69%	56%	60%
	2018	51%	70%	45%	19%	31%	54%	*	*	-	53%	33%	38%	46%	43%	33%	20%
At Masters Grade Level	2019	25%	42%	36%	19%	35%	37%	*	60%	-	31%	16%	43%	37%	33%	25%	32%
	2018	23%	39%	20%	13%	9%	27%	*	*	-	18%	13%	0%	19%	22%	11%	6%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 761
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	82	78	65	84	78	*	70	-	58	73	86	76	82	77	79
	2018	80	82	73	57	69	76	*	*	-	68	78	64	72	74	73	67
Grade 5 Mathematics	2019	83	87	92	96	93	90	*	100	-	100	98	86	91	94	91	92
	2018	81	79	80	96	77	79	*	*	-	94	93	94	80	79	79	78
Grade 6 ELA/Reading	2019	42	55	56	53	58	54	*	20	-	67	46	86	56	56	51	46
	2018	47	60	56	50	59	56	*	40	-	55	46	25	55	57	53	54
Grade 6 Mathematics	2019	54	72	61	74	64	59	*	80	-	53	54	79	63	58	59	54
	2018	56	73	68	58	69	69	*	70	-	68	68	44	68	69	60	68
All Grades Both Subjects	2019	69	76	71	71	74	69	75	68	-	68	66	85	70	73	69	70
	2018	69	77	70	66	69	70	67	72	-	73	73	56	69	70	67	68
All Grades ELA/Reading	2019	68	74	66	58	69	65	*	45	-	63	58	86	64	69	62	60
	2018	69	75	64	54	64	66	*	63	-	63	64	43	64	66	63	59
All Grades Mathematics	2019	70	78	76	84	79	73	*	90	-	73	74	83	76	77	75	76
	2018	70	78	74	78	73	74	*	81	-	83	82	69	74	74	70	73

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 761
 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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	42%	30%	40%	52%	*	-	-	14%	27%	34%	28%
	2018	38%	54%	48%	*	64%	44%	*	*	-	*	36%	50%	67%
Mathematics	2019	45%	58%	72%	67%	76%	67%	*	*	-	*	64%	73%	65%
	2018	47%	61%	66%	55%	67%	71%	-	*	-	*	58%	64%	67%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	84%	63%	82%	87%	*	*	-	62%	24%	75%	75%
Students Requiring Accelerated Instruction														
	2019	22%	9%	16%	38%	18%	13%	*	*	-	38%	76%	25%	25%
STAAR Cumulative Met Standard														
	2019	86%	95%	90%	75%	88%	93%	*	*	-	77%	34%	83%	82%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	100%	*	100%	*	-	-	-	*	-	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	27%	33%	*	38%	*	-	-	-	*	-	30%	33%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	95%	91%	69%	92%	92%	*	*	-	85%	48%	88%	91%
Students Requiring Accelerated Instruction														
	2019	17%	5%	9%	31%	8%	8%	*	*	-	15%	52%	12%	9%
STAAR Cumulative Met Standard														
	2019	90%	98%	97%	94%	98%	96%	*	*	-	100%	72%	96%	97%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	*	100%	-	-	*	-	*	-	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	36%	44%	*	50%	-	-	*	-	-	*	43%	40%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 761
 Grade Span: 05 - 06
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	88%	80%	-	-	-	80%	69%	69%	-	*	78%	78%
	2018	77%	91%	87%	68%	-	57%	-	73%	71%	78%	64%	*	69%	69%
At Meets Grade Level or Above	2019	50%	70%	62%	41%	-	-	-	41%	43%	43%	-	*	41%	42%
	2018	48%	70%	57%	24%	-	20%	-	26%	40%	43%	36%	*	27%	27%
At Masters Grade Level	2019	24%	41%	33%	19%	-	-	-	19%	18%	18%	-	*	19%	19%
	2018	22%	40%	28%	9%	-	9%	-	9%	10%	13%	8%	*	10%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	84%	67%	-	-	-	67%	58%	58%	-	*	65%	65%
	2018	74%	90%	85%	64%	-	43%	-	76%	87%	78%	100%	*	68%	69%
At Meets Grade Level or Above	2019	48%	68%	55%	30%	-	-	-	30%	23%	23%	-	*	28%	29%
	2018	46%	69%	54%	23%	-	13%	-	29%	40%	33%	50%	*	26%	26%
At Masters Grade Level	2019	21%	37%	28%	11%	-	-	-	11%	4%	4%	-	*	10%	10%
	2018	19%	36%	27%	8%	-	4%	-	11%	7%	0%	17%	*	8%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	93%	91%	-	-	-	91%	77%	77%	-	*	88%	88%
	2018	81%	94%	92%	81%	-	68%	-	89%	76%	82%	70%	*	80%	80%
At Meets Grade Level or Above	2019	52%	73%	66%	45%	-	-	-	45%	54%	54%	-	*	47%	48%
	2018	50%	74%	65%	30%	-	26%	-	33%	57%	64%	50%	*	36%	35%
At Masters Grade Level	2019	26%	46%	37%	23%	-	-	-	23%	27%	27%	-	*	24%	23%
	2018	24%	45%	33%	13%	-	13%	-	13%	19%	27%	10%	*	14%	14%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	88%	84%	-	-	-	84%	77%	77%	-	*	83%	83%
	2018	80%	91%	82%	53%	-	-	-	53%	42%	*	33%	*	51%	50%
At Meets Grade Level or Above	2019	54%	74%	66%	52%	-	-	-	52%	62%	62%	-	*	53%	54%
	2018	51%	70%	45%	16%	-	-	-	16%	8%	*	11%	*	14%	14%
At Masters Grade Level	2019	25%	42%	36%	27%	-	-	-	27%	31%	31%	-	*	27%	27%
	2018	23%	39%	20%	4%	-	-	-	4%	0%	*	0%	*	4%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	71%	73%	-	-	-	73%	70%	70%	-	*	72%	72%
	2018	69%	77%	70%	67%	-	58%	-	74%	77%	63%	93%	*	69%	69%
All Grades ELA/Reading	2019	68%	74%	66%	58%	-	-	-	58%	59%	59%	-	*	59%	59%
	2018	69%	75%	64%	61%	-	47%	-	85%	83%	71%	100%	*	68%	69%
All Grades Mathematics	2019	70%	78%	76%	79%	-	-	-	79%	80%	80%	-	*	79%	79%
	2018	70%	78%	74%	69%	-	65%	-	72%	72%	56%	89%	*	69%	70%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	42%	29%	-	-	-	29%	25%	25%	-	-	28%	28%
	2018	38%	54%	48%	56%	-	*	-	*	*	*	*	*	64%	67%
Mathematics	2019	45%	58%	72%	73%	-	-	-	73%	50%	50%	-	-	65%	65%
	2018	47%	61%	66%	69%	-	*	-	82%	*	*	*	-	67%	67%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 761
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	94%	97%	93%	95%	100%	100%	-	89%	90%	92%	94%
Not Included in Accountability													
Mobile	4%	4%	5%	3%	6%	5%	0%	0%	-	11%	7%	7%	4%
Other Exclusions	1%	1%	1%	0%	1%	1%	0%	0%	-	0%	3%	1%	1%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	99%	100%	100%	100%
Included in Accountability	94%	95%	92%	87%	90%	94%	100%	76%	-	99%	90%	90%	89%
Not Included in Accountability													
Mobile	4%	4%	7%	13%	8%	6%	0%	24%	-	0%	6%	9%	8%
Other Exclusions	1%	1%	1%	0%	2%	0%	0%	0%	-	0%	4%	1%	3%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	1%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	1%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 761
 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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	96.3%	96.6%	96.4%	96.1%	*	96.4%	-	96.7%	95.1%	96.0%	96.8%
2016-17	95.7%	96.5%	96.1%	96.0%	96.7%	95.8%	*	98.3%	-	95.7%	94.8%	96.0%	97.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 761
 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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 761
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 761
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 761
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 761
 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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 761
 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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 761
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 761
Grade Span: 05 - 06
School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	761	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	0	0.0%	7.5%	6.9%
Grade 1	0	0.0%	7.8%	7.1%
Grade 2	0	0.0%	7.9%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	0	0.0%	8.1%	7.6%
Grade 5	369	48.5%	8.2%	7.7%
Grade 6	392	51.5%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	34	4.5%	4.7%	12.6%
Hispanic	279	36.7%	30.5%	52.6%
White	400	52.6%	53.0%	27.4%
American Indian	5	0.7%	0.3%	0.4%
Asian	11	1.4%	7.5%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	32	4.2%	4.0%	2.4%
Economically Disadvantaged	336	44.2%	24.1%	60.6%
Non-Educationally Disadvantaged	425	55.8%	75.9%	39.4%
Section 504 Students	66	8.7%	6.0%	6.5%
English Learners (EL)	124	16.3%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	5	0.6%	0.7%	1.4%
Students w/ Dyslexia	34	4.5%	2.1%	3.6%
At-Risk	273	35.9%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	89			
By Type of Primary Disability				
Students with Intellectual Disabilities	35	39.3%	30.1%	42.4%
Students with Physical Disabilities	11	12.4%	20.0%	21.9%
Students with Autism	5	5.6%	15.2%	13.7%
Students with Behavioral Disabilities	38	42.7%	30.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	104	12.8%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 761
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	8	1.0%		
Hispanic	41	5.0%		
White	50	6.1%		
American Indian	0	0.0%		
Asian	3	0.4%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.2%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.7%	-	3.8%	6.2%
Grade 1	-	1.8%	3.1%	-	4.2%	5.5%
Grade 2	-	0.8%	1.8%	-	1.7%	2.3%
Grade 3	-	0.3%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	0.3%	0.2%	0.5%	4.3%	1.7%	0.6%
Grade 6	0.0%	0.5%	0.4%	2.8%	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	18.9
Grade 1	-	19.2	18.8
Grade 2	-	19.9	18.7
Grade 3	-	21.9	18.9
Grade 4	-	22.9	19.2
Grade 5	21.8	23.9	21.2
Grade 6	20.8	23.4	20.4
Secondary:			
English/Language Arts	-	20.7	16.6
Foreign Languages	-	21.1	18.9
Mathematics	-	23.6	17.8
Science	-	24.2	18.9
Social Studies	-	25.5	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 761
Grade Span: 05 - 06
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	80.3	100.0%	100.0%	100.0%
Professional Staff:	65.7	81.9%	60.4%	64.1%
Teachers	57.3	71.4%	48.4%	49.8%
Professional Support	5.4	6.8%	8.2%	10.1%
Campus Administration (School Leadership)	3.0	3.7%	2.6%	3.0%
Educational Aides:	14.6	18.1%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	22.0	27.4%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.0	5.2%	2.5%	10.6%
Hispanic	11.3	19.7%	11.9%	27.7%
White	42.0	73.3%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.7%	1.0%	1.1%
Males	7.2	12.6%	16.7%	23.8%
Females	50.0	87.4%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	46.3	80.9%	73.0%	73.6%
Masters	10.9	19.1%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	5.2%	3.0%	7.0%
1-5 Years Experience	12.3	21.4%	22.9%	28.9%
6-10 Years Experience	15.3	26.8%	26.5%	19.0%
11-20 Years Experience	18.4	32.2%	34.1%	29.3%
Over 20 Years Experience	8.3	14.4%	13.5%	15.7%
Number of Students per Teacher	13.3	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 761
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.8	6.3
Average Years Experience of Principals with District	2.0	5.7	5.4
Average Years Experience of Assistant Principals	3.5	7.5	5.3
Average Years Experience of Assistant Principals with District	2.0	6.2	4.7
Average Years Experience of Teachers:	12.2	11.5	11.1
Average Years Experience of Teachers with District:	6.0	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,000	\$55,341	\$47,218
1-5 Years Experience	\$55,370	\$54,556	\$50,408
6-10 Years Experience	\$56,897	\$57,013	\$52,786
11-20 Years Experience	\$59,781	\$59,511	\$56,041
Over 20 Years Experience	\$66,511	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$58,733	\$58,431	\$54,122
Professional Support	\$64,870	\$68,966	\$64,069
Campus Administration (School Leadership)	\$78,657	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 761
 Grade Span: 05 - 06
 School Type: Middle

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	124	16.3%	9.8%	19.7%
Career & Technical Education	0	0.0%	30.3%	26.3%
Gifted & Talented Education	59	7.8%	9.5%	8.1%
Special Education	89	11.7%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	4.2	7.4%	5.3%	6.4%
Career & Technical Education	0.0	0.0%	4.6%	4.9%
Compensatory Education	0.0	0.0%	0.5%	2.7%
Gifted & Talented Education	0.2	0.4%	0.8%	2.0%
Regular Education	45.5	79.5%	70.6%	71.4%
Special Education	4.1	7.2%	7.8%	9.1%
Other	3.2	5.6%	10.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **WILLOW CREEK EL**

Campus Number: **101921107**

2019 Accountability Rating: **B**

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 776
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	85%	80%	77%	89%	*	80%	-	100%	33%	*	85%	85%	72%	75%
	2018	77%	92%	90%	88%	93%	88%	-	94%	-	100%	64%	*	91%	86%	77%	95%
At Meets Grade Level or Above	2019	45%	62%	56%	20%	40%	64%	*	56%	-	86%	20%	*	56%	56%	36%	39%
	2018	43%	64%	56%	13%	54%	56%	-	76%	-	60%	18%	*	58%	47%	33%	63%
At Masters Grade Level	2019	27%	42%	35%	0%	26%	41%	*	32%	-	71%	7%	*	39%	27%	20%	21%
	2018	25%	42%	29%	13%	25%	29%	-	41%	-	40%	0%	*	30%	25%	13%	26%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	95%	80%	89%	100%	*	88%	-	100%	60%	*	94%	95%	96%	93%
	2018	78%	91%	91%	80%	96%	88%	-	100%	-	100%	67%	*	92%	86%	78%	100%
At Meets Grade Level or Above	2019	49%	66%	70%	20%	51%	78%	*	76%	-	86%	47%	*	75%	56%	56%	57%
	2018	47%	69%	67%	40%	68%	67%	-	75%	-	80%	50%	*	69%	59%	46%	64%
At Masters Grade Level	2019	25%	38%	37%	0%	23%	39%	*	52%	-	71%	20%	*	41%	29%	24%	39%
	2018	23%	41%	35%	10%	36%	32%	-	55%	-	40%	8%	*	38%	24%	20%	45%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	89%	88%	80%	89%	91%	-	86%	-	67%	47%	*	90%	85%	74%	83%
	2018	73%	92%	96%	100%	95%	97%	-	91%	-	*	89%	*	96%	95%	96%	91%
At Meets Grade Level or Above	2019	44%	63%	58%	40%	60%	61%	-	55%	-	50%	27%	*	58%	58%	38%	48%
	2018	46%	72%	74%	86%	65%	76%	-	77%	-	*	44%	*	74%	74%	54%	74%
At Masters Grade Level	2019	22%	37%	32%	20%	26%	34%	-	36%	-	33%	20%	*	39%	17%	12%	30%
	2018	24%	43%	40%	57%	27%	40%	-	55%	-	*	22%	*	45%	26%	21%	43%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	92%	94%	100%	97%	92%	-	95%	-	83%	47%	*	94%	94%	95%	96%
	2018	78%	94%	98%	100%	95%	99%	-	100%	-	*	80%	*	98%	97%	97%	100%
At Meets Grade Level or Above	2019	48%	70%	77%	60%	77%	78%	-	82%	-	67%	33%	*	77%	75%	67%	78%
	2018	49%	72%	78%	71%	68%	78%	-	96%	-	*	20%	*	81%	69%	71%	88%
At Masters Grade Level	2019	28%	47%	48%	20%	43%	51%	-	64%	-	33%	20%	*	54%	38%	33%	48%
	2018	27%	47%	52%	29%	39%	50%	-	83%	-	*	10%	*	54%	46%	35%	68%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	83%	78%	80%	75%	80%	-	73%	-	83%	40%	*	77%	80%	62%	70%
	2018	63%	82%	83%	100%	76%	84%	-	88%	-	*	40%	*	85%	79%	74%	84%
At Meets Grade Level or Above	2019	35%	52%	46%	40%	47%	44%	-	50%	-	50%	27%	*	46%	44%	24%	43%
	2018	39%	59%	54%	29%	53%	54%	-	63%	-	*	20%	*	57%	46%	35%	56%
At Masters Grade Level	2019	11%	18%	16%	10%	19%	14%	-	23%	-	17%	0%	*	19%	11%	10%	13%
	2018	11%	19%	19%	14%	13%	18%	-	29%	-	*	0%	*	21%	13%	3%	24%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	88%	85%	85%	90%	*	84%	-	88%	45%	82%	88%	88%	79%	83%
	2018	77%	91%	92%	92%	91%	91%	-	94%	-	100%	67%	67%	92%	89%	84%	94%
At Meets Grade Level or Above	2019	50%	70%	61%	40%	55%	65%	*	64%	-	69%	31%	18%	63%	58%	44%	53%
	2018	48%	70%	66%	46%	62%	66%	-	78%	-	77%	31%	33%	68%	59%	47%	69%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 776
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	41%	34%	13%	27%	36%	*	41%	-	47%	13%	0%	38%	24%	19%	30%
	2018	22%	40%	35%	23%	28%	34%	-	53%	-	54%	8%	33%	38%	27%	18%	42%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	87%	80%	83%	90%	*	83%	-	85%	40%	80%	88%	85%	73%	78%
	2018	74%	90%	93%	93%	94%	92%	-	92%	-	100%	75%	*	94%	91%	85%	93%
At Meets Grade Level or Above	2019	48%	68%	57%	33%	50%	62%	*	55%	-	69%	23%	20%	57%	57%	37%	43%
	2018	46%	69%	65%	47%	60%	66%	-	77%	-	67%	30%	*	66%	61%	42%	69%
At Masters Grade Level	2019	21%	37%	34%	13%	26%	37%	*	34%	-	54%	13%	0%	39%	21%	15%	25%
	2018	19%	36%	35%	33%	26%	34%	-	49%	-	50%	10%	*	38%	25%	16%	36%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	94%	93%	93%	96%	*	91%	-	92%	53%	100%	94%	95%	96%	94%
	2018	81%	94%	95%	88%	95%	94%	-	100%	-	100%	73%	*	95%	92%	86%	100%
At Meets Grade Level or Above	2019	52%	73%	74%	47%	64%	78%	*	79%	-	77%	40%	20%	76%	67%	63%	67%
	2018	50%	74%	73%	53%	68%	72%	-	86%	-	83%	36%	*	75%	64%	57%	77%
At Masters Grade Level	2019	26%	46%	43%	13%	33%	46%	*	57%	-	54%	20%	0%	47%	34%	30%	43%
	2018	24%	45%	43%	18%	38%	41%	-	70%	-	50%	9%	*	46%	36%	26%	57%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	78%	80%	75%	80%	-	73%	-	83%	40%	*	77%	80%	62%	70%
	2018	66%	84%	83%	100%	76%	84%	-	88%	-	*	40%	*	85%	79%	74%	84%
At Meets Grade Level or Above	2019	38%	59%	46%	40%	47%	44%	-	50%	-	50%	27%	*	46%	44%	24%	43%
	2018	41%	62%	54%	29%	53%	54%	-	63%	-	*	20%	*	57%	46%	35%	56%
At Masters Grade Level	2019	14%	27%	16%	10%	19%	14%	-	23%	-	17%	0%	*	19%	11%	10%	13%
	2018	13%	26%	19%	14%	13%	18%	-	29%	-	*	0%	*	21%	13%	3%	24%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 776
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	70	72	72	70	-	67	-	75	57	*	74	63	59	61
	2018	63	73	80	100	74	79	-	86	-	*	78	*	81	76	76	86
Grade 4 Mathematics	2019	65	75	81	85	89	77	-	93	-	58	57	*	81	82	81	93
	2018	65	78	84	64	80	84	-	98	-	*	75	*	85	82	83	98
All Grades Both Subjects	2019	69	76	76	79	80	74	-	80	-	67	57	*	77	72	70	78
	2018	69	77	82	82	77	81	-	92	-	*	76	*	83	79	80	92
All Grades ELA/Reading	2019	68	74	70	72	72	70	-	67	-	75	57	*	74	63	59	61
	2018	69	75	80	100	74	79	-	86	-	*	78	*	81	76	76	86
All Grades Mathematics	2019	70	78	81	85	89	77	-	93	-	58	57	*	81	82	81	93
	2018	70	78	84	64	80	84	-	98	-	*	75	*	85	82	83	98

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Prior Year and Student Success Initiative

Total Students: 776
 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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	50%	*	*	44%	-	*	-	*	20%	38%	*
	2018	38%	54%	76%	*	83%	88%	-	*	-	-	*	86%	*
Mathematics	2019	45%	58%	45%	*	*	14%	-	-	-	-	33%	*	-
	2018	47%	61%	*	-	*	*	-	-	-	-	*	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 776
 Grade Span: EE - 04
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	88%	-	-	-	-	-	75%	69%	85%	40%	75%	72%
	2018	77%	91%	92%	-	-	-	-	-	86%	89%	67%	-	86%	86%
At Meets Grade Level or Above	2019	50%	70%	61%	-	-	-	-	-	34%	31%	38%	0%	34%	32%
	2018	48%	70%	66%	-	-	-	-	-	39%	44%	0%	-	39%	39%
At Masters Grade Level	2019	24%	41%	34%	-	-	-	-	-	14%	9%	23%	0%	14%	13%
	2018	22%	40%	35%	-	-	-	-	-	14%	16%	0%	-	14%	14%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	87%	-	-	-	-	-	67%	56%	83%	*	67%	66%
	2018	74%	90%	93%	-	-	-	-	-	83%	88%	*	-	83%	83%
At Meets Grade Level or Above	2019	48%	68%	57%	-	-	-	-	-	23%	22%	25%	*	23%	22%
	2018	46%	69%	65%	-	-	-	-	-	39%	44%	*	-	39%	39%
At Masters Grade Level	2019	21%	37%	34%	-	-	-	-	-	10%	6%	17%	*	10%	9%
	2018	19%	36%	35%	-	-	-	-	-	0%	0%	*	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	94%	-	-	-	-	-	93%	94%	92%	*	93%	91%
	2018	81%	94%	95%	-	-	-	-	-	100%	100%	*	-	100%	100%
At Meets Grade Level or Above	2019	52%	73%	74%	-	-	-	-	-	53%	56%	50%	*	53%	50%
	2018	50%	74%	73%	-	-	-	-	-	52%	60%	*	-	52%	52%
At Masters Grade Level	2019	26%	46%	43%	-	-	-	-	-	23%	17%	33%	*	23%	22%
	2018	24%	45%	43%	-	-	-	-	-	30%	35%	*	-	30%	30%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	78%	-	-	-	-	-	45%	44%	*	*	45%	42%
	2018	66%	84%	83%	-	-	-	-	-	60%	67%	*	-	60%	60%
At Meets Grade Level or Above	2019	38%	59%	46%	-	-	-	-	-	9%	0%	*	*	9%	8%
	2018	41%	62%	54%	-	-	-	-	-	10%	11%	*	-	10%	10%
At Masters Grade Level	2019	14%	27%	16%	-	-	-	-	-	0%	0%	*	*	0%	0%
	2018	13%	26%	19%	-	-	-	-	-	0%	0%	*	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	76%	-	-	-	-	-	71%	78%	*	*	71%	70%
	2018	69%	77%	82%	-	-	-	-	-	89%	97%	*	-	89%	89%
All Grades ELA/Reading	2019	68%	74%	70%	-	-	-	-	-	55%	61%	*	*	55%	50%
	2018	69%	75%	80%	-	-	-	-	-	81%	93%	*	-	81%	81%
All Grades Mathematics	2019	70%	78%	81%	-	-	-	-	-	86%	94%	*	*	86%	88%
	2018	70%	78%	84%	-	-	-	-	-	95%	100%	*	-	95%	95%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	50%	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	54%	76%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2019	45%	58%	45%	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	61%	*	-	-	-	-	-	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 776
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	94%	95%	96%	94%	*	94%	-	94%	96%	94%	89%
Not Included in Accountability													
Mobile	4%	4%	5%	5%	4%	6%	*	2%	-	6%	4%	6%	6%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	3%	-	0%	0%	0%	5%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	91%	91%	96%	*	91%	-	87%	83%	90%	91%
Not Included in Accountability													
Mobile	4%	4%	6%	7%	9%	3%	*	9%	-	13%	11%	10%	7%
Other Exclusions	1%	1%	0%	2%	0%	1%	*	0%	-	0%	6%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 776
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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	97.1%	96.3%	96.8%	97.1%	*	97.9%	*	97.1%	95.5%	96.4%	97.4%
2016-17	95.7%	96.5%	97.1%	96.2%	97.1%	97.0%	*	97.9%	*	97.0%	95.7%	96.8%	97.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
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 Campus Number: 101921107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 776
 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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 776
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 776
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 776
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 776
 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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 776
 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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 776
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 776
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	776	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	1	0.1%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	129	16.6%	7.5%	6.9%
Grade 1	165	21.3%	7.8%	7.1%
Grade 2	159	20.5%	7.9%	7.2%
Grade 3	154	19.8%	7.8%	7.3%
Grade 4	168	21.6%	8.1%	7.6%
Grade 5	0	0.0%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	41	5.3%	4.7%	12.6%
Hispanic	180	23.2%	30.5%	52.6%
White	399	51.4%	53.0%	27.4%
American Indian	2	0.3%	0.3%	0.4%
Asian	126	16.2%	7.5%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	28	3.6%	4.0%	2.4%
Economically Disadvantaged	163	21.0%	24.1%	60.6%
Non-Educationally Disadvantaged	613	79.0%	75.9%	39.4%
Section 504 Students	30	3.9%	6.0%	6.5%
English Learners (EL)	92	11.9%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	0.7%	1.4%
Students w/ Dyslexia	14	1.8%	2.1%	3.6%
At-Risk	213	27.4%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	62			
By Type of Primary Disability				
Students with Intellectual Disabilities	13	21.0%	30.1%	42.4%
Students with Physical Disabilities	23	37.1%	20.0%	21.9%
Students with Autism	**	**	15.2%	13.7%
Students with Behavioral Disabilities	13	21.0%	30.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	76	11.1%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 776
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	11	1.6%		
Hispanic	24	3.5%		
White	31	4.5%		
American Indian	1	0.1%		
Asian	7	1.0%		
Pacific Islander	1	0.1%		
Two or More Races	1	0.1%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.4%	1.0%	1.7%	9.1%	3.8%	6.2%
Grade 1	3.6%	1.8%	3.1%	0.0%	4.2%	5.5%
Grade 2	0.8%	0.8%	1.8%	5.3%	1.7%	2.3%
Grade 3	0.7%	0.3%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.0	20.2	18.9
Grade 1	19.2	19.2	18.8
Grade 2	21.4	19.9	18.7
Grade 3	20.4	21.9	18.9
Grade 4	19.9	22.9	19.2
Grade 5	-	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	20.7	16.6
Foreign Languages	-	21.1	18.9
Mathematics	-	23.6	17.8
Science	-	24.2	18.9
Social Studies	-	25.5	19.3

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 776
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	68.4	100.0%	100.0%	100.0%
Professional Staff:	56.7	82.8%	60.4%	64.1%
Teachers	49.3	72.1%	48.4%	49.8%
Professional Support	5.4	7.8%	8.2%	10.1%
Campus Administration (School Leadership)	2.0	2.9%	2.6%	3.0%
Educational Aides:	11.7	17.2%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	6.3	9.2%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.5%	10.6%
Hispanic	3.0	6.1%	11.9%	27.7%
White	45.3	91.9%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.0%	1.0%	1.1%
Males	1.1	2.2%	16.7%	23.8%
Females	48.2	97.8%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	44.1	89.5%	73.0%	73.6%
Masters	5.2	10.5%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.0%	3.0%	7.0%
1-5 Years Experience	4.0	8.1%	22.9%	28.9%
6-10 Years Experience	8.0	16.3%	26.5%	19.0%
11-20 Years Experience	28.1	57.0%	34.1%	29.3%
Over 20 Years Experience	8.2	16.6%	13.5%	15.7%
Number of Students per Teacher	15.7	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 776
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	18.0	7.8	6.3
Average Years Experience of Principals with District	18.0	5.7	5.4
Average Years Experience of Assistant Principals	11.0	7.5	5.3
Average Years Experience of Assistant Principals with District	11.0	6.2	4.7
Average Years Experience of Teachers:	14.9	11.5	11.1
Average Years Experience of Teachers with District:	10.2	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,000	\$55,341	\$47,218
1-5 Years Experience	\$55,468	\$54,556	\$50,408
6-10 Years Experience	\$56,962	\$57,013	\$52,786
11-20 Years Experience	\$60,466	\$59,511	\$56,041
Over 20 Years Experience	\$65,638	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$60,218	\$58,431	\$54,122
Professional Support	\$65,086	\$68,966	\$64,069
Campus Administration (School Leadership)	\$91,733	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 776
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	88	11.3%	9.8%	19.7%
Career & Technical Education	0	0.0%	30.3%	26.3%
Gifted & Talented Education	58	7.5%	9.5%	8.1%
Special Education	62	8.0%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.6	1.2%	5.3%	6.4%
Career & Technical Education	0.0	0.0%	4.6%	4.9%
Compensatory Education	0.0	0.0%	0.5%	2.7%
Gifted & Talented Education	0.7	1.4%	0.8%	2.0%
Regular Education	45.6	92.6%	70.6%	71.4%
Special Education	2.4	4.8%	7.8%	9.1%
Other	0.0	0.0%	10.3%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*^' Indicates results are masked due to small numbers to protect student confidentiality.

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL EL**

Campus Number: **101921108**

2019 Accountability Rating: **C**

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 775
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	78%	67%	77%	79%	-	*	-	*	47%	*	78%	79%	74%	69%
	2018	77%	92%	94%	100%	95%	90%	*	*	-	100%	67%	*	95%	91%	93%	100%
At Meets Grade Level or Above	2019	45%	62%	55%	44%	54%	54%	-	*	-	*	33%	*	56%	52%	50%	46%
	2018	43%	64%	67%	50%	78%	62%	*	*	-	60%	50%	*	68%	66%	68%	92%
At Masters Grade Level	2019	27%	42%	29%	11%	31%	27%	-	*	-	*	7%	*	30%	26%	20%	27%
	2018	25%	42%	39%	25%	53%	31%	*	*	-	40%	33%	*	38%	41%	42%	64%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	80%	67%	73%	86%	-	*	-	*	47%	*	81%	79%	76%	69%
	2018	78%	91%	87%	80%	86%	87%	*	*	-	100%	42%	*	87%	89%	86%	88%
At Meets Grade Level or Above	2019	49%	66%	45%	22%	33%	52%	-	*	-	*	27%	*	42%	50%	33%	23%
	2018	47%	69%	54%	30%	56%	55%	*	*	-	80%	17%	*	54%	54%	47%	65%
At Masters Grade Level	2019	25%	38%	24%	0%	19%	34%	-	*	-	*	7%	*	23%	26%	17%	8%
	2018	23%	41%	19%	10%	19%	18%	*	*	-	40%	8%	*	20%	17%	18%	19%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	89%	79%	73%	79%	80%	*	*	-	80%	50%	*	83%	75%	73%	69%
	2018	73%	92%	84%	73%	83%	89%	-	100%	-	63%	78%	*	83%	86%	80%	86%
At Meets Grade Level or Above	2019	44%	63%	48%	45%	51%	44%	*	*	-	60%	20%	*	50%	45%	46%	38%
	2018	46%	72%	56%	45%	50%	63%	-	100%	-	38%	56%	*	46%	70%	48%	56%
At Masters Grade Level	2019	22%	37%	25%	27%	28%	24%	*	*	-	20%	10%	*	23%	27%	25%	23%
	2018	24%	43%	32%	36%	27%	32%	-	60%	-	38%	22%	*	25%	41%	27%	28%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	92%	82%	73%	81%	82%	*	*	-	100%	40%	*	84%	80%	78%	77%
	2018	78%	94%	84%	67%	88%	86%	-	80%	-	75%	58%	*	81%	88%	81%	92%
At Meets Grade Level or Above	2019	48%	70%	52%	27%	58%	51%	*	*	-	67%	20%	*	49%	55%	50%	50%
	2018	49%	72%	50%	33%	53%	49%	-	60%	-	50%	42%	*	45%	55%	44%	58%
At Masters Grade Level	2019	28%	47%	29%	18%	28%	31%	*	*	-	33%	10%	*	27%	31%	22%	27%
	2018	27%	47%	24%	17%	24%	21%	-	60%	-	38%	8%	*	21%	28%	23%	26%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	83%	75%	64%	72%	78%	*	*	-	67%	30%	*	75%	75%	68%	69%
	2018	63%	82%	65%	50%	65%	67%	-	100%	-	50%	50%	*	58%	74%	61%	68%
At Meets Grade Level or Above	2019	35%	52%	37%	55%	42%	29%	*	*	-	50%	10%	*	39%	35%	38%	42%
	2018	39%	59%	40%	42%	45%	33%	-	80%	-	38%	42%	*	36%	47%	36%	47%
At Masters Grade Level	2019	11%	18%	10%	18%	9%	9%	*	*	-	17%	0%	*	7%	14%	7%	12%
	2018	11%	19%	12%	0%	16%	12%	-	20%	-	0%	33%	*	11%	14%	12%	21%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	79%	69%	76%	81%	*	100%	-	86%	43%	82%	80%	77%	74%	71%
	2018	77%	91%	82%	72%	83%	84%	*	95%	-	74%	57%	83%	81%	85%	80%	86%
At Meets Grade Level or Above	2019	50%	70%	47%	39%	48%	46%	*	71%	-	67%	23%	27%	47%	47%	44%	40%
	2018	48%	70%	53%	40%	55%	52%	*	76%	-	50%	39%	33%	50%	58%	48%	61%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 775
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	41%	23%	16%	23%	25%	*	29%	-	24%	7%	27%	22%	25%	18%	19%
	2018	22%	40%	25%	17%	27%	23%	*	43%	-	29%	20%	11%	23%	28%	24%	30%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	79%	70%	78%	79%	*	100%	-	86%	48%	80%	80%	76%	74%	69%
	2018	74%	90%	89%	84%	89%	90%	*	100%	-	77%	73%	86%	89%	88%	86%	92%
At Meets Grade Level or Above	2019	48%	68%	51%	45%	53%	49%	*	67%	-	71%	28%	40%	53%	48%	48%	42%
	2018	46%	69%	61%	47%	63%	62%	*	88%	-	46%	53%	43%	57%	68%	57%	70%
At Masters Grade Level	2019	21%	37%	27%	20%	30%	25%	*	50%	-	14%	8%	40%	27%	27%	23%	25%
	2018	19%	36%	35%	32%	39%	31%	*	50%	-	38%	27%	29%	32%	41%	34%	43%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	81%	70%	77%	84%	*	100%	-	100%	44%	80%	82%	80%	77%	73%
	2018	81%	94%	86%	73%	87%	87%	*	88%	-	85%	50%	100%	84%	88%	84%	91%
At Meets Grade Level or Above	2019	52%	73%	48%	25%	45%	51%	*	83%	-	75%	24%	20%	45%	53%	42%	37%
	2018	50%	74%	52%	32%	54%	52%	*	63%	-	62%	29%	43%	50%	55%	45%	61%
At Masters Grade Level	2019	26%	46%	27%	10%	23%	32%	*	17%	-	38%	8%	20%	25%	29%	19%	17%
	2018	24%	45%	22%	14%	21%	20%	*	50%	-	38%	8%	0%	20%	24%	21%	23%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	75%	64%	72%	78%	*	*	-	67%	30%	*	75%	75%	68%	69%
	2018	66%	84%	65%	50%	65%	67%	-	100%	-	50%	50%	*	58%	74%	61%	68%
At Meets Grade Level or Above	2019	38%	59%	37%	55%	42%	29%	*	*	-	50%	10%	*	39%	35%	38%	42%
	2018	41%	62%	40%	42%	45%	33%	-	80%	-	38%	42%	*	36%	47%	36%	47%
At Masters Grade Level	2019	14%	27%	10%	18%	9%	9%	*	*	-	17%	0%	*	7%	14%	7%	12%
	2018	13%	26%	12%	0%	16%	12%	-	20%	-	0%	33%	*	11%	14%	12%	21%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 775
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	53	55	54	54	*	*	-	50	70	*	50	56	51	29
	2018	63	73	70	61	65	72	-	*	-	88	56	*	69	71	67	59
Grade 4 Mathematics	2019	65	75	64	70	65	67	*	*	-	42	50	*	66	63	63	52
	2018	65	78	71	65	77	68	-	*	-	69	83	*	67	78	73	80
All Grades Both Subjects	2019	69	76	59	63	59	60	*	*	-	45	60	*	58	59	57	41
	2018	69	77	71	63	71	70	-	75	-	78	71	81	68	74	70	70
All Grades ELA/Reading	2019	68	74	53	55	54	54	*	*	-	50	70	*	50	56	51	29
	2018	69	75	70	61	65	72	-	*	-	88	56	*	69	71	67	59
All Grades Mathematics	2019	70	78	64	70	65	67	*	*	-	42	50	*	66	63	63	52
	2018	70	78	71	65	77	68	-	*	-	69	83	*	67	78	73	80

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 775
 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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	42%	*	*	33%	-	-	-	-	20%	33%	*
	2018	38%	54%	40%	*	*	*	-	*	-	*	*	35%	*
Mathematics	2019	45%	58%	35%	*	50%	33%	-	-	-	-	20%	38%	*
	2018	47%	61%	46%	*	*	64%	-	-	-	*	*	47%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 775
 Grade Span: PK - 04
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	79%	71%	-	-	-	71%	67%	67%	-	33%	70%	68%
	2018	77%	91%	82%	84%	-	-	-	84%	79%	77%	*	-	83%	83%
At Meets Grade Level or Above	2019	50%	70%	47%	40%	-	-	-	40%	30%	30%	-	17%	38%	37%
	2018	48%	70%	53%	61%	-	-	-	61%	52%	46%	*	-	59%	59%
At Masters Grade Level	2019	24%	41%	23%	18%	-	-	-	18%	17%	17%	-	0%	18%	17%
	2018	22%	40%	25%	31%	-	-	-	31%	24%	23%	*	-	30%	30%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	79%	68%	-	-	-	68%	67%	67%	-	*	67%	67%
	2018	74%	90%	89%	88%	-	-	-	88%	100%	100%	*	-	90%	90%
At Meets Grade Level or Above	2019	48%	68%	51%	44%	-	-	-	44%	33%	33%	-	*	41%	40%
	2018	46%	69%	61%	71%	-	-	-	71%	70%	67%	*	-	71%	71%
At Masters Grade Level	2019	21%	37%	27%	24%	-	-	-	24%	25%	25%	-	*	24%	23%
	2018	19%	36%	35%	44%	-	-	-	44%	40%	44%	*	-	43%	43%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	81%	71%	-	-	-	71%	75%	75%	-	*	72%	71%
	2018	81%	94%	86%	90%	-	-	-	90%	85%	83%	*	-	89%	89%
At Meets Grade Level or Above	2019	52%	73%	48%	32%	-	-	-	32%	33%	33%	-	*	33%	33%
	2018	50%	74%	52%	59%	-	-	-	59%	54%	50%	*	-	57%	57%
At Masters Grade Level	2019	26%	46%	27%	15%	-	-	-	15%	17%	17%	-	*	15%	15%
	2018	24%	45%	22%	22%	-	-	-	22%	15%	17%	*	-	20%	20%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	75%	81%	-	-	-	81%	50%	50%	-	*	73%	67%
	2018	66%	84%	65%	65%	-	-	-	65%	33%	20%	*	-	59%	59%
At Meets Grade Level or Above	2019	38%	59%	37%	50%	-	-	-	50%	17%	17%	-	*	41%	38%
	2018	41%	62%	40%	48%	-	-	-	48%	17%	0%	*	-	41%	41%
At Masters Grade Level	2019	14%	27%	10%	13%	-	-	-	13%	0%	0%	-	*	9%	8%
	2018	13%	26%	12%	26%	-	-	-	26%	17%	0%	*	-	24%	24%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	59%	35%	-	-	-	35%	42%	42%	-	*	37%	38%
	2018	69%	77%	71%	70%	-	-	-	70%	81%	75%	*	-	72%	72%
All Grades ELA/Reading	2019	68%	74%	53%	20%	-	-	-	20%	33%	33%	-	*	24%	27%
	2018	69%	75%	70%	60%	-	-	-	60%	*	*	*	-	65%	65%
All Grades Mathematics	2019	70%	78%	64%	50%	-	-	-	50%	50%	50%	-	*	50%	48%
	2018	70%	78%	71%	80%	-	-	-	80%	70%	*	*	-	79%	79%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	42%	-	-	-	-	*	*	*	-	*	*	*
	2018	38%	54%	40%	*	-	-	-	*	*	*	-	-	*	*
Mathematics	2019	45%	58%	35%	*	-	-	-	*	*	*	-	-	*	*
	2018	47%	61%	46%	*	-	-	-	*	-	-	-	-	*	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 775
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	95%	100%	100%	100%
Included in Accountability	94%	96%	92%	78%	93%	94%	*	100%	-	95%	90%	92%	94%
Not Included in Accountability													
Mobile	4%	4%	8%	22%	6%	6%	*	0%	-	0%	10%	8%	4%
Other Exclusions	1%	1%	0%	0%	1%	0%	*	0%	-	0%	0%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	5%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	5%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	98%	100%	100%	*	100%	-	100%	100%	99%	100%
Included in Accountability	94%	95%	92%	95%	90%	92%	*	100%	-	100%	84%	90%	89%
Not Included in Accountability													
Mobile	4%	4%	7%	4%	10%	8%	*	0%	-	0%	16%	9%	11%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	2%	0%	0%	*	0%	-	0%	0%	1%	0%
Absent	1%	0%	0%	2%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	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
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 775
 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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	96.0%	96.1%	96.1%	95.7%	*	97.5%	-	96.8%	93.7%	95.9%	96.7%
2016-17	95.7%	96.5%	96.5%	96.3%	96.9%	96.2%	*	97.1%	*	96.5%	95.6%	96.6%	97.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 775
 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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TOMBALL EL
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 775
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 775
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 775
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 775
 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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 775
 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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 775
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 775
Grade Span: PK - 04
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	775	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	75	9.7%	1.5%	4.4%
Kindergarten	149	19.2%	7.5%	6.9%
Grade 1	140	18.1%	7.8%	7.1%
Grade 2	148	19.1%	7.9%	7.2%
Grade 3	132	17.0%	7.8%	7.3%
Grade 4	131	16.9%	8.1%	7.6%
Grade 5	0	0.0%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	58	7.5%	4.7%	12.6%
Hispanic	295	38.1%	30.5%	52.6%
White	366	47.2%	53.0%	27.4%
American Indian	2	0.3%	0.3%	0.4%
Asian	16	2.1%	7.5%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	38	4.9%	4.0%	2.4%
Economically Disadvantaged	428	55.2%	24.1%	60.6%
Non-Educationally Disadvantaged	347	44.8%	75.9%	39.4%
Section 504 Students	36	4.6%	6.0%	6.5%
English Learners (EL)	153	19.7%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	0.7%	1.4%
Students w/ Dyslexia	16	2.1%	2.1%	3.6%
At-Risk	370	47.7%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	66			
By Type of Primary Disability				
Students with Intellectual Disabilities	25	37.9%	30.1%	42.4%
Students with Physical Disabilities	16	24.2%	20.0%	21.9%
Students with Autism	**	**	15.2%	13.7%
Students with Behavioral Disabilities	14	21.2%	30.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	114	19.0%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 775
Grade Span: PK - 04
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	15	2.5%		
Hispanic	40	6.7%		
White	52	8.7%		
American Indian	0	0.0%		
Asian	5	0.8%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.3%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.0%	1.7%	12.5%	3.8%	6.2%
Grade 1	0.8%	1.8%	3.1%	0.0%	4.2%	5.5%
Grade 2	0.9%	0.8%	1.8%	0.0%	1.7%	2.3%
Grade 3	0.0%	0.3%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.5	20.2	18.9
Grade 1	19.3	19.2	18.8
Grade 2	18.2	19.9	18.7
Grade 3	20.4	21.9	18.9
Grade 4	20.8	22.9	19.2
Grade 5	-	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	20.7	16.6
Foreign Languages	-	21.1	18.9
Mathematics	-	23.6	17.8
Science	-	24.2	18.9
Social Studies	-	25.5	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 775
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	73.6	100.0%	100.0%	100.0%
Professional Staff:	60.3	81.9%	60.4%	64.1%
Teachers	51.4	69.9%	48.4%	49.8%
Professional Support	5.9	7.9%	8.2%	10.1%
Campus Administration (School Leadership)	3.0	4.1%	2.6%	3.0%
Educational Aides:	13.3	18.1%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	19.0	25.9%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	1.9%	2.5%	10.6%
Hispanic	10.6	20.7%	11.9%	27.7%
White	39.8	77.4%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	1.7	3.4%	16.7%	23.8%
Females	49.7	96.6%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	37.1	72.2%	73.0%	73.6%
Masters	14.3	27.8%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	5.8%	3.0%	7.0%
1-5 Years Experience	9.4	18.3%	22.9%	28.9%
6-10 Years Experience	13.7	26.7%	26.5%	19.0%
11-20 Years Experience	14.3	27.8%	34.1%	29.3%
Over 20 Years Experience	11.0	21.4%	13.5%	15.7%
Number of Students per Teacher	15.1	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 775
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.8	6.3
Average Years Experience of Principals with District	2.0	5.7	5.4
Average Years Experience of Assistant Principals	6.5	7.5	5.3
Average Years Experience of Assistant Principals with District	5.5	6.2	4.7
Average Years Experience of Teachers:	12.1	11.5	11.1
Average Years Experience of Teachers with District:	5.9	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,623	\$55,341	\$47,218
1-5 Years Experience	\$54,999	\$54,556	\$50,408
6-10 Years Experience	\$56,833	\$57,013	\$52,786
11-20 Years Experience	\$59,288	\$59,511	\$56,041
Over 20 Years Experience	\$66,267	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$59,070	\$58,431	\$54,122
Professional Support	\$69,185	\$68,966	\$64,069
Campus Administration (School Leadership)	\$85,111	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 775
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	150	19.4%	9.8%	19.7%
Career & Technical Education	0	0.0%	30.3%	26.3%
Gifted & Talented Education	23	3.0%	9.5%	8.1%
Special Education	66	8.5%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	7.8	15.2%	5.3%	6.4%
Career & Technical Education	0.0	0.0%	4.6%	4.9%
Compensatory Education	0.4	0.9%	0.5%	2.7%
Gifted & Talented Education	0.6	1.1%	0.8%	2.0%
Regular Education	39.6	77.0%	70.6%	71.4%
Special Education	3.0	5.8%	7.8%	9.1%
Other	0.0	0.0%	10.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **NORTHPOINTE INT**

Campus Number: **101921109**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Postsecondary Readiness

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 752
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	97%	90%	97%	98%	*	95%	-	100%	67%	100%	97%	98%	95%	91%
	2018	84%	95%	96%	77%	94%	98%	*	98%	-	100%	70%	100%	98%	93%	92%	93%
At Meets Grade Level or Above	2019	54%	72%	73%	55%	65%	77%	*	77%	-	91%	38%	83%	79%	58%	41%	60%
	2018	54%	74%	77%	23%	74%	80%	*	86%	-	64%	17%	56%	81%	66%	55%	70%
At Masters Grade Level	2019	29%	46%	47%	30%	37%	52%	*	52%	-	64%	17%	67%	51%	37%	22%	40%
	2018	26%	43%	48%	15%	40%	52%	*	58%	-	27%	9%	11%	52%	39%	23%	30%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	98%	98%	95%	94%	99%	*	100%	-	100%	75%	100%	98%	97%	97%	96%
	2018	91%	97%	98%	93%	96%	99%	*	100%	-	100%	88%	100%	99%	97%	97%	98%
At Meets Grade Level or Above	2019	58%	78%	81%	70%	76%	81%	*	95%	-	82%	42%	100%	85%	72%	62%	83%
	2018	58%	77%	82%	29%	75%	86%	*	91%	-	82%	31%	100%	87%	70%	66%	74%
At Masters Grade Level	2019	36%	58%	59%	35%	47%	61%	*	86%	-	64%	17%	61%	64%	46%	39%	72%
	2018	30%	48%	56%	29%	44%	59%	*	75%	-	36%	12%	33%	58%	52%	30%	52%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	90%	94%	85%	88%	96%	*	98%	-	100%	58%	94%	95%	91%	86%	91%
	2018	76%	88%	91%	50%	86%	94%	*	95%	-	100%	47%	100%	92%	88%	81%	84%
At Meets Grade Level or Above	2019	49%	72%	79%	60%	68%	85%	*	86%	-	100%	42%	88%	83%	70%	53%	77%
	2018	41%	58%	61%	21%	51%	66%	*	73%	-	55%	7%	22%	64%	54%	34%	48%
At Masters Grade Level	2019	24%	42%	49%	40%	35%	54%	*	61%	-	73%	33%	47%	54%	40%	28%	53%
	2018	17%	31%	33%	14%	21%	35%	*	48%	-	36%	0%	0%	35%	29%	16%	25%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	85%	83%	59%	73%	88%	*	93%	-	90%	29%	73%	86%	78%	71%	71%
	2018	69%	88%	88%	60%	77%	92%	-	93%	-	100%	38%	100%	93%	77%	62%	82%
At Meets Grade Level or Above	2019	37%	59%	58%	24%	49%	63%	*	71%	-	60%	13%	27%	62%	50%	39%	41%
	2018	39%	62%	59%	40%	43%	62%	-	75%	-	88%	0%	33%	65%	46%	36%	59%
At Masters Grade Level	2019	18%	33%	33%	24%	24%	34%	*	51%	-	40%	6%	0%	37%	25%	19%	20%
	2018	19%	37%	37%	20%	24%	42%	-	43%	-	63%	0%	33%	41%	29%	18%	27%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	95%	95%	94%	93%	95%	*	100%	-	100%	74%	100%	97%	91%	92%	95%
	2018	77%	94%	97%	80%	93%	99%	-	100%	-	100%	81%	100%	98%	94%	91%	96%
At Meets Grade Level or Above	2019	47%	73%	77%	41%	68%	81%	*	90%	-	90%	16%	82%	81%	67%	62%	61%
	2018	44%	73%	81%	60%	66%	85%	-	98%	-	100%	31%	89%	85%	73%	58%	78%
At Masters Grade Level	2019	21%	43%	53%	24%	44%	52%	*	80%	-	60%	6%	45%	58%	40%	36%	44%
	2018	18%	44%	56%	40%	36%	59%	-	83%	-	63%	25%	44%	61%	43%	31%	51%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	93%	85%	90%	95%	100%	97%	-	98%	60%	95%	94%	91%	88%	89%
	2018	77%	91%	94%	72%	89%	97%	*	97%	-	100%	65%	100%	96%	90%	84%	90%
At Meets Grade Level or Above	2019	50%	70%	74%	51%	65%	77%	80%	84%	-	85%	28%	80%	78%	63%	51%	65%
	2018	48%	70%	72%	35%	61%	76%	*	84%	-	76%	17%	60%	76%	62%	50%	66%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 752
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	41%	48%	31%	38%	50%	60%	66%	-	60%	15%	48%	53%	38%	29%	47%
	2018	22%	40%	46%	24%	33%	49%	*	61%	-	43%	8%	24%	49%	38%	23%	37%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	90%	76%	86%	93%	*	94%	-	95%	45%	90%	91%	88%	83%	82%
	2018	74%	90%	92%	68%	85%	95%	*	95%	-	100%	56%	100%	95%	85%	75%	87%
At Meets Grade Level or Above	2019	48%	68%	66%	41%	58%	70%	*	74%	-	76%	24%	62%	71%	54%	40%	51%
	2018	46%	69%	67%	32%	57%	71%	*	81%	-	74%	10%	44%	73%	55%	45%	64%
At Masters Grade Level	2019	21%	37%	40%	27%	31%	43%	*	52%	-	52%	11%	41%	44%	31%	21%	31%
	2018	19%	36%	43%	18%	31%	47%	*	51%	-	42%	5%	22%	47%	34%	20%	29%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	96%	95%	94%	97%	*	100%	-	100%	75%	100%	97%	94%	95%	95%
	2018	81%	94%	98%	86%	94%	99%	*	100%	-	100%	86%	100%	99%	95%	93%	97%
At Meets Grade Level or Above	2019	52%	73%	79%	57%	72%	81%	*	93%	-	86%	27%	93%	83%	70%	62%	73%
	2018	50%	74%	82%	45%	70%	86%	*	94%	-	89%	31%	94%	86%	72%	61%	76%
At Masters Grade Level	2019	26%	46%	56%	30%	46%	56%	*	84%	-	62%	11%	55%	61%	43%	38%	59%
	2018	24%	45%	56%	34%	40%	59%	*	79%	-	47%	17%	39%	60%	47%	30%	52%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	94%	85%	88%	96%	*	98%	-	100%	58%	94%	95%	91%	86%	91%
	2018	80%	91%	91%	50%	86%	94%	*	95%	-	100%	47%	100%	92%	88%	81%	84%
At Meets Grade Level or Above	2019	54%	74%	79%	60%	68%	85%	*	86%	-	100%	42%	88%	83%	70%	53%	77%
	2018	51%	70%	61%	21%	51%	66%	*	73%	-	55%	7%	22%	64%	54%	34%	48%
At Masters Grade Level	2019	25%	42%	49%	40%	35%	54%	*	61%	-	73%	33%	47%	54%	40%	28%	53%
	2018	23%	39%	33%	14%	21%	35%	*	48%	-	36%	0%	0%	35%	29%	16%	25%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 752
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	82	82	68	83	84	*	77	-	80	89	92	83	77	76	82
	2018	80	82	84	83	83	84	*	84	-	86	83	89	83	85	77	79
Grade 5 Mathematics	2019	83	87	85	75	86	83	*	94	-	100	96	83	87	79	79	94
	2018	81	79	85	85	81	86	*	89	-	64	92	94	83	89	83	90
Grade 6 ELA/Reading	2019	42	55	51	31	42	53	*	65	-	67	33	32	54	45	49	39
	2018	47	60	57	42	44	62	-	59	-	69	10	44	60	51	37	48
Grade 6 Mathematics	2019	54	72	78	81	74	75	*	96	-	89	55	82	80	71	67	76
	2018	56	73	83	77	76	83	-	95	-	100	80	72	84	80	74	89
All Grades Both Subjects	2019	69	76	74	65	72	73	*	83	-	84	65	76	76	68	68	74
	2018	69	77	77	72	70	78	*	82	-	79	71	75	77	75	66	76
All Grades ELA/Reading	2019	68	74	67	53	64	68	*	71	-	74	58	69	69	62	62	62
	2018	69	75	70	62	62	72	*	72	-	79	53	67	71	66	55	63
All Grades Mathematics	2019	70	78	82	77	80	79	*	95	-	95	73	83	84	75	73	86
	2018	70	78	84	81	78	84	*	92	-	79	87	83	84	84	78	90

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 752
 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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	48%	*	54%	38%	-	50%	-	-	22%	47%	29%
	2018	38%	54%	65%	75%	52%	75%	-	*	-	*	45%	54%	60%
Mathematics	2019	45%	58%	41%	*	29%	50%	-	-	-	-	47%	44%	20%
	2018	47%	61%	82%	*	78%	86%	-	*	-	-	75%	80%	100%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	92%	85%	90%	95%	*	89%	-	91%	50%	82%	38%
Students Requiring Accelerated Instruction														
	2019	22%	9%	8%	15%	10%	5%	0%	11%	-	9%	50%	18%	62%
STAAR Cumulative Met Standard														
	2019	86%	95%	97%	90%	97%	98%	*	95%	-	100%	67%	95%	69%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	80%	-	*	*	-	-	-	-	*	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	27%	*	-	*	*	-	-	-	-	-	*	*
Retained in Grade 5	2019	63%	*	*	-	-	*	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	95%	95%	85%	91%	97%	*	100%	-	100%	67%	89%	69%
Students Requiring Accelerated Instruction														
	2019	17%	5%	5%	15%	9%	3%	0%	0%	-	0%	33%	11%	31%
STAAR Cumulative Met Standard														
	2019	90%	98%	98%	95%	94%	99%	*	100%	-	100%	75%	97%	85%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 752
 Grade Span: 05 - 06
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	93%	-	-	-	-	-	70%	70%	-	*	70%	70%
	2018	77%	91%	94%	-	-	-	-	-	77%	77%	-	*	77%	77%
At Meets Grade Level or Above	2019	50%	70%	74%	-	-	-	-	-	30%	30%	-	*	30%	29%
	2018	48%	70%	72%	-	-	-	-	-	35%	35%	-	*	35%	35%
At Masters Grade Level	2019	24%	41%	48%	-	-	-	-	-	8%	8%	-	*	8%	8%
	2018	22%	40%	46%	-	-	-	-	-	14%	14%	-	*	14%	14%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	90%	-	-	-	-	-	52%	52%	-	*	52%	50%
	2018	74%	90%	92%	-	-	-	-	-	70%	70%	-	*	70%	71%
At Meets Grade Level or Above	2019	48%	68%	66%	-	-	-	-	-	17%	17%	-	*	17%	17%
	2018	46%	69%	67%	-	-	-	-	-	37%	37%	-	*	37%	36%
At Masters Grade Level	2019	21%	37%	40%	-	-	-	-	-	3%	3%	-	*	3%	3%
	2018	19%	36%	43%	-	-	-	-	-	15%	15%	-	*	15%	14%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	96%	-	-	-	-	-	86%	86%	-	*	86%	87%
	2018	81%	94%	98%	-	-	-	-	-	90%	90%	-	*	90%	90%
At Meets Grade Level or Above	2019	52%	73%	79%	-	-	-	-	-	38%	38%	-	*	38%	37%
	2018	50%	74%	82%	-	-	-	-	-	47%	47%	-	*	47%	48%
At Masters Grade Level	2019	26%	46%	56%	-	-	-	-	-	17%	17%	-	*	17%	17%
	2018	24%	45%	56%	-	-	-	-	-	17%	17%	-	*	17%	16%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	94%	-	-	-	-	-	77%	77%	-	-	77%	77%
	2018	80%	91%	91%	-	-	-	-	-	65%	65%	-	-	65%	65%
At Meets Grade Level or Above	2019	54%	74%	79%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	51%	70%	61%	-	-	-	-	-	15%	15%	-	-	15%	15%
At Masters Grade Level	2019	25%	42%	49%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	23%	39%	33%	-	-	-	-	-	10%	10%	-	-	10%	10%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	74%	-	-	-	-	-	61%	61%	-	*	61%	61%
	2018	69%	77%	77%	-	-	-	-	-	78%	78%	-	*	78%	76%
All Grades ELA/Reading	2019	68%	74%	67%	-	-	-	-	-	53%	53%	-	*	53%	52%
	2018	69%	75%	70%	-	-	-	-	-	74%	74%	-	*	74%	71%
All Grades Mathematics	2019	70%	78%	82%	-	-	-	-	-	69%	69%	-	*	69%	70%
	2018	70%	78%	84%	-	-	-	-	-	81%	81%	-	*	81%	81%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	48%	-	-	-	-	-	29%	29%	-	-	29%	29%
	2018	38%	54%	65%	-	-	-	-	-	60%	60%	-	-	60%	60%
Mathematics	2019	45%	58%	41%	-	-	-	-	-	20%	20%	-	-	20%	20%
	2018	47%	61%	82%	-	-	-	-	-	100%	100%	-	-	100%	100%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 752
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	88%	97%	97%	100%	93%	-	93%	88%	88%	81%
Not Included in Accountability													
Mobile	4%	4%	4%	12%	3%	3%	0%	7%	-	7%	12%	12%	17%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	97%	93%	94%	98%	*	95%	-	100%	98%	91%	92%
Not Included in Accountability													
Mobile	4%	4%	3%	7%	6%	2%	*	4%	-	0%	2%	9%	6%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	1%	-	0%	0%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 752
 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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	97.3%	96.8%	96.9%	97.2%	*	98.7%	-	98.4%	96.9%	96.0%	97.3%
2016-17	95.7%	96.5%	97.4%	98.0%	96.9%	97.2%	-	98.7%	-	98.4%	96.5%	96.8%	98.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 752
 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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 752
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 752
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 752
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 752
 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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 752
 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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 752
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 752
Grade Span: 05 - 06
School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	752	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	0	0.0%	7.5%	6.9%
Grade 1	0	0.0%	7.8%	7.1%
Grade 2	0	0.0%	7.9%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	0	0.0%	8.1%	7.6%
Grade 5	381	50.7%	8.2%	7.7%
Grade 6	371	49.3%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	41	5.5%	4.7%	12.6%
Hispanic	195	25.9%	30.5%	52.6%
White	401	53.3%	53.0%	27.4%
American Indian	2	0.3%	0.3%	0.4%
Asian	89	11.8%	7.5%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	24	3.2%	4.0%	2.4%
Economically Disadvantaged	159	21.1%	24.1%	60.6%
Non-Educationally Disadvantaged	593	78.9%	75.9%	39.4%
Section 504 Students	66	8.8%	6.0%	6.5%
English Learners (EL)	32	4.3%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	3	0.4%	0.7%	1.4%
Students w/ Dyslexia	28	3.7%	2.1%	3.6%
At-Risk	189	25.1%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	53			
By Type of Primary Disability				
Students with Intellectual Disabilities	17	32.1%	30.1%	42.4%
Students with Physical Disabilities	*	*	20.0%	21.9%
Students with Autism	**	**	15.2%	13.7%
Students with Behavioral Disabilities	18	34.0%	30.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	40	5.4%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 752
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	6	0.8%		
Hispanic	12	1.6%		
White	16	2.2%		
American Indian	0	0.0%		
Asian	5	0.7%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.7%	-	3.8%	6.2%
Grade 1	-	1.8%	3.1%	-	4.2%	5.5%
Grade 2	-	0.8%	1.8%	-	1.7%	2.3%
Grade 3	-	0.3%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	0.3%	0.2%	0.5%	0.0%	1.7%	0.6%
Grade 6	1.5%	0.5%	0.4%	0.0%	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	18.9
Grade 1	-	19.2	18.8
Grade 2	-	19.9	18.7
Grade 3	-	21.9	18.9
Grade 4	-	22.9	19.2
Grade 5	25.2	23.9	21.2
Grade 6	26.0	23.4	20.4
Secondary:			
English/Language Arts	-	20.7	16.6
Foreign Languages	-	21.1	18.9
Mathematics	-	23.6	17.8
Science	-	24.2	18.9
Social Studies	-	25.5	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 752
Grade Span: 05 - 06
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	55.1	100.0%	100.0%	100.0%
Professional Staff:	49.7	90.3%	60.4%	64.1%
Teachers	43.6	79.2%	48.4%	49.8%
Professional Support	4.1	7.5%	8.2%	10.1%
Campus Administration (School Leadership)	2.0	3.6%	2.6%	3.0%
Educational Aides:	5.4	9.7%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	5.1	9.2%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.5%	10.6%
Hispanic	1.1	2.6%	11.9%	27.7%
White	41.5	95.1%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.3%	1.0%	1.1%
Males	12.4	28.4%	16.7%	23.8%
Females	31.2	71.6%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	32.0	73.5%	73.0%	73.6%
Masters	11.6	26.5%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.0%	7.0%
1-5 Years Experience	6.3	14.4%	22.9%	28.9%
6-10 Years Experience	11.1	25.4%	26.5%	19.0%
11-20 Years Experience	14.1	32.3%	34.1%	29.3%
Over 20 Years Experience	12.2	28.0%	13.5%	15.7%
Number of Students per Teacher	17.2	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 752
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	7.8	6.3
Average Years Experience of Principals with District	11.0	5.7	5.4
Average Years Experience of Assistant Principals	11.0	7.5	5.3
Average Years Experience of Assistant Principals with District	11.0	6.2	4.7
Average Years Experience of Teachers:	14.6	11.5	11.1
Average Years Experience of Teachers with District:	9.0	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,341	\$47,218
1-5 Years Experience	\$55,329	\$54,556	\$50,408
6-10 Years Experience	\$56,826	\$57,013	\$52,786
11-20 Years Experience	\$59,933	\$59,511	\$56,041
Over 20 Years Experience	\$66,808	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$60,403	\$58,431	\$54,122
Professional Support	\$67,372	\$68,966	\$64,069
Campus Administration (School Leadership)	\$88,381	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 752
 Grade Span: 05 - 06
 School Type: Middle

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	31	4.1%	9.8%	19.7%
Career & Technical Education	0	0.0%	30.3%	26.3%
Gifted & Talented Education	82	10.9%	9.5%	8.1%
Special Education	53	7.0%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.5%	5.3%	6.4%
Career & Technical Education	0.0	0.0%	4.6%	4.9%
Compensatory Education	0.8	1.9%	0.5%	2.7%
Gifted & Talented Education	2.6	5.9%	0.8%	2.0%
Regular Education	35.2	80.8%	70.6%	71.4%
Special Education	0.8	1.7%	7.8%	9.1%
Other	4.0	9.2%	10.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **ROSEHILL EL**

Campus Number: **101921110**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Mathematics

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 447
 Grade Span: EE - 04
 School Type: Elementary

				African			American			Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL
				State	District	Campus	Hispanic	White	Indian	Asian	Races	Ed	Ed	ously	continuously	Disadv	(Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	83%	-	80%	87%	-	*	*	*	44%	*	86%	78%	78%	79%
	2018	77%	92%	92%	*	86%	95%	-	-	-	*	56%	*	92%	93%	88%	79%
At Meets Grade Level or Above	2019	45%	62%	50%	-	43%	55%	-	*	*	*	22%	*	51%	48%	46%	42%
	2018	43%	64%	57%	*	38%	65%	-	-	-	*	44%	*	63%	27%	36%	32%
At Masters Grade Level	2019	27%	42%	34%	-	31%	35%	-	*	*	*	11%	*	33%	37%	24%	32%
	2018	25%	42%	31%	*	14%	42%	-	-	-	*	11%	*	32%	27%	9%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	90%	-	83%	95%	-	*	*	*	56%	*	93%	81%	78%	74%
	2018	78%	91%	89%	*	84%	91%	-	-	-	*	82%	*	92%	78%	77%	77%
At Meets Grade Level or Above	2019	49%	66%	60%	-	54%	62%	-	*	*	*	33%	*	61%	59%	46%	32%
	2018	47%	69%	61%	*	31%	75%	-	-	-	*	45%	*	64%	50%	34%	23%
At Masters Grade Level	2019	25%	38%	39%	-	29%	44%	-	*	*	*	11%	*	41%	33%	27%	16%
	2018	23%	41%	38%	*	9%	51%	-	-	-	*	9%	*	39%	33%	9%	5%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	89%	82%	*	66%	93%	-	-	-	*	36%	*	84%	75%	55%	55%
	2018	73%	92%	92%	*	85%	98%	-	-	-	*	71%	*	90%	97%	87%	81%
At Meets Grade Level or Above	2019	44%	63%	56%	*	25%	73%	-	-	-	*	21%	*	61%	42%	24%	15%
	2018	46%	72%	61%	*	44%	73%	-	-	-	*	29%	*	60%	63%	41%	30%
At Masters Grade Level	2019	22%	37%	27%	*	13%	38%	-	-	-	*	0%	*	29%	21%	6%	5%
	2018	24%	43%	32%	*	20%	42%	-	-	-	*	14%	*	32%	30%	15%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	92%	83%	*	78%	87%	-	-	-	*	29%	*	86%	75%	67%	75%
	2018	78%	94%	97%	*	93%	100%	*	-	-	*	78%	*	97%	97%	93%	93%
At Meets Grade Level or Above	2019	48%	70%	70%	*	56%	82%	-	-	-	*	21%	*	71%	67%	45%	45%
	2018	49%	72%	69%	*	57%	80%	*	-	-	*	33%	*	69%	71%	52%	48%
At Masters Grade Level	2019	28%	47%	43%	*	28%	53%	-	-	-	*	7%	*	43%	42%	18%	20%
	2018	27%	47%	42%	*	30%	50%	*	-	-	*	33%	*	45%	35%	31%	24%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	83%	73%	*	61%	78%	-	-	-	*	21%	*	76%	63%	52%	60%
	2018	63%	82%	71%	*	68%	76%	*	*	-	*	20%	*	73%	66%	64%	63%
At Meets Grade Level or Above	2019	35%	52%	40%	*	23%	48%	-	-	-	*	21%	*	43%	29%	12%	25%
	2018	39%	59%	36%	*	25%	48%	*	*	-	*	10%	*	39%	31%	21%	17%
At Masters Grade Level	2019	11%	18%	8%	*	6%	9%	-	-	-	*	0%	*	9%	4%	3%	10%
	2018	11%	19%	9%	*	11%	8%	*	*	-	*	0%	*	9%	9%	5%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	82%	50%	74%	88%	-	*	*	75%	35%	61%	85%	75%	66%	68%
	2018	77%	91%	88%	100%	83%	92%	*	*	-	92%	61%	88%	89%	86%	82%	79%
At Meets Grade Level or Above	2019	50%	70%	55%	50%	41%	64%	-	*	*	50%	23%	28%	57%	49%	35%	32%
	2018	48%	70%	57%	100%	39%	68%	*	*	-	75%	33%	38%	59%	51%	37%	30%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 447
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	41%	30%	17%	22%	36%	-	*	*	20%	5%	22%	31%	28%	16%	16%
	2018	22%	40%	30%	60%	17%	39%	*	*	-	33%	13%	13%	32%	26%	14%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	83%	*	73%	90%	-	*	*	63%	39%	57%	85%	76%	67%	67%
	2018	74%	90%	92%	*	86%	96%	-	-	-	100%	63%	100%	91%	96%	88%	80%
At Meets Grade Level or Above	2019	48%	68%	53%	*	34%	64%	-	*	*	50%	22%	14%	56%	45%	36%	28%
	2018	46%	69%	59%	*	41%	69%	-	-	-	80%	38%	50%	61%	51%	39%	30%
At Masters Grade Level	2019	21%	37%	31%	*	22%	36%	-	*	*	13%	4%	14%	31%	29%	16%	18%
	2018	19%	36%	31%	*	17%	42%	-	-	-	0%	13%	17%	32%	29%	13%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	86%	*	81%	91%	-	*	*	75%	39%	71%	89%	78%	73%	74%
	2018	81%	94%	93%	*	89%	95%	*	-	-	100%	80%	83%	94%	90%	86%	86%
At Meets Grade Level or Above	2019	52%	73%	65%	*	55%	72%	-	*	*	50%	26%	57%	66%	63%	46%	38%
	2018	50%	74%	65%	*	46%	78%	*	-	-	100%	40%	33%	66%	63%	44%	37%
At Masters Grade Level	2019	26%	46%	41%	*	28%	48%	-	*	*	38%	9%	43%	42%	37%	23%	18%
	2018	24%	45%	40%	*	21%	50%	*	-	-	80%	20%	17%	42%	35%	21%	16%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	73%	*	61%	78%	-	-	-	*	21%	*	76%	63%	52%	60%
	2018	66%	84%	71%	*	68%	76%	*	*	-	*	20%	*	73%	66%	64%	63%
At Meets Grade Level or Above	2019	38%	59%	40%	*	23%	48%	-	-	-	*	21%	*	43%	29%	12%	25%
	2018	41%	62%	36%	*	25%	48%	*	*	-	*	10%	*	39%	31%	21%	17%
At Masters Grade Level	2019	14%	27%	8%	*	6%	9%	-	-	-	*	0%	*	9%	4%	3%	10%
	2018	13%	26%	9%	*	11%	8%	*	*	-	*	0%	*	9%	9%	5%	10%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 447
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	61	*	47	69	-	-	-	*	41	*	60	65	45	39
	2018	63	73	69	*	71	66	-	-	-	*	75	*	69	69	67	62
Grade 4 Mathematics	2019	65	75	76	*	85	75	-	-	-	*	42	*	76	79	68	82
	2018	65	78	78	*	78	77	*	-	-	*	94	*	77	80	79	79
All Grades Both Subjects	2019	69	76	69	*	66	72	-	-	-	58	41	50	68	72	57	61
	2018	69	77	74	*	75	71	*	-	-	*	86	81	73	75	73	70
All Grades ELA/Reading	2019	68	74	61	*	47	69	-	-	-	*	41	*	60	65	45	39
	2018	69	75	69	*	71	66	-	-	-	*	75	*	69	69	67	62
All Grades Mathematics	2019	70	78	76	*	85	75	-	-	-	*	42	*	76	79	68	82
	2018	70	78	78	*	78	77	*	-	-	*	94	*	77	80	79	79

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 447
 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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Reading	2019	41%	51%	-	-	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8														
Reading	2018	38%	54%	89%	-	83%	*	-	-	-	-	*	83%	*
Mathematics	2019	45%	58%	22%	-	33%	*	-	-	-	-	20%	29%	40%
	2018	47%	61%	70%	-	*	*	-	-	-	-	*	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 447
 Grade Span: EE - 04
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	82%	72%	-	-	-	72%	53%	53%	-	-	68%	68%
	2018	77%	91%	88%	81%	-	-	-	81%	59%	67%	*	-	78%	78%
At Meets Grade Level or Above	2019	50%	70%	55%	33%	-	-	-	33%	26%	26%	-	-	32%	32%
	2018	48%	70%	57%	28%	-	-	-	28%	29%	33%	*	-	28%	28%
At Masters Grade Level	2019	24%	41%	30%	20%	-	-	-	20%	0%	0%	-	-	16%	16%
	2018	22%	40%	30%	12%	-	-	-	12%	0%	0%	*	-	10%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	83%	72%	-	-	-	72%	43%	43%	-	-	67%	67%
	2018	74%	90%	92%	81%	-	-	-	81%	*	*	-	-	80%	80%
At Meets Grade Level or Above	2019	48%	68%	53%	31%	-	-	-	31%	14%	14%	-	-	28%	28%
	2018	46%	69%	59%	29%	-	-	-	29%	*	*	-	-	29%	29%
At Masters Grade Level	2019	21%	37%	31%	22%	-	-	-	22%	0%	0%	-	-	18%	18%
	2018	19%	36%	31%	10%	-	-	-	10%	*	*	-	-	9%	9%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	86%	78%	-	-	-	78%	57%	57%	-	-	74%	74%
	2018	81%	94%	93%	88%	-	-	-	88%	75%	86%	*	-	86%	86%
At Meets Grade Level or Above	2019	52%	73%	65%	38%	-	-	-	38%	43%	43%	-	-	38%	38%
	2018	50%	74%	65%	36%	-	-	-	36%	38%	43%	*	-	36%	36%
At Masters Grade Level	2019	26%	46%	41%	22%	-	-	-	22%	0%	0%	-	-	18%	18%
	2018	24%	45%	40%	17%	-	-	-	17%	0%	0%	*	-	14%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	73%	60%	-	-	-	60%	60%	60%	-	-	60%	60%
	2018	66%	84%	71%	70%	-	-	-	70%	33%	40%	*	-	62%	62%
At Meets Grade Level or Above	2019	38%	59%	40%	27%	-	-	-	27%	20%	20%	-	-	25%	25%
	2018	41%	62%	36%	13%	-	-	-	13%	17%	20%	*	-	14%	14%
At Masters Grade Level	2019	14%	27%	8%	13%	-	-	-	13%	0%	0%	-	-	10%	10%
	2018	13%	26%	9%	9%	-	-	-	9%	0%	0%	*	-	7%	7%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	69%	55%	-	-	-	55%	81%	81%	-	-	61%	61%
	2018	69%	77%	74%	69%	-	-	-	69%	69%	69%	-	-	69%	69%
All Grades ELA/Reading	2019	68%	74%	61%	33%	-	-	-	33%	*	*	-	-	39%	39%
	2018	69%	75%	69%	64%	-	-	-	64%	*	*	-	-	60%	60%
All Grades Mathematics	2019	70%	78%	76%	77%	-	-	-	77%	*	*	-	-	82%	82%
	2018	70%	78%	78%	75%	-	-	-	75%	90%	90%	-	-	78%	78%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	-	-	-	-	-	-	-	-	-	-	-	-
	2018	38%	54%	89%	*	-	-	-	*	-	-	-	-	*	*
Mathematics	2019	45%	58%	22%	*	-	-	-	*	*	*	-	-	40%	40%
	2018	47%	61%	70%	*	-	-	-	*	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 447
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	-	*	*	100%	100%	100%	100%
Included in Accountability	94%	96%	92%	33%	88%	98%	-	*	*	87%	86%	89%	92%
Not Included in Accountability													
Mobile	4%	4%	8%	67%	11%	2%	-	*	*	13%	14%	11%	8%
Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	1%	0%	-	*	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	1%	0%	-	*	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	83%	-	100%	98%	100%	99%
Included in Accountability	94%	95%	96%	100%	95%	98%	*	17%	-	100%	84%	99%	94%
Not Included in Accountability													
Mobile	4%	4%	4%	0%	5%	2%	*	50%	-	0%	13%	1%	5%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	17%	-	0%	2%	0%	1%
Not Tested	1%	0%	0%	0%	0%	0%	*	17%	-	0%	2%	0%	1%
Absent	1%	0%	0%	0%	0%	0%	*	17%	-	0%	2%	0%	1%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 447
 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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	96.9%	*	96.9%	96.8%	*	*	*	96.1%	95.8%	96.3%	97.0%
2016-17	95.7%	96.5%	97.0%	95.7%	97.0%	97.1%	-	*	*	95.8%	96.0%	96.7%	97.4%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 447
 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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 447
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 447
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 447
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 447
 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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 447
 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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 447
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 447
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	447	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	17	3.8%	0.3%	0.3%
Pre-Kindergarten	23	5.1%	1.5%	4.4%
Kindergarten	69	15.4%	7.5%	6.9%
Grade 1	62	13.9%	7.8%	7.1%
Grade 2	80	17.9%	7.9%	7.2%
Grade 3	100	22.4%	7.8%	7.3%
Grade 4	96	21.5%	8.1%	7.6%
Grade 5	0	0.0%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	5	1.1%	4.7%	12.6%
Hispanic	158	35.3%	30.5%	52.6%
White	259	57.9%	53.0%	27.4%
American Indian	0	0.0%	0.3%	0.4%
Asian	6	1.3%	7.5%	4.5%
Pacific Islander	1	0.2%	0.1%	0.2%
Two or More Races	18	4.0%	4.0%	2.4%
Economically Disadvantaged	176	39.4%	24.1%	60.6%
Non-Educationally Disadvantaged	271	60.6%	75.9%	39.4%
Section 504 Students	25	5.6%	6.0%	6.5%
English Learners (EL)	95	21.3%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	0.7%	1.4%
Students w/ Dyslexia	12	2.7%	2.1%	3.6%
At-Risk	111	24.8%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	64			
By Type of Primary Disability				
Students with Intellectual Disabilities	7	10.9%	30.1%	42.4%
Students with Physical Disabilities	14	21.9%	20.0%	21.9%
Students with Autism	16	25.0%	15.2%	13.7%
Students with Behavioral Disabilities	13	20.3%	30.9%	20.6%
Students with Non-Categorical Early Childhood	14	21.9%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	37	9.5%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 447
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	16	4.1%		
White	16	4.1%		
American Indian	0	0.0%		
Asian	2	0.5%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.8%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	5.8%	1.0%	1.7%	0.0%	3.8%	6.2%
Grade 1	1.4%	1.8%	3.1%	0.0%	4.2%	5.5%
Grade 2	2.4%	0.8%	1.8%	0.0%	1.7%	2.3%
Grade 3	0.0%	0.3%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.3	20.2	18.9
Grade 1	15.5	19.2	18.8
Grade 2	16.0	19.9	18.7
Grade 3	19.5	21.9	18.9
Grade 4	17.5	22.9	19.2
Grade 5	-	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	20.7	16.6
Foreign Languages	-	21.1	18.9
Mathematics	-	23.6	17.8
Science	-	24.2	18.9
Social Studies	-	25.5	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 447
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	61.6	100.0%	100.0%	100.0%
Professional Staff:	46.0	74.6%	60.4%	64.1%
Teachers	37.8	61.3%	48.4%	49.8%
Professional Support	6.2	10.1%	8.2%	10.1%
Campus Administration (School Leadership)	2.0	3.2%	2.6%	3.0%
Educational Aides:	15.7	25.4%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	13.0	21.1%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.5%	10.6%
Hispanic	8.7	23.0%	11.9%	27.7%
White	28.1	74.3%	82.7%	58.4%
American Indian	1.0	2.6%	0.4%	0.3%
Asian	0.0	0.0%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	0.1	0.2%	16.7%	23.8%
Females	37.7	99.8%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	29.1	77.0%	73.0%	73.6%
Masters	8.7	23.0%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.6%	3.0%	7.0%
1-5 Years Experience	5.0	13.2%	22.9%	28.9%
6-10 Years Experience	13.4	35.6%	26.5%	19.0%
11-20 Years Experience	15.3	40.5%	34.1%	29.3%
Over 20 Years Experience	3.0	7.9%	13.5%	15.7%
Number of Students per Teacher	11.8	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 447
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	7.8	6.3
Average Years Experience of Principals with District	10.0	5.7	5.4
Average Years Experience of Assistant Principals	4.0	7.5	5.3
Average Years Experience of Assistant Principals with District	4.0	6.2	4.7
Average Years Experience of Teachers:	11.3	11.5	11.1
Average Years Experience of Teachers with District:	6.7	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,000	\$55,341	\$47,218
1-5 Years Experience	\$55,321	\$54,556	\$50,408
6-10 Years Experience	\$57,036	\$57,013	\$52,786
11-20 Years Experience	\$56,265	\$59,511	\$56,041
Over 20 Years Experience	\$66,125	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$57,138	\$58,431	\$54,122
Professional Support	\$67,961	\$68,966	\$64,069
Campus Administration (School Leadership)	\$86,187	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 447
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	93	20.8%	9.8%	19.7%
Career & Technical Education	0	0.0%	30.3%	26.3%
Gifted & Talented Education	48	10.7%	9.5%	8.1%
Special Education	64	14.3%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	6.3	16.6%	5.3%	6.4%
Career & Technical Education	0.0	0.0%	4.6%	4.9%
Compensatory Education	0.6	1.7%	0.5%	2.7%
Gifted & Talented Education	0.0	0.0%	0.8%	2.0%
Regular Education	24.8	65.6%	70.6%	71.4%
Special Education	6.1	16.1%	7.8%	9.1%
Other	0.0	0.0%	10.3%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*^' Indicates results are masked due to small numbers to protect student confidentiality.

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CANYON POINTE EL**

Campus Number: **101921111**

2019 Accountability Rating: **B**

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 814
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	92%	88%	92%	95%	*	89%	-	*	36%	83%	92%	93%	93%	94%
	2018	77%	92%	96%	78%	98%	95%	-	95%	*	100%	70%	*	98%	88%	91%	98%
At Meets Grade Level or Above	2019	45%	62%	70%	50%	71%	75%	*	74%	-	*	21%	50%	73%	57%	70%	77%
	2018	43%	64%	71%	44%	71%	71%	-	86%	*	75%	20%	*	74%	61%	63%	71%
At Masters Grade Level	2019	27%	42%	51%	38%	51%	51%	*	63%	-	*	7%	33%	52%	43%	57%	65%
	2018	25%	42%	51%	44%	39%	56%	-	67%	*	75%	0%	*	51%	48%	30%	46%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	92%	75%	94%	95%	*	89%	-	*	36%	100%	93%	86%	91%	94%
	2018	78%	91%	92%	89%	89%	92%	-	100%	*	100%	60%	*	94%	85%	81%	88%
At Meets Grade Level or Above	2019	49%	66%	71%	63%	70%	67%	*	84%	-	*	29%	67%	73%	61%	76%	79%
	2018	47%	69%	72%	44%	60%	79%	-	90%	*	100%	30%	*	76%	56%	51%	61%
At Masters Grade Level	2019	25%	38%	41%	50%	33%	44%	*	58%	-	*	7%	33%	45%	21%	33%	44%
	2018	23%	41%	50%	22%	38%	52%	-	86%	*	63%	10%	*	53%	35%	26%	41%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	89%	90%	80%	86%	94%	-	100%	-	100%	58%	*	91%	88%	87%	85%
	2018	73%	92%	93%	83%	89%	95%	-	100%	-	*	80%	*	95%	88%	83%	90%
At Meets Grade Level or Above	2019	44%	63%	67%	50%	57%	70%	-	95%	-	100%	17%	*	74%	49%	43%	50%
	2018	46%	72%	77%	67%	60%	86%	-	94%	-	*	70%	*	82%	63%	56%	67%
At Masters Grade Level	2019	22%	37%	35%	30%	28%	33%	-	63%	-	67%	0%	*	38%	29%	28%	31%
	2018	24%	43%	48%	50%	31%	58%	-	61%	-	*	40%	*	51%	41%	24%	33%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	92%	94%	90%	89%	97%	-	100%	-	100%	67%	*	96%	88%	87%	89%
	2018	78%	94%	93%	83%	91%	94%	-	100%	-	*	80%	*	98%	81%	86%	91%
At Meets Grade Level or Above	2019	48%	70%	74%	70%	67%	72%	-	100%	-	100%	25%	*	79%	61%	62%	67%
	2018	49%	72%	67%	50%	50%	75%	-	94%	-	*	40%	*	72%	55%	45%	55%
At Masters Grade Level	2019	28%	47%	51%	30%	39%	55%	-	79%	-	78%	8%	*	57%	33%	30%	44%
	2018	27%	47%	47%	50%	29%	55%	-	72%	-	*	10%	*	49%	43%	29%	34%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	83%	87%	60%	89%	84%	-	95%	-	100%	17%	*	90%	80%	83%	94%
	2018	63%	82%	88%	83%	93%	82%	-	94%	-	*	20%	*	95%	69%	86%	100%
At Meets Grade Level or Above	2019	35%	52%	65%	60%	62%	58%	-	95%	-	78%	8%	*	66%	61%	53%	63%
	2018	39%	59%	67%	83%	62%	63%	-	83%	-	*	10%	*	71%	55%	57%	70%
At Masters Grade Level	2019	11%	18%	24%	30%	21%	17%	-	47%	-	44%	0%	*	25%	22%	17%	28%
	2018	11%	19%	24%	50%	13%	22%	-	44%	-	*	0%	*	27%	17%	10%	15%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	91%	78%	90%	93%	*	95%	-	100%	42%	96%	93%	86%	88%	91%
	2018	77%	91%	92%	83%	92%	92%	-	98%	*	100%	62%	92%	96%	82%	85%	93%
At Meets Grade Level or Above	2019	50%	70%	69%	59%	65%	68%	*	89%	-	86%	20%	63%	73%	58%	61%	67%
	2018	48%	70%	71%	56%	61%	75%	-	90%	*	88%	34%	69%	75%	58%	55%	65%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 814
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	41%	40%	35%	34%	39%	*	62%	-	54%	5%	33%	43%	29%	33%	42%
	2018	22%	40%	44%	42%	30%	49%	-	67%	*	72%	12%	31%	47%	36%	24%	33%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	91%	83%	88%	94%	*	95%	-	100%	46%	90%	92%	90%	90%	89%
	2018	74%	90%	95%	80%	94%	95%	-	97%	*	100%	75%	80%	97%	88%	87%	94%
At Meets Grade Level or Above	2019	48%	68%	69%	50%	63%	72%	*	84%	-	77%	19%	50%	74%	52%	56%	63%
	2018	46%	69%	74%	53%	66%	79%	-	90%	*	82%	45%	60%	78%	62%	60%	69%
At Masters Grade Level	2019	21%	37%	42%	33%	38%	41%	*	63%	-	54%	4%	40%	45%	34%	42%	47%
	2018	19%	36%	50%	47%	35%	57%	-	64%	*	73%	20%	40%	51%	45%	27%	39%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	93%	83%	91%	96%	*	95%	-	100%	50%	100%	95%	87%	89%	91%
	2018	81%	94%	93%	87%	90%	93%	-	100%	*	100%	70%	100%	96%	83%	84%	89%
At Meets Grade Level or Above	2019	52%	73%	73%	67%	68%	70%	*	92%	-	100%	27%	70%	76%	61%	69%	73%
	2018	50%	74%	70%	47%	55%	77%	-	92%	*	91%	35%	80%	74%	55%	48%	58%
At Masters Grade Level	2019	26%	46%	46%	39%	37%	50%	*	68%	-	62%	8%	40%	51%	29%	31%	44%
	2018	24%	45%	49%	33%	34%	54%	-	79%	*	64%	10%	40%	51%	39%	27%	37%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	87%	60%	89%	84%	-	95%	-	100%	17%	*	90%	80%	83%	94%
	2018	66%	84%	88%	83%	93%	82%	-	94%	-	*	20%	*	95%	69%	86%	100%
At Meets Grade Level or Above	2019	38%	59%	65%	60%	62%	58%	-	95%	-	78%	8%	*	66%	61%	53%	63%
	2018	41%	62%	67%	83%	62%	63%	-	83%	-	*	10%	*	71%	55%	57%	70%
At Masters Grade Level	2019	14%	27%	24%	30%	21%	17%	-	47%	-	44%	0%	*	25%	22%	17%	28%
	2018	13%	26%	24%	50%	13%	22%	-	44%	-	*	0%	*	27%	17%	10%	15%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 814
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	61	63	50	64	-	84	-	89	64	*	62	60	47	48
	2018	63	73	68	50	50	74	-	94	-	*	65	*	67	71	56	61
Grade 4 Mathematics	2019	65	75	80	94	71	84	-	89	-	94	95	*	79	83	75	76
	2018	65	78	77	83	73	78	-	82	-	*	70	*	75	85	78	69
All Grades Both Subjects	2019	69	76	71	78	61	74	-	87	-	92	80	88	71	71	61	62
	2018	69	77	73	67	63	76	-	88	-	*	68	42	71	78	68	65
All Grades ELA/Reading	2019	68	74	61	63	50	64	-	84	-	89	64	*	62	60	47	48
	2018	69	75	68	50	50	74	-	94	-	*	65	*	67	71	56	61
All Grades Mathematics	2019	70	78	80	94	71	84	-	89	-	94	95	*	79	83	75	76
	2018	70	78	77	83	73	78	-	82	-	*	70	*	75	85	78	69

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Prior Year and Student Success Initiative

Total Students: 814
 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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	43%	*	*	*	-	*	-	-	*	*	-
	2018	38%	54%	*	-	*	*	-	-	-	-	-	*	*
Mathematics	2019	45%	58%	43%	*	29%	67%	-	-	-	-	33%	38%	40%
	2018	47%	61%	*	*	*	*	-	-	-	-	*	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 814
 Grade Span: PK - 04
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	91%	92%	-	-	-	92%	63%	63%	-	-	89%	89%
	2018	77%	91%	92%	92%	-	-	-	92%	94%	94%	-	-	92%	92%
At Meets Grade Level or Above	2019	50%	70%	69%	63%	-	-	-	63%	42%	42%	-	-	61%	61%
	2018	48%	70%	71%	58%	-	-	-	58%	69%	69%	-	-	60%	60%
At Masters Grade Level	2019	24%	41%	40%	36%	-	-	-	36%	32%	32%	-	-	36%	36%
	2018	22%	40%	44%	26%	-	-	-	26%	25%	25%	-	-	26%	26%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	91%	89%	-	-	-	89%	67%	67%	-	-	87%	87%
	2018	74%	90%	95%	93%	-	-	-	93%	91%	91%	-	-	93%	93%
At Meets Grade Level or Above	2019	48%	68%	69%	59%	-	-	-	59%	44%	44%	-	-	57%	57%
	2018	46%	69%	74%	64%	-	-	-	64%	73%	73%	-	-	65%	65%
At Masters Grade Level	2019	21%	37%	42%	41%	-	-	-	41%	33%	33%	-	-	40%	40%
	2018	19%	36%	50%	30%	-	-	-	30%	45%	45%	-	-	32%	32%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	93%	92%	-	-	-	92%	67%	67%	-	-	89%	89%
	2018	81%	94%	93%	87%	-	-	-	87%	92%	92%	-	-	87%	87%
At Meets Grade Level or Above	2019	52%	73%	73%	71%	-	-	-	71%	44%	44%	-	-	68%	68%
	2018	50%	74%	70%	48%	-	-	-	48%	67%	67%	-	-	51%	51%
At Masters Grade Level	2019	26%	46%	46%	39%	-	-	-	39%	33%	33%	-	-	38%	38%
	2018	24%	45%	49%	29%	-	-	-	29%	25%	25%	-	-	29%	29%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	87%	95%	-	-	-	95%	*	*	-	-	93%	93%
	2018	66%	84%	88%	100%	-	-	-	100%	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	38%	59%	65%	58%	-	-	-	58%	*	*	-	-	57%	57%
	2018	41%	62%	67%	68%	-	-	-	68%	67%	67%	-	-	67%	67%
At Masters Grade Level	2019	14%	27%	24%	23%	-	-	-	23%	*	*	-	-	23%	23%
	2018	13%	26%	24%	11%	-	-	-	11%	0%	0%	-	-	9%	9%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	71%	57%	-	-	-	57%	*	*	-	-	57%	57%
	2018	69%	77%	73%	59%	-	-	-	59%	66%	66%	-	-	60%	60%
All Grades ELA/Reading	2019	68%	74%	61%	43%	-	-	-	43%	*	*	-	-	42%	42%
	2018	69%	75%	68%	44%	-	-	-	44%	81%	81%	-	-	53%	53%
All Grades Mathematics	2019	70%	78%	80%	71%	-	-	-	71%	*	*	-	-	72%	72%
	2018	70%	78%	77%	69%	-	-	-	69%	50%	50%	-	-	66%	66%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	43%	-	-	-	-	-	-	-	-	-	-	-
	2018	38%	54%	*	*	-	-	-	*	*	*	-	-	*	*
Mathematics	2019	45%	58%	43%	*	-	-	-	*	*	*	-	-	40%	40%
	2018	47%	61%	*	*	-	-	-	*	-	-	-	-	*	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 814
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	98%	100%	97%	99%	*	100%	-	100%	100%	97%	96%
Not Included in Accountability													
Mobile	4%	4%	1%	0%	2%	1%	*	0%	-	0%	0%	2%	3%
Other Exclusions	1%	1%	0%	0%	1%	0%	*	0%	-	0%	0%	1%	1%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	99%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	93%	95%	90%	94%	-	100%	*	93%	91%	89%	86%
Not Included in Accountability													
Mobile	4%	4%	4%	5%	6%	3%	-	0%	*	7%	9%	7%	6%
Other Exclusions	1%	1%	2%	0%	4%	2%	-	0%	*	0%	0%	4%	8%
Not Tested	1%	0%	0%	0%	0%	1%	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	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
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 814
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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	97.2%	97.4%	97.4%	97.1%	*	97.7%	*	95.0%	96.8%	97.2%	97.5%
2016-17	95.7%	96.5%	97.2%	96.8%	97.3%	97.1%	*	97.9%	-	96.4%	96.5%	97.2%	97.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 814
 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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 814
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 814
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 814
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 814
 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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 814
 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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 814
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 814
Grade Span: PK - 04
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	814	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	36	4.4%	1.5%	4.4%
Kindergarten	152	18.7%	7.5%	6.9%
Grade 1	150	18.4%	7.8%	7.1%
Grade 2	139	17.1%	7.9%	7.2%
Grade 3	154	18.9%	7.8%	7.3%
Grade 4	183	22.5%	8.1%	7.6%
Grade 5	0	0.0%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	34	4.2%	4.7%	12.6%
Hispanic	356	43.7%	30.5%	52.6%
White	296	36.4%	53.0%	27.4%
American Indian	2	0.2%	0.3%	0.4%
Asian	96	11.8%	7.5%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	30	3.7%	4.0%	2.4%
Economically Disadvantaged	213	26.2%	24.1%	60.6%
Non-Educationally Disadvantaged	601	73.8%	75.9%	39.4%
Section 504 Students	37	4.5%	6.0%	6.5%
English Learners (EL)	277	34.0%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	0.7%	1.4%
Students w/ Dyslexia	11	1.4%	2.1%	3.6%
At-Risk	355	43.6%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	64			
By Type of Primary Disability				
Students with Intellectual Disabilities	12	18.8%	30.1%	42.4%
Students with Physical Disabilities	14	21.9%	20.0%	21.9%
Students with Autism	25	39.1%	15.2%	13.7%
Students with Behavioral Disabilities	**	**	30.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	51	7.8%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 814
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	3	0.5%		
Hispanic	26	4.0%		
White	16	2.4%		
American Indian	1	0.2%		
Asian	4	0.6%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.8%	1.0%	1.7%	0.0%	3.8%	6.2%
Grade 1	1.6%	1.8%	3.1%	0.0%	4.2%	5.5%
Grade 2	0.0%	0.8%	1.8%	0.0%	1.7%	2.3%
Grade 3	0.0%	0.3%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.1	20.2	18.9
Grade 1	17.4	19.2	18.8
Grade 2	19.5	19.9	18.7
Grade 3	22.5	21.9	18.9
Grade 4	25.7	22.9	19.2
Grade 5	-	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	20.7	16.6
Foreign Languages	-	21.1	18.9
Mathematics	-	23.6	17.8
Science	-	24.2	18.9
Social Studies	-	25.5	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 814
Grade Span: PK - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	81.4	100.0%	100.0%	100.0%
Professional Staff:	62.8	77.1%	60.4%	64.1%
Teachers	52.9	64.9%	48.4%	49.8%
Professional Support	7.9	9.7%	8.2%	10.1%
Campus Administration (School Leadership)	2.0	2.5%	2.6%	3.0%
Educational Aides:	18.7	22.9%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	25.7	31.5%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	1.9%	2.5%	10.6%
Hispanic	14.8	28.0%	11.9%	27.7%
White	36.1	68.2%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	1.0	1.9%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	1.1	2.1%	16.7%	23.8%
Females	51.8	97.9%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	1.9%	0.3%	1.4%
Bachelors	41.1	77.7%	73.0%	73.6%
Masters	10.8	20.4%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.0%	7.0%
1-5 Years Experience	15.0	28.4%	22.9%	28.9%
6-10 Years Experience	19.6	37.0%	26.5%	19.0%
11-20 Years Experience	14.3	27.1%	34.1%	29.3%
Over 20 Years Experience	4.0	7.6%	13.5%	15.7%
Number of Students per Teacher	15.4	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 814
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	7.8	6.3
Average Years Experience of Principals with District	7.0	5.7	5.4
Average Years Experience of Assistant Principals	11.0	7.5	5.3
Average Years Experience of Assistant Principals with District	3.0	6.2	4.7
Average Years Experience of Teachers:	9.9	11.5	11.1
Average Years Experience of Teachers with District:	6.5	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,341	\$47,218
1-5 Years Experience	\$53,043	\$54,556	\$50,408
6-10 Years Experience	\$56,801	\$57,013	\$52,786
11-20 Years Experience	\$59,631	\$59,511	\$56,041
Over 20 Years Experience	\$53,417	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,246	\$58,431	\$54,122
Professional Support	\$65,745	\$68,966	\$64,069
Campus Administration (School Leadership)	\$86,546	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 814
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	282	34.6%	9.8%	19.7%
Career & Technical Education	0	0.0%	30.3%	26.3%
Gifted & Talented Education	65	8.0%	9.5%	8.1%
Special Education	64	7.9%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	15.4	29.1%	5.3%	6.4%
Career & Technical Education	0.0	0.0%	4.6%	4.9%
Compensatory Education	0.0	0.0%	0.5%	2.7%
Gifted & Talented Education	0.5	0.9%	0.8%	2.0%
Regular Education	33.0	62.5%	70.6%	71.4%
Special Education	4.0	7.5%	7.8%	9.1%
Other	0.0	0.0%	10.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CREEKSIDE FOREST EL**

Campus Number: **101921112**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 546
 Grade Span: KG - 05
 School Type: Elementary

				African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 3 Reading																
At Approaches Grade Level or Above																
	2019	76%	88%	100%	*	100%	100%	*	100%	*	100%	100%	*	100%	100%	100%
	2018	77%	92%	99%	*	95%	100%	-	100%	-	*	*	*	100%	94%	-
At Meets Grade Level or Above																
	2019	45%	62%	83%	*	83%	83%	*	100%	*	80%	50%	*	88%	68%	40%
	2018	43%	64%	89%	*	73%	94%	-	92%	-	*	*	*	89%	88%	-
At Masters Grade Level																
	2019	27%	42%	66%	*	70%	69%	*	70%	*	40%	25%	*	70%	55%	40%
	2018	25%	42%	71%	*	59%	74%	-	77%	-	*	*	*	70%	76%	-
Grade 3 Mathematics																
At Approaches Grade Level or Above																
	2019	79%	90%	99%	*	100%	98%	*	100%	*	100%	100%	*	99%	100%	100%
	2018	78%	91%	99%	*	95%	100%	-	100%	-	*	*	*	100%	94%	-
At Meets Grade Level or Above																
	2019	49%	66%	91%	*	91%	90%	*	100%	*	100%	88%	*	92%	86%	100%
	2018	47%	69%	93%	*	91%	92%	-	100%	-	*	*	*	93%	94%	-
At Masters Grade Level																
	2019	25%	38%	65%	*	70%	62%	*	100%	*	40%	50%	*	64%	68%	40%
	2018	23%	41%	74%	*	73%	72%	-	85%	-	*	*	*	77%	65%	-
Grade 4 Reading																
At Approaches Grade Level or Above																
	2019	75%	89%	99%	*	96%	100%	-	100%	-	*	100%	-	100%	96%	*
	2018	73%	92%	99%	*	100%	98%	-	100%	-	100%	*	*	100%	96%	*
At Meets Grade Level or Above																
	2019	44%	63%	88%	*	80%	91%	-	93%	-	*	40%	-	94%	74%	*
	2018	46%	72%	87%	*	86%	85%	-	89%	-	100%	*	*	89%	81%	*
At Masters Grade Level																
	2019	22%	37%	65%	*	56%	64%	-	86%	-	*	20%	-	69%	56%	*
	2018	24%	43%	64%	*	71%	60%	-	67%	-	60%	*	*	69%	52%	*
Grade 4 Mathematics																
At Approaches Grade Level or Above																
	2019	75%	92%	100%	*	100%	100%	-	100%	-	*	100%	-	100%	100%	*
	2018	78%	94%	100%	*	100%	100%	-	100%	-	100%	*	*	100%	100%	*
At Meets Grade Level or Above																
	2019	48%	70%	90%	*	88%	89%	-	93%	-	*	80%	-	91%	89%	*
	2018	49%	72%	93%	*	93%	92%	-	100%	-	100%	*	*	97%	85%	*
At Masters Grade Level																
	2019	28%	47%	67%	*	52%	68%	-	86%	-	*	20%	-	72%	56%	*
	2018	27%	47%	72%	*	57%	75%	-	78%	-	100%	*	*	74%	67%	*
Grade 4 Writing																
At Approaches Grade Level or Above																
	2019	67%	83%	98%	*	96%	100%	-	100%	-	*	60%	-	100%	93%	*
	2018	63%	82%	93%	*	93%	91%	-	100%	-	100%	*	*	95%	89%	*
At Meets Grade Level or Above																
	2019	35%	52%	82%	*	76%	81%	-	93%	-	*	40%	-	86%	70%	*
	2018	39%	59%	81%	*	82%	74%	-	100%	-	100%	*	*	83%	78%	*
At Masters Grade Level																
	2019	11%	18%	43%	*	32%	43%	-	57%	-	*	0%	-	45%	41%	*
	2018	11%	19%	37%	*	36%	32%	-	56%	-	40%	*	*	39%	33%	*
Grade 5 Reading^																
At Approaches Grade Level or Above																
	2019	86%	95%	100%	*	100%	100%	-	100%	-	*	*	100%	100%	100%	*
	2018	84%	95%	99%	-	100%	97%	-	*	-	*	*	*	98%	100%	*
At Meets Grade Level or Above																
	2019	54%	72%	92%	*	96%	92%	-	90%	-	*	*	67%	92%	92%	*
	2018	54%	74%	92%	-	96%	86%	-	*	-	*	*	*	96%	84%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 546
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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	46%	70%	*	73%	73%	-	60%	-	*	*	67%	71%	68%	*	56%
	2018	26%	43%	72%	-	71%	68%	-	*	-	*	*	*	74%	68%	*	56%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	98%	100%	*	100%	100%	-	100%	-	*	*	100%	100%	100%	*	100%
	2018	91%	97%	100%	-	100%	100%	-	*	-	*	*	*	100%	100%	*	100%
At Meets Grade Level or Above	2019	58%	78%	99%	*	100%	98%	-	100%	-	*	*	83%	98%	100%	*	100%
	2018	58%	77%	99%	-	100%	97%	-	*	-	*	*	*	98%	100%	*	100%
At Masters Grade Level	2019	36%	58%	91%	*	85%	96%	-	100%	-	*	*	83%	91%	92%	*	83%
	2018	30%	48%	94%	-	96%	92%	-	*	-	*	*	*	96%	92%	*	100%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	90%	100%	*	100%	100%	-	100%	-	*	*	100%	100%	100%	*	100%
	2018	76%	88%	97%	-	100%	95%	-	*	-	*	*	*	98%	96%	*	100%
At Meets Grade Level or Above	2019	49%	72%	93%	*	92%	92%	-	100%	-	*	*	83%	92%	96%	*	88%
	2018	41%	58%	80%	-	86%	73%	-	*	-	*	*	*	87%	68%	*	75%
At Masters Grade Level	2019	24%	42%	70%	*	68%	73%	-	70%	-	*	*	50%	72%	63%	*	59%
	2018	17%	31%	55%	-	64%	41%	-	*	-	*	*	*	59%	48%	*	56%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	99%	95%	99%	100%	*	100%	*	100%	94%	100%	100%	98%	96%	99%
	2018	77%	91%	98%	100%	98%	98%	-	100%	-	100%	81%	100%	99%	96%	100%	99%
At Meets Grade Level or Above	2019	50%	70%	90%	81%	88%	89%	*	96%	*	97%	65%	75%	92%	84%	80%	84%
	2018	48%	70%	89%	100%	89%	87%	-	97%	-	100%	62%	86%	91%	84%	93%	83%
At Masters Grade Level	2019	24%	41%	67%	57%	63%	68%	*	78%	*	61%	29%	60%	69%	62%	60%	54%
	2018	22%	40%	67%	75%	66%	64%	-	78%	-	79%	19%	50%	69%	62%	80%	56%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	100%	100%	99%	100%	*	100%	*	100%	100%	100%	100%	99%	100%	98%
	2018	74%	90%	99%	*	99%	99%	-	100%	-	100%	80%	100%	99%	97%	100%	98%
At Meets Grade Level or Above	2019	48%	68%	88%	63%	86%	88%	*	94%	*	92%	50%	57%	91%	78%	60%	81%
	2018	46%	69%	89%	*	86%	89%	-	92%	-	100%	70%	80%	91%	84%	80%	78%
At Masters Grade Level	2019	21%	37%	67%	50%	66%	69%	*	74%	*	58%	29%	57%	70%	59%	50%	50%
	2018	19%	36%	69%	*	68%	67%	-	77%	-	73%	10%	40%	71%	64%	80%	54%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	100%	100%	100%	99%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
	2018	81%	94%	100%	*	99%	100%	-	100%	-	100%	90%	100%	100%	99%	100%	100%
At Meets Grade Level or Above	2019	52%	73%	93%	100%	93%	93%	*	97%	*	100%	86%	86%	94%	92%	100%	90%
	2018	50%	74%	95%	*	95%	93%	-	100%	-	100%	60%	100%	96%	93%	100%	91%
At Masters Grade Level	2019	26%	46%	74%	63%	69%	75%	*	94%	*	67%	36%	71%	75%	72%	60%	64%
	2018	24%	45%	79%	*	76%	79%	-	85%	-	100%	30%	100%	80%	75%	80%	67%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	98%	*	96%	100%	-	100%	-	*	60%	-	100%	93%	*	100%
	2018	66%	84%	93%	*	93%	91%	-	100%	-	100%	*	*	95%	89%	*	100%
At Meets Grade Level or Above	2019	38%	59%	82%	*	76%	81%	-	93%	-	*	40%	-	86%	70%	*	69%
	2018	41%	62%	81%	*	82%	74%	-	100%	-	100%	*	*	83%	78%	*	80%
At Masters Grade Level	2019	14%	27%	43%	*	32%	43%	-	57%	-	*	0%	-	45%	41%	*	31%
	2018	13%	26%	37%	*	36%	32%	-	56%	-	40%	*	*	39%	33%	*	35%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 546
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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	100%	*	100%	100%	-	100%	-	*	*	100%	100%	100%	*	100%
	2018	80%	91%	97%	-	100%	95%	-	*	-	*	*	*	98%	96%	*	100%
At Meets Grade Level or Above	2019	54%	74%	93%	*	92%	92%	-	100%	-	*	*	83%	92%	96%	*	88%
	2018	51%	70%	80%	-	86%	73%	-	*	-	*	*	*	87%	68%	*	75%
At Masters Grade Level	2019	25%	42%	70%	*	68%	73%	-	70%	-	*	*	50%	72%	63%	*	59%
	2018	23%	39%	55%	-	64%	41%	-	*	-	*	*	*	59%	48%	*	56%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 546
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	78	*	80	73	-	100	-	*	60	-	81	71	*	82
	2018	63	73	80	*	84	79	-	94	-	60	*	*	84	68	*	71
Grade 4 Mathematics	2019	65	75	79	*	71	76	-	92	-	*	90	-	80	75	*	67
	2018	65	78	88	*	72	92	-	100	-	100	*	*	85	95	*	65
Grade 5 ELA/Reading	2019	81	82	87	*	90	90	-	80	-	*	*	100	86	89	*	86
	2018	80	82	93	-	93	93	-	*	-	*	*	*	90	100	*	100
Grade 5 Mathematics	2019	83	87	97	*	98	98	-	100	-	*	*	92	96	100	*	97
	2018	81	79	98	-	96	100	-	*	-	*	*	*	98	100	*	100
All Grades Both Subjects	2019	69	76	85	70	85	85	-	93	-	82	79	96	86	84	90	85
	2018	69	77	89	*	87	90	-	98	-	83	88	94	89	91	80	83
All Grades ELA/Reading	2019	68	74	83	40	85	82	-	91	-	79	67	100	83	81	80	84
	2018	69	75	86	*	88	85	-	96	-	67	92	*	86	84	80	85
All Grades Mathematics	2019	70	78	88	100	85	87	-	96	-	86	92	92	88	88	100	85
	2018	70	78	92	*	85	96	-	100	-	100	83	*	91	98	80	82

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 546
 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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	*	-	*	*	-	-	-	-	*	-	*
	2018	38%	54%	*	-	*	*	-	-	-	-	*	-	*
Mathematics	2019	45%	58%	*	*	*	-	-	-	-	-	*	-	-
	2018	47%	61%	*	-	*	*	-	-	-	-	*	-	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	99%	*	100%	98%	-	100%	-	*	*	*	100%
Students Requiring Accelerated Instruction														
	2019	22%	9%	1%	*	0%	2%	-	0%	-	*	*	*	0%
STAAR Cumulative Met Standard														
	2019	86%	95%	100%	*	100%	100%	-	100%	-	*	*	*	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	95%	100%	*	100%	100%	-	100%	-	*	*	*	100%
STAAR Cumulative Met Standard														
	2019	90%	98%	100%	*	100%	100%	-	100%	-	*	*	*	100%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 546
 Grade Span: KG - 05
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	99%	-	-	-	-	-	99%	99%	-	-	99%	99%
	2018	77%	91%	98%	-	-	-	-	-	98%	98%	-	-	98%	98%
At Meets Grade Level or Above	2019	50%	70%	90%	-	-	-	-	-	81%	81%	-	-	81%	81%
	2018	48%	70%	89%	-	-	-	-	-	78%	78%	-	-	78%	78%
At Masters Grade Level	2019	24%	41%	67%	-	-	-	-	-	47%	47%	-	-	47%	47%
	2018	22%	40%	67%	-	-	-	-	-	43%	43%	-	-	43%	43%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	100%	-	-	-	-	-	96%	96%	-	-	96%	96%
	2018	74%	90%	99%	-	-	-	-	-	95%	95%	-	-	95%	95%
At Meets Grade Level or Above	2019	48%	68%	88%	-	-	-	-	-	77%	77%	-	-	77%	77%
	2018	46%	69%	89%	-	-	-	-	-	73%	73%	-	-	73%	73%
At Masters Grade Level	2019	21%	37%	67%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	19%	36%	69%	-	-	-	-	-	36%	36%	-	-	36%	36%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	100%	-	-	-	-	-	100%	100%	-	-	100%	100%
	2018	81%	94%	100%	-	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	52%	73%	93%	-	-	-	-	-	88%	88%	-	-	88%	88%
	2018	50%	74%	95%	-	-	-	-	-	86%	86%	-	-	86%	86%
At Masters Grade Level	2019	26%	46%	74%	-	-	-	-	-	62%	62%	-	-	62%	62%
	2018	24%	45%	79%	-	-	-	-	-	55%	55%	-	-	55%	55%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	98%	-	-	-	-	-	100%	100%	-	-	100%	100%
	2018	66%	84%	93%	-	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	38%	59%	82%	-	-	-	-	-	70%	70%	-	-	70%	70%
	2018	41%	62%	81%	-	-	-	-	-	67%	67%	-	-	67%	67%
At Masters Grade Level	2019	14%	27%	43%	-	-	-	-	-	30%	30%	-	-	30%	30%
	2018	13%	26%	37%	-	-	-	-	-	22%	22%	-	-	22%	22%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	100%	-	-	-	-	-	100%	100%	-	-	100%	100%
	2018	80%	91%	97%	-	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	54%	74%	93%	-	-	-	-	-	88%	88%	-	-	88%	88%
	2018	51%	70%	80%	-	-	-	-	-	80%	80%	-	-	80%	80%
At Masters Grade Level	2019	25%	42%	70%	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	23%	39%	55%	-	-	-	-	-	60%	60%	-	-	60%	60%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	85%	-	-	-	-	-	83%	83%	-	-	83%	83%
	2018	69%	77%	89%	-	-	-	-	-	75%	75%	-	-	75%	75%
All Grades ELA/Reading	2019	68%	74%	83%	-	-	-	-	-	82%	82%	-	-	82%	82%
	2018	69%	75%	86%	-	-	-	-	-	79%	79%	-	-	79%	79%
All Grades Mathematics	2019	70%	78%	88%	-	-	-	-	-	83%	83%	-	-	83%	83%
	2018	70%	78%	92%	-	-	-	-	-	71%	71%	-	-	71%	71%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	*	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	54%	*	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	58%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	61%	*	-	-	-	-	-	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 546
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	100%	93%	97%	*	100%	*	100%	100%	100%	84%
Not Included in Accountability													
Mobile	4%	4%	2%	0%	3%	3%	*	0%	*	0%	0%	0%	4%
Other Exclusions	1%	1%	1%	0%	4%	0%	*	0%	*	0%	0%	0%	12%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	73%	92%	94%	-	96%	-	100%	81%	100%	73%
Not Included in Accountability													
Mobile	4%	4%	3%	27%	0%	5%	-	4%	-	0%	19%	0%	0%
Other Exclusions	1%	1%	3%	0%	8%	1%	-	0%	-	0%	0%	0%	27%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 546
 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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	97.6%	97.4%	97.7%	97.5%	*	97.7%	-	97.8%	96.6%	*	97.6%
2016-17	95.7%	96.5%	97.6%	98.7%	97.6%	97.5%	*	97.9%	*	97.2%	97.0%	*	97.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 546
 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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 546
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 546
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 546
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 546
 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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 546
 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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 546
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 546
Grade Span: KG - 05
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	546	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	79	14.5%	7.5%	6.9%
Grade 1	84	15.4%	7.8%	7.1%
Grade 2	97	17.8%	7.9%	7.2%
Grade 3	100	18.3%	7.8%	7.3%
Grade 4	93	17.0%	8.1%	7.6%
Grade 5	93	17.0%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	12	2.2%	4.7%	12.6%
Hispanic	140	25.6%	30.5%	52.6%
White	293	53.7%	53.0%	27.4%
American Indian	2	0.4%	0.3%	0.4%
Asian	72	13.2%	7.5%	4.5%
Pacific Islander	1	0.2%	0.1%	0.2%
Two or More Races	26	4.8%	4.0%	2.4%
Economically Disadvantaged	15	2.7%	24.1%	60.6%
Non-Educationally Disadvantaged	531	97.3%	75.9%	39.4%
Section 504 Students	13	2.4%	6.0%	6.5%
English Learners (EL)	60	11.0%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	0.7%	1.4%
Students w/ Dyslexia	4	0.7%	2.1%	3.6%
At-Risk	83	15.2%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	25			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	30.1%	42.4%
Students with Physical Disabilities	11	44.0%	20.0%	21.9%
Students with Autism	*	*	15.2%	13.7%
Students with Behavioral Disabilities	7	28.0%	30.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	27	5.6%	9.2%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 546
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	1	0.2%		
Hispanic	11	2.3%		
White	11	2.3%		
American Indian	0	0.0%		
Asian	4	0.8%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.5%	1.0%	1.7%	0.0%	3.8%	6.2%
Grade 1	3.5%	1.8%	3.1%	0.0%	4.2%	5.5%
Grade 2	1.1%	0.8%	1.8%	0.0%	1.7%	2.3%
Grade 3	0.0%	0.3%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.3	20.2	18.9
Grade 1	19.1	19.2	18.8
Grade 2	18.1	19.9	18.7
Grade 3	20.7	21.9	18.9
Grade 4	21.8	22.9	19.2
Grade 5	24.6	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	20.7	16.6
Foreign Languages	-	21.1	18.9
Mathematics	-	23.6	17.8
Science	-	24.2	18.9
Social Studies	-	25.5	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 546
Grade Span: KG - 05
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	46.0	100.0%	100.0%	100.0%
Professional Staff:	40.1	87.2%	60.4%	64.1%
Teachers	34.1	74.1%	48.4%	49.8%
Professional Support	4.0	8.8%	8.2%	10.1%
Campus Administration (School Leadership)	2.0	4.3%	2.6%	3.0%
Educational Aides:	5.9	12.8%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	5.0	10.8%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.5%	10.6%
Hispanic	2.0	5.9%	11.9%	27.7%
White	31.1	91.2%	82.7%	58.4%
American Indian	1.0	2.9%	0.4%	0.3%
Asian	0.0	0.0%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	0.1	0.2%	16.7%	23.8%
Females	34.0	99.8%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	25.0	73.4%	73.0%	73.6%
Masters	9.1	26.6%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.0%	7.0%
1-5 Years Experience	4.0	11.7%	22.9%	28.9%
6-10 Years Experience	11.0	32.3%	26.5%	19.0%
11-20 Years Experience	11.1	32.5%	34.1%	29.3%
Over 20 Years Experience	8.0	23.5%	13.5%	15.7%
Number of Students per Teacher	16.0	n/a	16.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 546
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	7.8	6.3
Average Years Experience of Principals with District	1.0	5.7	5.4
Average Years Experience of Assistant Principals	7.0	7.5	5.3
Average Years Experience of Assistant Principals with District	7.0	6.2	4.7
Average Years Experience of Teachers:	14.1	11.5	11.1
Average Years Experience of Teachers with District:	5.2	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,341	\$47,218
1-5 Years Experience	\$55,184	\$54,556	\$50,408
6-10 Years Experience	\$56,950	\$57,013	\$52,786
11-20 Years Experience	\$60,791	\$59,511	\$56,041
Over 20 Years Experience	\$64,509	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$59,765	\$58,431	\$54,122
Professional Support	\$63,314	\$68,966	\$64,069
Campus Administration (School Leadership)	\$93,002	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 546
 Grade Span: KG - 05
 School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	60	11.0%	9.8%	19.7%
Career & Technical Education	0	0.0%	30.3%	26.3%
Gifted & Talented Education	107	19.6%	9.5%	8.1%
Special Education	25	4.6%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.9%	5.3%	6.4%
Career & Technical Education	0.0	0.0%	4.6%	4.9%
Compensatory Education	0.0	0.0%	0.5%	2.7%
Gifted & Talented Education	0.7	2.0%	0.8%	2.0%
Regular Education	32.3	94.7%	70.6%	71.4%
Special Education	0.1	0.4%	7.8%	9.1%
Other	0.0	0.0%	10.3%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*^' Indicates results are masked due to small numbers to protect student confidentiality.

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TIMBER CREEK EL**

Campus Number: **101921113**

2019 Accountability Rating: **A**

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

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District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 570
 Grade Span: KG - 05
 School Type: Elementary

				African			American			Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL
				State	District	Campus	Hispanic	White	Indian	Asian	Races	Ed	Ed	ously	contin-	Disadv	(Current
												(Current)	(Former)	Enrolled	uously		& Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above				2019	76%	88%	95%	*	90%	98%	*	100%	*	100%	80%	*	78%
				2018	77%	92%	95%	100%	92%	100%	-	*	-	71%	78%	*	78%
At Meets Grade Level or Above				2019	45%	62%	85%	*	70%	93%	*	100%	*	80%	40%	*	56%
				2018	43%	64%	71%	60%	72%	73%	-	*	-	57%	22%	*	56%
At Masters Grade Level				2019	27%	42%	63%	*	60%	62%	*	67%	*	70%	0%	*	56%
				2018	25%	42%	48%	20%	56%	41%	-	*	-	57%	0%	*	44%
Grade 3 Mathematics																	
At Approaches Grade Level or Above				2019	79%	90%	95%	*	95%	95%	*	100%	*	100%	60%	*	100%
				2018	78%	91%	93%	100%	93%	93%	-	*	-	86%	67%	*	82%
At Meets Grade Level or Above				2019	49%	66%	81%	*	80%	84%	*	67%	*	90%	40%	*	89%
				2018	47%	69%	69%	40%	70%	66%	-	*	-	86%	22%	*	55%
At Masters Grade Level				2019	25%	38%	47%	*	25%	55%	*	50%	*	50%	40%	*	33%
				2018	23%	41%	49%	20%	48%	45%	-	*	-	71%	0%	*	45%
Grade 4 Reading																	
At Approaches Grade Level or Above				2019	75%	89%	90%	100%	82%	93%	-	*	-	86%	38%	*	69%
				2018	73%	92%	97%	*	93%	98%	-	100%	-	*	*	-	100%
At Meets Grade Level or Above				2019	44%	63%	69%	60%	68%	68%	-	*	-	71%	38%	*	50%
				2018	46%	72%	81%	*	73%	81%	-	86%	-	*	*	-	89%
At Masters Grade Level				2019	22%	37%	46%	20%	43%	45%	-	*	-	57%	13%	*	31%
				2018	24%	43%	51%	*	27%	55%	-	86%	-	*	*	-	44%
Grade 4 Mathematics																	
At Approaches Grade Level or Above				2019	75%	92%	94%	100%	89%	96%	-	*	-	86%	38%	*	81%
				2018	78%	94%	99%	*	95%	100%	-	100%	-	*	80%	-	100%
At Meets Grade Level or Above				2019	48%	70%	66%	20%	64%	68%	-	*	-	71%	13%	*	50%
				2018	49%	72%	84%	*	74%	84%	-	100%	-	*	40%	-	83%
At Masters Grade Level				2019	28%	47%	48%	20%	54%	48%	-	*	-	43%	0%	*	38%
				2018	27%	47%	68%	*	37%	74%	-	86%	-	*	20%	-	50%
Grade 4 Writing																	
At Approaches Grade Level or Above				2019	67%	83%	87%	100%	82%	89%	-	*	-	71%	63%	*	69%
				2018	63%	82%	92%	*	83%	93%	-	100%	-	*	*	-	100%
At Meets Grade Level or Above				2019	35%	52%	58%	40%	54%	59%	-	*	-	57%	25%	*	38%
				2018	39%	59%	72%	*	50%	78%	-	86%	-	*	*	-	64%
At Masters Grade Level				2019	11%	18%	16%	0%	14%	14%	-	*	-	29%	0%	*	6%
				2018	11%	19%	28%	*	17%	29%	-	57%	-	*	*	-	36%
Grade 5 Reading^																	
At Approaches Grade Level or Above				2019	86%	95%	99%	*	96%	100%	-	100%	-	*	100%	-	93%
				2018	84%	95%	100%	*	100%	100%	-	*	-	*	100%	-	100%
At Meets Grade Level or Above				2019	54%	72%	86%	*	71%	90%	-	100%	-	*	43%	-	67%
				2018	54%	74%	88%	*	90%	86%	-	*	-	*	40%	*	89%

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 570
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	46%	67%	*	50%	69%	-	100%	-	*	14%	-	74%	58%	17%	47%
	2018	26%	43%	60%	*	55%	61%	-	*	-	*	40%	*	66%	52%	*	39%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	98%	100%	*	100%	100%	-	100%	-	*	100%	-	100%	100%	100%	100%
	2018	91%	97%	100%	*	100%	100%	-	*	-	*	*	*	100%	100%	*	100%
At Meets Grade Level or Above	2019	58%	78%	89%	*	83%	90%	-	100%	-	*	29%	-	89%	90%	33%	80%
	2018	58%	77%	91%	*	80%	98%	-	*	-	*	*	*	92%	90%	*	88%
At Masters Grade Level	2019	36%	58%	65%	*	58%	63%	-	100%	-	*	14%	-	72%	55%	17%	53%
	2018	30%	48%	62%	*	50%	67%	-	*	-	*	*	*	57%	70%	*	59%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	90%	94%	*	88%	95%	-	100%	-	*	57%	-	96%	90%	50%	80%
	2018	76%	88%	95%	*	91%	98%	-	*	-	*	100%	*	94%	97%	*	95%
At Meets Grade Level or Above	2019	49%	72%	76%	*	63%	80%	-	100%	-	*	29%	-	85%	65%	17%	53%
	2018	41%	58%	70%	*	59%	73%	-	*	-	*	50%	*	67%	74%	*	58%
At Masters Grade Level	2019	24%	42%	43%	*	25%	47%	-	67%	-	*	0%	-	45%	40%	17%	27%
	2018	17%	31%	37%	*	31%	36%	-	*	-	*	33%	*	37%	39%	*	37%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	94%	92%	90%	96%	*	100%	*	92%	65%	100%	95%	93%	80%	83%
	2018	77%	91%	96%	100%	94%	98%	-	100%	-	91%	80%	100%	97%	96%	88%	95%
At Meets Grade Level or Above	2019	50%	70%	76%	50%	68%	79%	*	95%	*	81%	31%	64%	81%	69%	39%	59%
	2018	48%	70%	78%	56%	72%	80%	-	94%	-	89%	40%	63%	80%	74%	36%	74%
At Masters Grade Level	2019	24%	41%	49%	21%	41%	51%	*	74%	*	60%	9%	36%	55%	39%	22%	35%
	2018	22%	40%	50%	25%	42%	51%	-	85%	-	69%	20%	38%	53%	46%	21%	44%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	94%	89%	89%	97%	*	100%	*	95%	70%	*	94%	95%	81%	80%
	2018	74%	90%	97%	100%	96%	99%	-	100%	-	86%	82%	*	98%	96%	91%	94%
At Meets Grade Level or Above	2019	48%	68%	80%	67%	69%	84%	*	100%	*	81%	40%	*	84%	73%	43%	58%
	2018	46%	69%	80%	57%	80%	80%	-	92%	-	79%	35%	*	83%	75%	36%	81%
At Masters Grade Level	2019	21%	37%	58%	33%	50%	59%	*	88%	*	71%	10%	*	63%	50%	24%	43%
	2018	19%	36%	53%	14%	49%	52%	-	92%	-	64%	24%	*	58%	44%	27%	42%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	96%	89%	94%	97%	*	100%	*	95%	65%	*	97%	95%	95%	93%
	2018	81%	94%	97%	100%	96%	98%	-	100%	-	93%	78%	*	97%	97%	93%	95%
At Meets Grade Level or Above	2019	52%	73%	79%	44%	75%	81%	*	88%	*	86%	25%	*	81%	75%	48%	70%
	2018	50%	74%	81%	57%	75%	82%	-	100%	-	93%	39%	*	83%	76%	33%	78%
At Masters Grade Level	2019	26%	46%	53%	22%	47%	55%	*	69%	*	57%	15%	*	61%	40%	33%	43%
	2018	24%	45%	59%	43%	46%	62%	-	92%	-	79%	17%	*	60%	57%	20%	53%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	87%	100%	82%	89%	-	*	-	71%	63%	*	89%	84%	64%	69%
	2018	66%	84%	92%	*	83%	93%	-	100%	-	*	*	-	93%	90%	*	100%
At Meets Grade Level or Above	2019	38%	59%	58%	40%	54%	59%	-	*	-	57%	25%	*	65%	49%	27%	38%
	2018	41%	62%	72%	*	50%	78%	-	86%	-	*	*	-	76%	67%	*	64%
At Masters Grade Level	2019	14%	27%	16%	0%	14%	14%	-	*	-	29%	0%	*	20%	11%	0%	6%
	2018	13%	26%	28%	*	17%	29%	-	57%	-	*	*	-	29%	27%	*	36%

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 570
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	94%	*	88%	95%	-	100%	-	*	57%	-	96%	90%	50%	80%
	2018	80%	91%	95%	*	91%	98%	-	*	-	*	100%	*	94%	97%	*	95%
At Meets Grade Level or Above	2019	54%	74%	76%	*	63%	80%	-	100%	-	*	29%	-	85%	65%	17%	53%
	2018	51%	70%	70%	*	59%	73%	-	*	-	*	50%	*	67%	74%	*	58%
At Masters Grade Level	2019	25%	42%	43%	*	25%	47%	-	67%	-	*	0%	-	45%	40%	17%	27%
	2018	23%	39%	37%	*	31%	36%	-	*	-	*	33%	*	37%	39%	*	37%

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 570
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	73	60	72	68	-	*	-	100	31	*	75	70	56	63
	2018	63	73	74	*	54	77	-	93	-	*	*	-	74	73	*	67
Grade 4 Mathematics	2019	65	75	77	100	84	74	-	*	-	57	38	*	78	76	85	75
	2018	65	78	85	*	72	87	-	93	-	*	70	-	85	85	*	79
Grade 5 ELA/Reading	2019	81	82	92	*	89	94	-	100	-	*	83	-	95	88	100	100
	2018	80	82	88	*	93	85	-	*	-	*	70	*	92	80	*	89
Grade 5 Mathematics	2019	83	87	84	*	89	81	-	100	-	*	92	-	82	88	92	83
	2018	81	79	77	*	70	80	-	*	-	*	*	*	70	88	*	79
All Grades Both Subjects	2019	69	76	82	71	83	80	-	94	-	86	57	83	83	80	80	80
	2018	69	77	81	*	75	82	-	94	-	86	68	*	80	82	64	80
All Grades ELA/Reading	2019	68	74	82	58	80	82	-	100	-	100	54	*	85	78	71	81
	2018	69	75	81	*	80	81	-	94	-	86	69	*	84	76	*	81
All Grades Mathematics	2019	70	78	81	83	86	78	-	89	-	73	61	*	80	82	88	79
	2018	70	78	81	*	71	84	-	94	-	86	67	*	77	87	64	79

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 570
 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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	67%	-	*	*	-	-	-	*	*	*	60%
	2018	38%	54%	*	-	*	*	-	-	-	-	*	*	*
Mathematics	2019	45%	58%	50%	*	*	*	-	-	-	*	40%	-	*
	2018	47%	61%	*	-	-	*	-	-	-	-	*	-	-
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	94%	*	92%	93%	-	100%	-	*	57%	67%	50%
Students Requiring Accelerated Instruction														
	2019	22%	9%	6%	*	8%	7%	-	0%	-	*	43%	33%	50%
STAAR Cumulative Met Standard														
	2019	86%	95%	99%	*	96%	100%	-	100%	-	*	100%	83%	83%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	95%	100%	*	100%	100%	-	100%	-	*	100%	100%	100%
STAAR Cumulative Met Standard														
	2019	90%	98%	100%	*	100%	100%	-	100%	-	*	100%	100%	100%

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 570
 Grade Span: KG - 05
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	94%	-	-	-	-	-	68%	68%	-	-	68%	68%
	2018	77%	91%	96%	-	-	-	-	-	91%	91%	-	*	91%	91%
At Meets Grade Level or Above	2019	50%	70%	76%	-	-	-	-	-	30%	30%	-	-	30%	30%
	2018	48%	70%	78%	-	-	-	-	-	64%	64%	-	*	64%	63%
At Masters Grade Level	2019	24%	41%	49%	-	-	-	-	-	10%	10%	-	-	10%	10%
	2018	22%	40%	50%	-	-	-	-	-	27%	27%	-	*	27%	26%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	94%	-	-	-	-	-	64%	64%	-	-	64%	64%
	2018	74%	90%	97%	-	-	-	-	-	89%	89%	-	*	89%	89%
At Meets Grade Level or Above	2019	48%	68%	80%	-	-	-	-	-	27%	27%	-	-	27%	27%
	2018	46%	69%	80%	-	-	-	-	-	72%	72%	-	*	72%	74%
At Masters Grade Level	2019	21%	37%	58%	-	-	-	-	-	14%	14%	-	-	14%	14%
	2018	19%	36%	53%	-	-	-	-	-	22%	22%	-	*	22%	21%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	96%	-	-	-	-	-	86%	86%	-	-	86%	86%
	2018	81%	94%	97%	-	-	-	-	-	91%	91%	-	*	91%	91%
At Meets Grade Level or Above	2019	52%	73%	79%	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	50%	74%	81%	-	-	-	-	-	68%	68%	-	*	68%	65%
At Masters Grade Level	2019	26%	46%	53%	-	-	-	-	-	14%	14%	-	-	14%	14%
	2018	24%	45%	59%	-	-	-	-	-	36%	36%	-	*	36%	35%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	87%	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	66%	84%	92%	-	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	38%	59%	58%	-	-	-	-	-	10%	10%	-	-	10%	10%
	2018	41%	62%	72%	-	-	-	-	-	67%	67%	-	-	67%	67%
At Masters Grade Level	2019	14%	27%	16%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	13%	26%	28%	-	-	-	-	-	17%	17%	-	-	17%	17%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	94%	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	80%	91%	95%	-	-	-	-	-	89%	89%	-	-	89%	89%
At Meets Grade Level or Above	2019	54%	74%	76%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	51%	70%	70%	-	-	-	-	-	33%	33%	-	-	33%	33%
At Masters Grade Level	2019	25%	42%	43%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	23%	39%	37%	-	-	-	-	-	22%	22%	-	-	22%	22%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	82%	-	-	-	-	-	68%	68%	-	-	68%	68%
	2018	69%	77%	81%	-	-	-	-	-	67%	67%	-	-	67%	67%
All Grades ELA/Reading	2019	68%	74%	82%	-	-	-	-	-	64%	64%	-	-	64%	64%
	2018	69%	75%	81%	-	-	-	-	-	71%	71%	-	-	71%	71%
All Grades Mathematics	2019	70%	78%	81%	-	-	-	-	-	72%	72%	-	-	72%	72%
	2018	70%	78%	81%	-	-	-	-	-	64%	64%	-	-	64%	64%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	67%	-	-	-	-	-	60%	60%	-	-	60%	60%
	2018	38%	54%	*	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	58%	50%	-	-	-	-	-	*	*	-	-	*	*
	2018	47%	61%	*	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 570
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	*	98%	100%	100%	100%
Included in Accountability	94%	96%	96%	100%	93%	96%	*	100%	*	98%	90%	95%	90%
Not Included in Accountability													
Mobile	4%	4%	4%	0%	7%	4%	*	0%	*	0%	10%	5%	10%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	*	2%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	*	2%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	92%	100%	92%	92%	-	94%	-	100%	88%	85%	83%
Not Included in Accountability													
Mobile	4%	4%	7%	0%	7%	8%	-	6%	-	0%	12%	15%	12%
Other Exclusions	1%	1%	1%	0%	1%	0%	-	0%	-	0%	0%	0%	6%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 570
 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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	97.1%	97.2%	96.7%	97.2%	*	97.7%	*	97.6%	95.8%	95.2%	96.7%
2016-17	95.7%	96.5%	97.5%	98.3%	97.4%	97.4%	-	97.5%	-	97.7%	96.9%	97.1%	97.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
Campus Name: TIMBER CREEK EL
Campus Number: 101921113

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 570
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 570
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 570
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 570
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 570
 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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 570
 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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 570
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
Campus Name: TIMBER CREEK EL
Campus Number: 101921113

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 570
Grade Span: KG - 05
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	570	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	96	16.8%	7.5%	6.9%
Grade 1	95	16.7%	7.8%	7.1%
Grade 2	85	14.9%	7.9%	7.2%
Grade 3	97	17.0%	7.8%	7.3%
Grade 4	101	17.7%	8.1%	7.6%
Grade 5	96	16.8%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	18	3.2%	4.7%	12.6%
Hispanic	140	24.6%	30.5%	52.6%
White	341	59.8%	53.0%	27.4%
American Indian	2	0.4%	0.3%	0.4%
Asian	38	6.7%	7.5%	4.5%
Pacific Islander	1	0.2%	0.1%	0.2%
Two or More Races	30	5.3%	4.0%	2.4%
Economically Disadvantaged	40	7.0%	24.1%	60.6%
Non-Educationally Disadvantaged	530	93.0%	75.9%	39.4%
Section 504 Students	22	3.9%	6.0%	6.5%
English Learners (EL)	54	9.5%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	0.7%	1.4%
Students w/ Dyslexia	10	1.8%	2.1%	3.6%
At-Risk	129	22.6%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	33			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	30.1%	42.4%
Students with Physical Disabilities	9	27.3%	20.0%	21.9%
Students with Autism	*	*	15.2%	13.7%
Students with Behavioral Disabilities	18	54.5%	30.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	52	11.4%	9.2%	15.4%

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 570
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	20	4.4%		
White	29	6.3%		
American Indian	0	0.0%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.4%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.3%	1.0%	1.7%	0.0%	3.8%	6.2%
Grade 1	0.0%	1.8%	3.1%	0.0%	4.2%	5.5%
Grade 2	0.0%	0.8%	1.8%	16.7%	1.7%	2.3%
Grade 3	0.0%	0.3%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.1	20.2	18.9
Grade 1	18.9	19.2	18.8
Grade 2	20.6	19.9	18.7
Grade 3	26.2	21.9	18.9
Grade 4	19.5	22.9	19.2
Grade 5	23.5	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	20.7	16.6
Foreign Languages	-	21.1	18.9
Mathematics	-	23.6	17.8
Science	-	24.2	18.9
Social Studies	-	25.5	19.3

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 570
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	51.7	100.0%	100.0%	100.0%
Professional Staff:	44.0	85.1%	60.4%	64.1%
Teachers	38.0	73.5%	48.4%	49.8%
Professional Support	4.0	7.7%	8.2%	10.1%
Campus Administration (School Leadership)	2.0	3.9%	2.6%	3.0%
Educational Aides:	7.7	14.9%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	10.7	20.8%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	2.6%	2.5%	10.6%
Hispanic	2.0	5.3%	11.9%	27.7%
White	33.0	86.8%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	2.0	5.3%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	2.0	5.3%	16.7%	23.8%
Females	36.0	94.7%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	29.0	76.3%	73.0%	73.6%
Masters	9.0	23.7%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	7.9%	3.0%	7.0%
1-5 Years Experience	7.0	18.4%	22.9%	28.9%
6-10 Years Experience	12.0	31.6%	26.5%	19.0%
11-20 Years Experience	12.0	31.6%	34.1%	29.3%
Over 20 Years Experience	4.0	10.5%	13.5%	15.7%
Number of Students per Teacher	15.0	n/a	16.2	15.1

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 570
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.8	6.3
Average Years Experience of Principals with District	4.0	5.7	5.4
Average Years Experience of Assistant Principals	6.0	7.5	5.3
Average Years Experience of Assistant Principals with District	6.0	6.2	4.7
Average Years Experience of Teachers:	10.6	11.5	11.1
Average Years Experience of Teachers with District:	3.7	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$59,062	\$55,341	\$47,218
1-5 Years Experience	\$53,688	\$54,556	\$50,408
6-10 Years Experience	\$56,918	\$57,013	\$52,786
11-20 Years Experience	\$59,984	\$59,511	\$56,041
Over 20 Years Experience	\$65,228	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$58,335	\$58,431	\$54,122
Professional Support	\$65,602	\$68,966	\$64,069
Campus Administration (School Leadership)	\$86,329	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 570
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	53	9.3%	9.8%	19.7%
Career & Technical Education	0	0.0%	30.3%	26.3%
Gifted & Talented Education	63	11.1%	9.5%	8.1%
Special Education	33	5.8%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.6%	5.3%	6.4%
Career & Technical Education	0.0	0.0%	4.6%	4.9%
Compensatory Education	0.0	0.0%	0.5%	2.7%
Gifted & Talented Education	0.8	2.1%	0.8%	2.0%
Regular Education	35.6	93.6%	70.6%	71.4%
Special Education	1.4	3.6%	7.8%	9.1%
Other	0.0	0.0%	10.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **WILDWOOD EL**

Campus Number: **101921114**

2019 Accountability Rating: **B**

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District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 1,037
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	84%	78%	85%	86%	-	84%	-	70%	29%	78%	84%	83%	85%	68%
	2018	77%	92%	88%	100%	84%	88%	*	85%	-	100%	50%	*	88%	86%	72%	80%
At Meets Grade Level or Above	2019	45%	62%	54%	22%	51%	54%	-	66%	-	60%	0%	33%	53%	57%	35%	48%
	2018	43%	64%	60%	67%	55%	60%	*	65%	-	57%	17%	*	64%	52%	44%	55%
At Masters Grade Level	2019	27%	42%	37%	11%	34%	38%	-	44%	-	40%	0%	22%	36%	38%	15%	28%
	2018	25%	42%	40%	67%	39%	37%	*	45%	-	43%	17%	*	42%	38%	24%	35%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	87%	56%	83%	89%	-	97%	-	80%	14%	100%	87%	87%	76%	88%
	2018	78%	91%	90%	83%	83%	94%	*	100%	-	86%	33%	*	90%	90%	77%	91%
At Meets Grade Level or Above	2019	49%	66%	52%	11%	49%	51%	-	75%	-	40%	0%	44%	54%	47%	41%	56%
	2018	47%	69%	69%	67%	64%	69%	*	85%	-	57%	17%	*	76%	57%	58%	70%
At Masters Grade Level	2019	25%	38%	32%	0%	29%	30%	-	50%	-	30%	0%	33%	33%	30%	26%	20%
	2018	23%	41%	40%	50%	32%	42%	*	55%	-	14%	17%	*	41%	38%	12%	30%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	89%	87%	88%	77%	91%	*	95%	-	83%	36%	*	90%	84%	71%	83%
	2018	73%	92%	93%	91%	86%	96%	*	95%	-	100%	33%	*	97%	90%	83%	86%
At Meets Grade Level or Above	2019	44%	63%	57%	63%	53%	61%	*	60%	-	17%	18%	*	66%	47%	35%	55%
	2018	46%	72%	71%	55%	64%	72%	*	95%	-	67%	33%	*	81%	63%	63%	79%
At Masters Grade Level	2019	22%	37%	31%	50%	30%	31%	*	35%	-	0%	0%	*	33%	30%	24%	28%
	2018	24%	43%	40%	27%	36%	41%	*	47%	-	44%	17%	*	54%	29%	46%	38%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	92%	91%	100%	82%	94%	*	95%	-	100%	45%	*	92%	90%	76%	86%
	2018	78%	94%	98%	91%	98%	97%	*	100%	-	100%	100%	*	100%	96%	96%	100%
At Meets Grade Level or Above	2019	48%	70%	67%	75%	54%	69%	*	90%	-	67%	18%	*	69%	65%	53%	72%
	2018	49%	72%	77%	73%	60%	82%	*	90%	-	89%	29%	*	92%	65%	60%	80%
At Masters Grade Level	2019	28%	47%	46%	50%	37%	45%	*	75%	-	17%	0%	*	48%	43%	38%	48%
	2018	27%	47%	51%	27%	37%	54%	*	70%	-	67%	14%	*	62%	42%	28%	57%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	83%	77%	100%	60%	84%	*	85%	-	50%	36%	*	79%	75%	56%	66%
	2018	63%	82%	85%	82%	76%	87%	*	95%	-	89%	*	*	90%	80%	67%	86%
At Meets Grade Level or Above	2019	35%	52%	41%	38%	33%	41%	*	70%	-	33%	0%	*	43%	40%	29%	55%
	2018	39%	59%	62%	73%	45%	64%	*	84%	-	67%	*	*	73%	54%	42%	75%
At Masters Grade Level	2019	11%	18%	12%	0%	12%	10%	*	20%	-	17%	0%	*	13%	11%	3%	7%
	2018	11%	19%	15%	18%	12%	12%	*	32%	-	11%	*	*	17%	14%	8%	18%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	85%	83%	77%	89%	*	91%	-	76%	34%	93%	86%	83%	73%	78%
	2018	77%	91%	91%	89%	85%	92%	100%	95%	-	95%	55%	94%	93%	88%	79%	89%
At Meets Grade Level or Above	2019	50%	70%	54%	40%	48%	55%	*	72%	-	45%	9%	44%	57%	51%	39%	58%
	2018	48%	70%	68%	67%	58%	69%	100%	84%	-	68%	28%	76%	76%	59%	53%	73%

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 1,037
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	41%	31%	21%	28%	31%	*	45%	-	24%	0%	33%	33%	29%	21%	26%
	2018	22%	40%	37%	33%	31%	37%	100%	50%	-	37%	14%	41%	43%	31%	23%	36%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	85%	82%	81%	88%	*	88%	-	75%	33%	83%	87%	83%	78%	76%
	2018	74%	90%	90%	94%	85%	92%	*	90%	-	100%	42%	86%	92%	88%	78%	84%
At Meets Grade Level or Above	2019	48%	68%	56%	41%	52%	58%	*	63%	-	44%	11%	33%	59%	51%	35%	52%
	2018	46%	69%	65%	59%	59%	66%	*	79%	-	63%	25%	71%	71%	59%	53%	69%
At Masters Grade Level	2019	21%	37%	34%	29%	32%	34%	*	40%	-	25%	0%	25%	35%	33%	19%	28%
	2018	19%	36%	40%	41%	37%	39%	*	46%	-	44%	17%	29%	47%	32%	35%	37%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	89%	76%	83%	91%	*	96%	-	88%	33%	100%	89%	89%	76%	87%
	2018	81%	94%	94%	88%	90%	95%	*	100%	-	94%	69%	100%	94%	93%	86%	96%
At Meets Grade Level or Above	2019	52%	73%	60%	41%	52%	60%	*	81%	-	50%	11%	58%	61%	59%	47%	65%
	2018	50%	74%	73%	71%	63%	75%	*	88%	-	75%	23%	86%	82%	62%	59%	75%
At Masters Grade Level	2019	26%	46%	39%	24%	34%	38%	*	60%	-	25%	0%	50%	39%	38%	32%	35%
	2018	24%	45%	45%	35%	34%	48%	*	63%	-	44%	15%	71%	50%	40%	20%	45%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	77%	100%	60%	84%	*	85%	-	50%	36%	*	79%	75%	56%	66%
	2018	66%	84%	85%	82%	76%	87%	*	95%	-	89%	*	*	90%	80%	67%	86%
At Meets Grade Level or Above	2019	38%	59%	41%	38%	33%	41%	*	70%	-	33%	0%	*	43%	40%	29%	55%
	2018	41%	62%	62%	73%	45%	64%	*	84%	-	67%	*	*	73%	54%	42%	75%
At Masters Grade Level	2019	14%	27%	12%	0%	12%	10%	*	20%	-	17%	0%	*	13%	11%	3%	7%
	2018	13%	26%	15%	18%	12%	12%	*	32%	-	11%	*	*	17%	14%	8%	18%

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 1,037
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	66	67	68	67	*	63	-	33	45	*	67	65	63	63
	2018	63	73	70	50	58	75	*	92	-	56	60	*	83	59	79	72
Grade 4 Mathematics	2019	65	75	74	75	65	74	*	92	-	83	55	*	75	72	67	80
	2018	65	78	80	65	78	83	*	83	-	72	67	*	85	76	78	78
All Grades Both Subjects	2019	69	76	70	71	66	71	*	78	-	58	50	75	71	68	65	71
	2018	69	77	75	58	68	79	*	87	-	64	64	79	84	68	78	75
All Grades ELA/Reading	2019	68	74	66	67	68	67	*	63	-	33	45	*	67	65	63	63
	2018	69	75	70	50	58	75	*	92	-	56	60	*	83	59	79	72
All Grades Mathematics	2019	70	78	74	75	65	74	*	92	-	83	55	*	75	72	67	80
	2018	70	78	80	65	78	83	*	83	-	72	67	*	85	76	78	78

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 1,037
 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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	35%	-	22%	42%	-	*	-	-	17%	38%	50%
	2018	38%	54%	58%	-	*	75%	-	*	-	-	*	*	*
Mathematics	2019	45%	58%	47%	*	22%	63%	-	-	-	*	43%	25%	*
	2018	47%	61%	78%	-	*	83%	-	-	-	-	-	*	-

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,037
 Grade Span: EE - 04
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	85%	-	-	-	-	-	62%	62%	-	*	62%	62%
	2018	77%	91%	91%	-	-	-	-	-	74%	74%	-	*	74%	75%
At Meets Grade Level or Above	2019	50%	70%	54%	-	-	-	-	-	30%	30%	-	*	30%	29%
	2018	48%	70%	68%	-	-	-	-	-	46%	46%	-	*	46%	47%
At Masters Grade Level	2019	24%	41%	31%	-	-	-	-	-	10%	10%	-	*	10%	9%
	2018	22%	40%	37%	-	-	-	-	-	19%	19%	-	*	19%	18%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	85%	-	-	-	-	-	60%	60%	-	*	60%	58%
	2018	74%	90%	90%	-	-	-	-	-	60%	60%	-	*	60%	62%
At Meets Grade Level or Above	2019	48%	68%	56%	-	-	-	-	-	20%	20%	-	*	20%	19%
	2018	46%	69%	65%	-	-	-	-	-	40%	40%	-	*	40%	43%
At Masters Grade Level	2019	21%	37%	34%	-	-	-	-	-	0%	0%	-	*	0%	0%
	2018	19%	36%	40%	-	-	-	-	-	5%	5%	-	*	5%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	89%	-	-	-	-	-	76%	76%	-	*	76%	77%
	2018	81%	94%	94%	-	-	-	-	-	92%	92%	-	*	92%	92%
At Meets Grade Level or Above	2019	52%	73%	60%	-	-	-	-	-	40%	40%	-	*	40%	38%
	2018	50%	74%	73%	-	-	-	-	-	50%	50%	-	*	50%	48%
At Masters Grade Level	2019	26%	46%	39%	-	-	-	-	-	24%	24%	-	*	24%	23%
	2018	24%	45%	45%	-	-	-	-	-	29%	29%	-	*	29%	28%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	77%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	66%	84%	85%	-	-	-	-	-	60%	60%	-	*	60%	64%
At Meets Grade Level or Above	2019	38%	59%	41%	-	-	-	-	-	31%	31%	-	-	31%	31%
	2018	41%	62%	62%	-	-	-	-	-	50%	50%	-	*	50%	55%
At Masters Grade Level	2019	14%	27%	12%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	13%	26%	15%	-	-	-	-	-	20%	20%	-	*	20%	18%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	70%	-	-	-	-	-	66%	66%	-	-	66%	66%
	2018	69%	77%	75%	-	-	-	-	-	70%	70%	-	*	70%	70%
All Grades ELA/Reading	2019	68%	74%	66%	-	-	-	-	-	56%	56%	-	-	56%	56%
	2018	69%	75%	70%	-	-	-	-	-	65%	65%	-	-	65%	65%
All Grades Mathematics	2019	70%	78%	74%	-	-	-	-	-	75%	75%	-	-	75%	75%
	2018	70%	78%	80%	-	-	-	-	-	75%	75%	-	*	75%	73%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	35%	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	38%	54%	58%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	58%	47%	-	-	-	-	-	*	*	-	-	*	*
	2018	47%	61%	78%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 1,037
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	100%	99%	99%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	95%	96%	95%	*	98%	-	95%	94%	99%	98%
Not Included in Accountability													
Mobile	4%	4%	3%	5%	3%	4%	*	2%	-	5%	6%	1%	0%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	1%	-	0%	0%	0%	2%
Not Tested	1%	0%	1%	0%	1%	1%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	1%	0%	1%	1%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	98%
Included in Accountability	94%	95%	95%	94%	95%	96%	100%	90%	-	100%	94%	93%	92%
Not Included in Accountability													
Mobile	4%	4%	5%	6%	4%	4%	0%	10%	-	0%	6%	7%	5%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	2%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	2%
Other	0%	0%	0%	0%	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
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,037
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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	97.1%	98.0%	96.9%	97.0%	*	97.4%	-	97.4%	97.1%	96.6%	96.9%
2016-17	95.7%	96.5%	97.6%	98.1%	97.6%	97.4%	*	98.2%	-	98.0%	98.0%	97.0%	97.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,037
 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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 1,037
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,037
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,037
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
Campus Name: WILDWOOD EL
Campus Number: 101921114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 1,037
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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 1,037
 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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 1,037
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
Campus Name: WILDWOOD EL
Campus Number: 101921114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 1,037
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	1,037	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	12	1.2%	0.3%	0.3%
Pre-Kindergarten	40	3.9%	1.5%	4.4%
Kindergarten	195	18.8%	7.5%	6.9%
Grade 1	213	20.5%	7.8%	7.1%
Grade 2	198	19.1%	7.9%	7.2%
Grade 3	186	17.9%	7.8%	7.3%
Grade 4	193	18.6%	8.1%	7.6%
Grade 5	0	0.0%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	54	5.2%	4.7%	12.6%
Hispanic	276	26.6%	30.5%	52.6%
White	534	51.5%	53.0%	27.4%
American Indian	5	0.5%	0.3%	0.4%
Asian	116	11.2%	7.5%	4.5%
Pacific Islander	1	0.1%	0.1%	0.2%
Two or More Races	51	4.9%	4.0%	2.4%
Economically Disadvantaged	204	19.7%	24.1%	60.6%
Non-Educationally Disadvantaged	833	80.3%	75.9%	39.4%
Section 504 Students	25	2.4%	6.0%	6.5%
English Learners (EL)	103	9.9%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	0.7%	1.4%
Students w/ Dyslexia	15	1.4%	2.1%	3.6%
At-Risk	265	25.6%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	64			
By Type of Primary Disability				
Students with Intellectual Disabilities	5	7.8%	30.1%	42.4%
Students with Physical Disabilities	27	42.2%	20.0%	21.9%
Students with Autism	12	18.8%	15.2%	13.7%
Students with Behavioral Disabilities	12	18.8%	30.9%	20.6%
Students with Non-Categorical Early Childhood	8	12.5%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	61	8.5%	9.2%	15.4%

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 1,037
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	6	0.8%		
Hispanic	11	1.5%		
White	33	4.6%		
American Indian	0	0.0%		
Asian	8	1.1%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.4%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.6%	1.0%	1.7%	18.2%	3.8%	6.2%
Grade 1	2.4%	1.8%	3.1%	0.0%	4.2%	5.5%
Grade 2	1.2%	0.8%	1.8%	0.0%	1.7%	2.3%
Grade 3	0.6%	0.3%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.9	20.2	18.9
Grade 1	21.2	19.2	18.8
Grade 2	21.9	19.9	18.7
Grade 3	23.9	21.9	18.9
Grade 4	24.8	22.9	19.2
Grade 5	-	23.9	21.2
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	20.7	16.6
Foreign Languages	-	21.1	18.9
Mathematics	-	23.6	17.8
Science	-	24.2	18.9
Social Studies	-	25.5	19.3

District Name: TOMBALL ISD
Campus Name: WILDWOOD EL
Campus Number: 101921114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,037
Grade Span: EE - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	82.2	100.0%	100.0%	100.0%
Professional Staff:	70.5	85.7%	60.4%	64.1%
Teachers	61.9	75.4%	48.4%	49.8%
Professional Support	5.5	6.7%	8.2%	10.1%
Campus Administration (School Leadership)	3.0	3.7%	2.6%	3.0%
Educational Aides:	11.7	14.3%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	13.4	16.3%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.5%	10.6%
Hispanic	6.0	9.7%	11.9%	27.7%
White	53.9	87.1%	82.7%	58.4%
American Indian	1.0	1.6%	0.4%	0.3%
Asian	1.0	1.6%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	2.0	3.2%	16.7%	23.8%
Females	59.9	96.8%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	51.0	82.4%	73.0%	73.6%
Masters	10.9	17.6%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.0%	7.0%
1-5 Years Experience	14.0	22.6%	22.9%	28.9%
6-10 Years Experience	23.0	37.1%	26.5%	19.0%
11-20 Years Experience	21.9	35.4%	34.1%	29.3%
Over 20 Years Experience	3.0	4.8%	13.5%	15.7%
Number of Students per Teacher	16.7	n/a	16.2	15.1

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,037
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.8	6.3
Average Years Experience of Principals with District	1.0	5.7	5.4
Average Years Experience of Assistant Principals	1.5	7.5	5.3
Average Years Experience of Assistant Principals with District	1.5	6.2	4.7
Average Years Experience of Teachers:	10.2	11.5	11.1
Average Years Experience of Teachers with District:	3.3	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,341	\$47,218
1-5 Years Experience	\$52,159	\$54,556	\$50,408
6-10 Years Experience	\$56,888	\$57,013	\$52,786
11-20 Years Experience	\$57,720	\$59,511	\$56,041
Over 20 Years Experience	\$64,151	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,465	\$58,431	\$54,122
Professional Support	\$68,175	\$68,966	\$64,069
Campus Administration (School Leadership)	\$75,977	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,037
 Grade Span: EE - 04
 School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	100	9.6%	9.8%	19.7%
Career & Technical Education	0	0.0%	30.3%	26.3%
Gifted & Talented Education	70	6.8%	9.5%	8.1%
Special Education	64	6.2%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.7	4.3%	5.3%	6.4%
Career & Technical Education	0.0	0.0%	4.6%	4.9%
Compensatory Education	0.0	0.0%	0.5%	2.7%
Gifted & Talented Education	0.1	0.1%	0.8%	2.0%
Regular Education	55.5	89.7%	70.6%	71.4%
Special Education	3.7	5.9%	7.8%	9.1%
Other	0.0	0.0%	10.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CREEKVIEW EL**

Campus Number: **101921115**

2019 Accountability Rating: **A**

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

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District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 720
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	96%	100%	90%	98%	-	*	-	100%	75%	*	95%	100%	89%	85%
	2018	77%	92%	97%	*	100%	97%	*	*	-	100%	*	*	99%	94%	100%	94%
At Meets Grade Level or Above	2019	45%	62%	72%	100%	63%	74%	-	*	-	60%	63%	*	68%	80%	22%	62%
	2018	43%	64%	74%	*	67%	76%	*	*	-	86%	*	*	75%	73%	43%	72%
At Masters Grade Level	2019	27%	42%	55%	80%	43%	61%	-	*	-	40%	38%	*	50%	66%	11%	54%
	2018	25%	42%	53%	*	44%	58%	*	*	-	71%	*	*	58%	42%	29%	44%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	95%	100%	90%	97%	-	*	-	100%	88%	*	97%	91%	100%	92%
	2018	78%	91%	95%	*	100%	97%	*	*	-	67%	67%	*	97%	89%	78%	95%
At Meets Grade Level or Above	2019	49%	66%	77%	100%	70%	77%	-	*	-	80%	75%	*	81%	69%	44%	85%
	2018	47%	69%	81%	*	73%	86%	*	*	-	56%	50%	*	88%	65%	56%	71%
At Masters Grade Level	2019	25%	38%	48%	60%	43%	48%	-	*	-	40%	63%	*	47%	49%	11%	54%
	2018	23%	41%	46%	*	47%	49%	*	*	-	33%	0%	*	54%	30%	33%	38%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	89%	94%	*	95%	93%	*	*	-	100%	67%	80%	97%	89%	*	95%
	2018	73%	92%	97%	*	100%	94%	-	*	-	100%	57%	*	95%	100%	100%	100%
At Meets Grade Level or Above	2019	44%	63%	74%	*	76%	72%	*	*	-	80%	33%	60%	78%	66%	*	62%
	2018	46%	72%	78%	*	83%	76%	-	*	-	70%	43%	*	78%	79%	63%	70%
At Masters Grade Level	2019	22%	37%	48%	*	41%	51%	*	*	-	60%	17%	0%	47%	50%	*	24%
	2018	24%	43%	55%	*	57%	49%	-	*	-	70%	29%	*	51%	61%	38%	20%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	92%	93%	*	92%	94%	*	*	-	80%	83%	80%	95%	91%	*	86%
	2018	78%	94%	94%	*	92%	92%	-	*	-	100%	64%	*	93%	95%	91%	92%
At Meets Grade Level or Above	2019	48%	70%	66%	*	59%	69%	*	*	-	60%	33%	80%	73%	55%	*	67%
	2018	49%	72%	71%	*	58%	75%	-	*	-	80%	36%	*	71%	71%	36%	50%
At Masters Grade Level	2019	28%	47%	39%	*	27%	45%	*	*	-	40%	17%	20%	45%	30%	*	29%
	2018	27%	47%	43%	*	31%	43%	-	*	-	60%	9%	*	43%	42%	27%	17%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	83%	95%	*	97%	94%	*	*	-	100%	67%	80%	96%	93%	*	95%
	2018	63%	82%	85%	*	81%	87%	-	*	-	90%	27%	*	84%	87%	55%	83%
At Meets Grade Level or Above	2019	35%	52%	63%	*	50%	70%	*	*	-	80%	17%	40%	66%	57%	*	50%
	2018	39%	59%	67%	*	62%	72%	-	*	-	60%	18%	*	66%	68%	36%	58%
At Masters Grade Level	2019	11%	18%	28%	*	18%	34%	*	*	-	20%	0%	0%	32%	20%	*	15%
	2018	11%	19%	27%	*	38%	21%	-	*	-	20%	0%	*	21%	34%	18%	25%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	94%	*	97%	93%	*	*	-	100%	73%	*	96%	92%	91%	93%
	2018	84%	95%	99%	*	100%	100%	*	*	-	*	83%	-	100%	97%	100%	100%
At Meets Grade Level or Above	2019	54%	72%	82%	*	78%	82%	*	*	-	100%	53%	*	85%	76%	64%	60%
	2018	54%	74%	85%	*	90%	86%	*	*	-	*	50%	-	84%	85%	92%	89%

District Name: TOMBALL ISD
Campus Name: CREEKVIEW EL
Campus Number: 101921115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 720
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
At Masters Grade Level		2019	29%	46%	53%	*	44%	54%	*	*	-	70%	20%	*	57%	47%	18%	27%
		2018	26%	43%	50%	*	57%	49%	*	*	-	*	33%	-	56%	42%	23%	53%
Grade 5 Mathematics^																		
At Approaches Grade Level or Above		2019	90%	98%	99%	*	100%	98%	*	*	-	100%	93%	*	99%	100%	100%	100%
		2018	91%	97%	99%	*	100%	100%	*	*	-	*	83%	*	100%	97%	100%	100%
At Meets Grade Level or Above		2019	58%	78%	86%	*	75%	89%	*	*	-	100%	53%	*	87%	84%	27%	87%
		2018	58%	77%	90%	*	83%	100%	*	*	-	*	67%	*	91%	88%	77%	84%
At Masters Grade Level		2019	36%	58%	64%	*	53%	68%	*	*	-	70%	20%	*	66%	61%	18%	47%
		2018	30%	48%	65%	*	73%	62%	*	*	-	*	33%	*	69%	59%	46%	74%
Grade 5 Science																		
At Approaches Grade Level or Above		2019	75%	90%	90%	*	84%	93%	*	*	-	100%	43%	*	90%	92%	64%	87%
		2018	76%	88%	95%	*	97%	100%	*	*	-	*	50%	-	95%	94%	92%	95%
At Meets Grade Level or Above		2019	49%	72%	72%	*	59%	77%	*	*	-	90%	36%	*	73%	70%	27%	40%
		2018	41%	58%	69%	*	66%	78%	*	*	-	*	50%	-	70%	67%	58%	68%
At Masters Grade Level		2019	24%	42%	44%	*	34%	45%	*	*	-	70%	14%	*	45%	43%	9%	20%
		2018	17%	31%	47%	*	45%	51%	*	*	-	*	17%	-	48%	45%	25%	42%
All Grades All Subjects																		
At Approaches Grade Level or Above		2019	78%	91%	95%	96%	93%	95%	67%	100%	-	98%	73%	80%	95%	93%	81%	92%
		2018	77%	91%	95%	73%	96%	95%	100%	97%	-	91%	60%	100%	95%	94%	89%	95%
At Meets Grade Level or Above		2019	50%	70%	74%	75%	66%	76%	33%	85%	-	85%	47%	60%	76%	69%	32%	63%
		2018	48%	70%	77%	55%	73%	81%	83%	86%	-	67%	42%	60%	78%	74%	60%	72%
At Masters Grade Level		2019	24%	41%	47%	43%	38%	50%	0%	74%	-	56%	23%	15%	48%	45%	11%	32%
		2018	22%	40%	48%	27%	49%	47%	50%	62%	-	44%	16%	30%	50%	44%	30%	42%
All Grades ELA/Reading																		
At Approaches Grade Level or Above		2019	75%	89%	95%	100%	94%	95%	*	100%	-	100%	72%	86%	96%	93%	79%	92%
		2018	74%	90%	97%	75%	100%	97%	*	100%	-	100%	71%	*	98%	97%	100%	98%
At Meets Grade Level or Above		2019	48%	68%	76%	82%	73%	76%	*	90%	-	85%	52%	57%	77%	74%	42%	61%
		2018	46%	69%	79%	63%	80%	79%	*	82%	-	75%	47%	*	78%	79%	71%	79%
At Masters Grade Level		2019	21%	37%	52%	64%	42%	55%	*	70%	-	60%	24%	14%	51%	54%	13%	33%
		2018	19%	36%	53%	38%	53%	53%	*	55%	-	60%	29%	*	55%	48%	29%	43%
All Grades Mathematics																		
At Approaches Grade Level or Above		2019	82%	94%	96%	100%	94%	96%	*	100%	-	95%	90%	71%	97%	94%	96%	92%
		2018	81%	94%	95%	78%	98%	96%	*	100%	-	86%	70%	100%	97%	94%	91%	96%
At Meets Grade Level or Above		2019	52%	73%	76%	82%	68%	78%	*	90%	-	85%	55%	71%	80%	68%	29%	78%
		2018	50%	74%	80%	67%	72%	86%	*	100%	-	68%	48%	40%	84%	74%	58%	71%
At Masters Grade Level		2019	26%	46%	50%	45%	40%	53%	*	80%	-	55%	31%	14%	52%	45%	13%	41%
		2018	24%	45%	50%	22%	51%	50%	*	73%	-	45%	13%	20%	54%	43%	36%	46%
All Grades Writing																		
At Approaches Grade Level or Above		2019	68%	85%	95%	*	97%	94%	*	*	-	100%	67%	80%	96%	93%	*	95%
		2018	66%	84%	85%	*	81%	87%	-	*	-	90%	27%	*	84%	87%	55%	83%
At Meets Grade Level or Above		2019	38%	59%	63%	*	50%	70%	*	*	-	80%	17%	40%	66%	57%	*	50%
		2018	41%	62%	67%	*	62%	72%	-	*	-	60%	18%	*	66%	68%	36%	58%
At Masters Grade Level		2019	14%	27%	28%	*	18%	34%	*	*	-	20%	0%	0%	32%	20%	*	15%
		2018	13%	26%	27%	*	38%	21%	-	*	-	20%	0%	*	21%	34%	18%	25%

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 720
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	90%	*	84%	93%	*	*	-	100%	43%	*	90%	92%	64%	87%
	2018	80%	91%	95%	*	97%	100%	*	*	-	*	50%	-	95%	94%	92%	95%
At Meets Grade Level or Above	2019	54%	74%	72%	*	59%	77%	*	*	-	90%	36%	*	73%	70%	27%	40%
	2018	51%	70%	69%	*	66%	78%	*	*	-	*	50%	-	70%	67%	58%	68%
At Masters Grade Level	2019	25%	42%	44%	*	34%	45%	*	*	-	70%	14%	*	45%	43%	9%	20%
	2018	23%	39%	47%	*	45%	51%	*	*	-	*	17%	-	48%	45%	25%	42%

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 720
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	67	*	68	67	*	*	-	60	67	20	68	67	*	58
	2018	63	73	72	*	85	63	-	*	-	71	71	*	70	75	71	85
Grade 4 Mathematics	2019	65	75	56	*	45	61	*	*	-	40	58	70	58	53	*	50
	2018	65	78	63	*	56	63	-	*	-	79	45	*	62	65	65	46
Grade 5 ELA/Reading	2019	81	82	86	*	88	80	*	*	-	100	77	*	83	91	95	90
	2018	80	82	88	*	88	89	*	*	-	*	83	-	90	85	77	95
Grade 5 Mathematics	2019	83	87	94	*	97	91	*	*	-	100	90	*	93	95	100	97
	2018	81	79	94	*	98	89	*	*	-	*	100	*	97	90	81	97
All Grades Both Subjects	2019	69	76	75	88	74	74	*	86	-	83	77	54	75	76	87	71
	2018	69	77	78	72	82	74	*	100	-	83	70	*	78	79	74	84
All Grades ELA/Reading	2019	68	74	76	92	78	73	*	86	-	87	74	33	75	78	85	71
	2018	69	75	79	*	87	74	*	100	-	80	77	*	79	80	75	91
All Grades Mathematics	2019	70	78	74	83	70	75	*	86	-	80	81	75	75	73	88	70
	2018	70	78	77	80	78	73	*	100	-	85	65	*	77	77	74	77

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 720
 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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	47%	*	80%	22%	*	-	-	-	50%	60%	*
	2018	38%	54%	75%	*	100%	*	-	*	-	-	*	-	100%
Mathematics	2019	45%	58%	64%	*	*	56%	-	-	-	*	75%	*	-
	2018	47%	61%	75%	*	100%	*	-	-	-	*	*	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	94%	*	97%	93%	*	*	-	100%	64%	82%	90%
Students Requiring Accelerated Instruction														
	2019	22%	9%	6%	*	3%	7%	*	*	-	0%	36%	18%	10%
STAAR Cumulative Met Standard														
	2019	86%	95%	95%	*	100%	93%	*	*	-	100%	73%	91%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	95%	97%	*	97%	96%	*	*	-	100%	91%	82%	100%
Students Requiring Accelerated Instruction														
	2019	17%	5%	3%	*	3%	4%	*	*	-	0%	9%	18%	0%
STAAR Cumulative Met Standard														
	2019	90%	98%	99%	*	100%	98%	*	*	-	100%	91%	100%	100%

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 720
 Grade Span: KG - 05
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	95%	-	-	-	-	-	90%	90%	-	-	90%	90%
	2018	77%	91%	95%	-	-	-	-	-	99%	98%	100%	-	99%	99%
At Meets Grade Level or Above	2019	50%	70%	74%	-	-	-	-	-	48%	48%	-	-	48%	48%
	2018	48%	70%	77%	-	-	-	-	-	62%	61%	67%	-	62%	62%
At Masters Grade Level	2019	24%	41%	47%	-	-	-	-	-	19%	19%	-	-	19%	19%
	2018	22%	40%	48%	-	-	-	-	-	29%	29%	33%	-	29%	29%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	95%	-	-	-	-	-	90%	90%	-	-	90%	90%
	2018	74%	90%	97%	-	-	-	-	-	100%	100%	*	-	100%	100%
At Meets Grade Level or Above	2019	48%	68%	76%	-	-	-	-	-	40%	40%	-	-	40%	40%
	2018	46%	69%	79%	-	-	-	-	-	68%	65%	*	-	68%	68%
At Masters Grade Level	2019	21%	37%	52%	-	-	-	-	-	10%	10%	-	-	10%	10%
	2018	19%	36%	53%	-	-	-	-	-	28%	26%	*	-	28%	28%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	96%	-	-	-	-	-	87%	87%	-	-	87%	87%
	2018	81%	94%	95%	-	-	-	-	-	100%	100%	*	-	100%	100%
At Meets Grade Level or Above	2019	52%	73%	76%	-	-	-	-	-	67%	67%	-	-	67%	67%
	2018	50%	74%	80%	-	-	-	-	-	62%	63%	*	-	62%	62%
At Masters Grade Level	2019	26%	46%	50%	-	-	-	-	-	37%	37%	-	-	37%	37%
	2018	24%	45%	50%	-	-	-	-	-	34%	33%	*	-	34%	34%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	95%	-	-	-	-	-	100%	100%	-	-	100%	100%
	2018	66%	84%	85%	-	-	-	-	-	83%	83%	-	-	83%	83%
At Meets Grade Level or Above	2019	38%	59%	63%	-	-	-	-	-	42%	42%	-	-	42%	42%
	2018	41%	62%	67%	-	-	-	-	-	33%	33%	-	-	33%	33%
At Masters Grade Level	2019	14%	27%	28%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	13%	26%	27%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	90%	-	-	-	-	-	89%	89%	-	-	89%	89%
	2018	80%	91%	95%	-	-	-	-	-	100%	100%	*	-	100%	100%
At Meets Grade Level or Above	2019	54%	74%	72%	-	-	-	-	-	22%	22%	-	-	22%	22%
	2018	51%	70%	69%	-	-	-	-	-	63%	67%	*	-	63%	63%
At Masters Grade Level	2019	25%	42%	44%	-	-	-	-	-	11%	11%	-	-	11%	11%
	2018	23%	39%	47%	-	-	-	-	-	38%	50%	*	-	38%	38%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	75%	-	-	-	-	-	68%	68%	-	-	68%	68%
	2018	69%	77%	78%	-	-	-	-	-	85%	85%	*	-	85%	85%
All Grades ELA/Reading	2019	68%	74%	76%	-	-	-	-	-	64%	64%	-	-	64%	64%
	2018	69%	75%	79%	-	-	-	-	-	96%	95%	*	-	96%	96%
All Grades Mathematics	2019	70%	78%	74%	-	-	-	-	-	71%	71%	-	-	71%	71%
	2018	70%	78%	77%	-	-	-	-	-	75%	75%	*	-	75%	75%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	47%	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	54%	75%	-	-	-	-	-	100%	100%	*	-	100%	100%
Mathematics	2019	45%	58%	64%	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	61%	75%	-	-	-	-	-	*	*	*	-	*	*

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 720
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	96%	98%	99%	100%
Included in Accountability	94%	96%	97%	100%	92%	99%	100%	100%	-	96%	96%	93%	83%
Not Included in Accountability													
Mobile	4%	4%	1%	0%	3%	0%	0%	0%	-	0%	0%	3%	2%
Other Exclusions	1%	1%	2%	0%	4%	1%	0%	0%	-	0%	1%	3%	15%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	4%	2%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	4%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	86%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	88%	93%	94%	86%	100%	-	100%	80%	88%	87%
Not Included in Accountability													
Mobile	4%	4%	5%	12%	3%	6%	0%	0%	-	0%	20%	12%	1%
Other Exclusions	1%	1%	1%	0%	4%	0%	0%	0%	-	0%	0%	0%	12%
Not Tested	1%	0%	0%	0%	0%	0%	14%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	14%	0%	-	0%	0%	0%	0%

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 720
 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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	97.4%	98.9%	97.2%	97.4%	*	97.8%	-	97.2%	97.7%	95.9%	97.7%
2016-17	95.7%	96.5%	97.5%	97.5%	97.5%	97.3%	*	98.2%	-	97.8%	97.2%	97.0%	97.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
Campus Name: CREEKVIEW EL
Campus Number: 101921115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 720
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 720
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 720
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 720
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 720
 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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 720
 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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 720
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
Campus Name: CREEKVIEW EL
Campus Number: 101921115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 720
Grade Span: KG - 05
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	720	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	131	18.2%	7.5%	6.9%
Grade 1	119	16.5%	7.8%	7.1%
Grade 2	122	16.9%	7.9%	7.2%
Grade 3	118	16.4%	7.8%	7.3%
Grade 4	124	17.2%	8.1%	7.6%
Grade 5	106	14.7%	8.2%	7.7%
Grade 6	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	17	2.4%	4.7%	12.6%
Hispanic	220	30.6%	30.5%	52.6%
White	408	56.7%	53.0%	27.4%
American Indian	3	0.4%	0.3%	0.4%
Asian	34	4.7%	7.5%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	38	5.3%	4.0%	2.4%
Economically Disadvantaged	59	8.2%	24.1%	60.6%
Non-Educationally Disadvantaged	661	91.8%	75.9%	39.4%
Section 504 Students	35	4.9%	6.0%	6.5%
English Learners (EL)	86	11.9%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	0.7%	1.4%
Students w/ Dyslexia	12	1.7%	2.1%	3.6%
At-Risk	161	22.4%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	66			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	30.1%	42.4%
Students with Physical Disabilities	27	40.9%	20.0%	21.9%
Students with Autism	18	27.3%	15.2%	13.7%
Students with Behavioral Disabilities	13	19.7%	30.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	37	6.9%	9.2%	15.4%

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 720
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	2	0.4%		
Hispanic	6	1.1%		
White	25	4.6%		
American Indian	1	0.2%		
Asian	2	0.4%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.3%	1.0%	1.7%	0.0%	3.8%	6.2%
Grade 1	2.0%	1.8%	3.1%	0.0%	4.2%	5.5%
Grade 2	0.0%	0.8%	1.8%	0.0%	1.7%	2.3%
Grade 3	0.0%	0.3%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	1.7%	0.6%
Grade 6	-	0.5%	0.4%	-	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.6	20.2	18.9
Grade 1	18.1	19.2	18.8
Grade 2	19.4	19.9	18.7
Grade 3	22.1	21.9	18.9
Grade 4	26.0	22.9	19.2
Grade 5	24.8	23.9	21.2
Grade 6	50.0	23.4	20.4
Secondary:			
English/Language Arts	-	20.7	16.6
Foreign Languages	-	21.1	18.9
Mathematics	-	23.6	17.8
Science	-	24.2	18.9
Social Studies	-	25.5	19.3

District Name: TOMBALL ISD
Campus Name: CREEKVIEW EL
Campus Number: 101921115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 720
Grade Span: KG - 05
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	63.2	100.0%	100.0%	100.0%
Professional Staff:	52.4	83.0%	60.4%	64.1%
Teachers	45.5	72.0%	48.4%	49.8%
Professional Support	5.1	8.1%	8.2%	10.1%
Campus Administration (School Leadership)	1.8	2.8%	2.6%	3.0%
Educational Aides:	10.8	17.0%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	11.9	18.8%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	2.2%	2.5%	10.6%
Hispanic	3.0	6.6%	11.9%	27.7%
White	38.5	84.6%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	3.0	6.6%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	2.2	4.7%	16.7%	23.8%
Females	43.3	95.3%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	32.3	71.1%	73.0%	73.6%
Masters	13.2	28.9%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.0%	7.0%
1-5 Years Experience	10.3	22.6%	22.9%	28.9%
6-10 Years Experience	15.1	33.1%	26.5%	19.0%
11-20 Years Experience	13.2	28.9%	34.1%	29.3%
Over 20 Years Experience	7.0	15.4%	13.5%	15.7%
Number of Students per Teacher	15.8	n/a	16.2	15.1

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 720
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.8	6.3
Average Years Experience of Principals with District	8.0	5.7	5.4
Average Years Experience of Assistant Principals	1.0	7.5	5.3
Average Years Experience of Assistant Principals with District	1.0	6.2	4.7
Average Years Experience of Teachers:	12.0	11.5	11.1
Average Years Experience of Teachers with District:	4.9	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,341	\$47,218
1-5 Years Experience	\$55,465	\$54,556	\$50,408
6-10 Years Experience	\$56,992	\$57,013	\$52,786
11-20 Years Experience	\$60,008	\$59,511	\$56,041
Over 20 Years Experience	\$66,424	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$58,971	\$58,431	\$54,122
Professional Support	\$65,511	\$68,966	\$64,069
Campus Administration (School Leadership)	\$80,633	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 720
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	82	11.4%	9.8%	19.7%
Career & Technical Education	0	0.0%	30.3%	26.3%
Gifted & Talented Education	60	8.3%	9.5%	8.1%
Special Education	66	9.2%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	2.0%	5.3%	6.4%
Career & Technical Education	0.0	0.0%	4.6%	4.9%
Compensatory Education	0.0	0.0%	0.5%	2.7%
Gifted & Talented Education	0.9	2.0%	0.8%	2.0%
Regular Education	40.2	88.4%	70.6%	71.4%
Special Education	3.5	7.6%	7.8%	9.1%
Other	0.0	0.0%	10.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **OAKCREST INT**

Campus Number: **101921116**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 693
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	98%	100%	96%	97%	*	100%	-	100%	96%	100%	100%	95%	95%	97%
	2018	84%	95%	96%	100%	97%	94%	-	100%	-	92%	41%	89%	96%	96%	98%	100%
At Meets Grade Level or Above	2019	54%	72%	72%	68%	63%	76%	*	80%	-	85%	28%	63%	78%	63%	67%	67%
	2018	54%	74%	81%	78%	84%	79%	-	87%	-	67%	24%	78%	81%	79%	74%	82%
At Masters Grade Level	2019	29%	46%	44%	41%	37%	46%	*	49%	-	54%	4%	38%	49%	36%	33%	38%
	2018	26%	43%	45%	33%	45%	47%	-	48%	-	42%	6%	56%	46%	43%	31%	41%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	98%	99%	100%	98%	99%	*	100%	-	100%	88%	100%	99%	98%	97%	99%
	2018	91%	97%	98%	100%	99%	97%	-	100%	-	100%	76%	100%	97%	100%	97%	100%
At Meets Grade Level or Above	2019	58%	78%	70%	59%	58%	73%	*	93%	-	85%	40%	75%	76%	62%	59%	71%
	2018	58%	77%	71%	61%	68%	71%	-	91%	-	75%	12%	67%	74%	65%	58%	79%
At Masters Grade Level	2019	36%	58%	50%	32%	38%	51%	*	80%	-	85%	8%	38%	58%	38%	33%	55%
	2018	30%	48%	41%	39%	40%	36%	-	70%	-	50%	0%	33%	40%	41%	29%	43%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	90%	84%	73%	72%	89%	*	98%	-	100%	52%	63%	89%	76%	74%	77%
	2018	76%	88%	88%	89%	87%	87%	-	96%	-	92%	25%	89%	87%	89%	78%	87%
At Meets Grade Level or Above	2019	49%	72%	63%	50%	47%	69%	*	85%	-	69%	28%	63%	70%	52%	44%	49%
	2018	41%	58%	60%	44%	59%	60%	-	78%	-	50%	13%	67%	60%	60%	44%	57%
At Masters Grade Level	2019	24%	42%	32%	23%	18%	38%	*	41%	-	46%	4%	25%	35%	27%	22%	27%
	2018	17%	31%	30%	28%	27%	34%	-	22%	-	33%	6%	56%	32%	26%	20%	30%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	85%	88%	78%	87%	88%	-	96%	-	100%	35%	86%	91%	80%	86%	83%
	2018	69%	88%	91%	79%	90%	93%	-	97%	-	92%	36%	100%	93%	89%	84%	92%
At Meets Grade Level or Above	2019	37%	59%	64%	74%	57%	62%	-	88%	-	73%	17%	86%	66%	58%	53%	53%
	2018	39%	62%	64%	37%	60%	66%	-	83%	-	58%	9%	50%	65%	61%	52%	61%
At Masters Grade Level	2019	18%	33%	36%	30%	32%	36%	-	50%	-	55%	4%	71%	38%	30%	21%	28%
	2018	19%	37%	32%	16%	25%	33%	-	60%	-	33%	0%	13%	32%	33%	22%	27%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	95%	97%	96%	96%	97%	-	100%	-	100%	70%	100%	98%	95%	93%	98%
	2018	77%	94%	96%	95%	98%	96%	-	100%	-	83%	73%	100%	97%	94%	93%	98%
At Meets Grade Level or Above	2019	47%	73%	80%	74%	82%	77%	-	92%	-	91%	9%	71%	83%	75%	79%	90%
	2018	44%	73%	71%	58%	72%	69%	-	90%	-	58%	18%	100%	74%	65%	58%	75%
At Masters Grade Level	2019	21%	43%	53%	39%	55%	49%	-	81%	-	55%	4%	43%	56%	47%	40%	53%
	2018	18%	44%	39%	26%	35%	35%	-	73%	-	42%	9%	25%	41%	35%	24%	42%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	93%	89%	90%	94%	83%	99%	-	100%	69%	89%	95%	89%	89%	91%
	2018	77%	91%	94%	92%	94%	93%	-	98%	-	92%	50%	95%	94%	94%	90%	95%
At Meets Grade Level or Above	2019	50%	70%	70%	65%	62%	71%	83%	87%	-	80%	25%	71%	74%	62%	60%	65%
	2018	48%	70%	69%	55%	69%	69%	-	86%	-	62%	15%	72%	71%	66%	57%	71%

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 693
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	41%	43%	33%	36%	44%	67%	59%	-	59%	5%	42%	47%	36%	30%	40%
	2018	22%	40%	37%	28%	35%	37%	-	56%	-	40%	4%	37%	38%	36%	25%	37%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	93%	89%	91%	93%	*	99%	-	100%	67%	93%	95%	88%	91%	91%
	2018	74%	90%	94%	89%	94%	93%	-	98%	-	92%	39%	94%	94%	93%	92%	96%
At Meets Grade Level or Above	2019	48%	68%	68%	71%	60%	69%	*	84%	-	79%	23%	73%	72%	61%	60%	62%
	2018	46%	69%	72%	57%	73%	72%	-	85%	-	63%	18%	65%	73%	70%	63%	72%
At Masters Grade Level	2019	21%	37%	40%	36%	35%	41%	*	49%	-	54%	4%	53%	43%	33%	27%	34%
	2018	19%	36%	39%	24%	36%	40%	-	55%	-	38%	4%	35%	39%	38%	27%	35%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	98%	98%	97%	98%	*	100%	-	100%	79%	100%	98%	97%	95%	99%
	2018	81%	94%	97%	97%	98%	96%	-	100%	-	92%	75%	100%	97%	97%	95%	99%
At Meets Grade Level or Above	2019	52%	73%	75%	67%	71%	75%	*	93%	-	88%	25%	73%	79%	67%	69%	79%
	2018	50%	74%	71%	59%	70%	70%	-	91%	-	67%	14%	82%	74%	65%	58%	77%
At Masters Grade Level	2019	26%	46%	52%	36%	47%	50%	*	81%	-	71%	6%	40%	57%	42%	36%	54%
	2018	24%	45%	40%	32%	38%	36%	-	72%	-	46%	4%	29%	40%	38%	27%	42%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	84%	73%	72%	89%	*	98%	-	100%	52%	63%	89%	76%	74%	77%
	2018	80%	91%	88%	89%	87%	87%	-	96%	-	92%	25%	89%	87%	89%	78%	87%
At Meets Grade Level or Above	2019	54%	74%	63%	50%	47%	69%	*	85%	-	69%	28%	63%	70%	52%	44%	49%
	2018	51%	70%	60%	44%	59%	60%	-	78%	-	50%	13%	67%	60%	60%	44%	57%
At Masters Grade Level	2019	25%	42%	32%	23%	18%	38%	*	41%	-	46%	4%	25%	35%	27%	22%	27%
	2018	23%	39%	30%	28%	27%	34%	-	22%	-	33%	6%	56%	32%	26%	20%	30%

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 693
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	82	81	85	87	76	*	83	-	77	67	69	78	84	78	82
	2018	80	82	83	89	90	80	-	74	-	79	76	89	83	85	82	86
Grade 5 Mathematics	2019	83	87	81	75	81	78	*	94	-	85	71	100	83	78	75	87
	2018	81	79	67	53	64	68	-	80	-	67	82	61	64	71	58	65
Grade 6 ELA/Reading	2019	42	55	54	61	49	53	-	70	-	68	24	71	56	49	51	53
	2018	47	60	58	36	62	57	-	71	-	54	15	38	56	61	61	67
Grade 6 Mathematics	2019	54	72	84	91	85	82	-	90	-	91	57	93	85	83	79	85
	2018	56	73	74	86	77	68	-	88	-	71	82	63	75	73	76	82
All Grades Both Subjects	2019	69	76	75	78	75	72	*	85	-	80	55	83	75	75	71	79
	2018	69	77	71	66	74	68	-	78	-	68	68	63	70	73	69	75
All Grades ELA/Reading	2019	68	74	67	73	66	64	*	78	-	73	46	70	66	69	65	71
	2018	69	75	71	63	77	68	-	73	-	67	54	65	70	73	72	77
All Grades Mathematics	2019	70	78	83	83	83	80	*	92	-	88	64	97	84	80	77	86
	2018	70	78	70	69	70	68	-	84	-	69	82	62	69	72	67	73

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 693
 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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	55%	*	57%	50%	*	*	-	-	50%	67%	78%
	2018	38%	54%	61%	*	71%	56%	-	*	-	*	*	56%	100%
Mathematics	2019	45%	58%	70%	*	67%	73%	-	-	-	-	43%	63%	*
	2018	47%	61%	60%	-	75%	45%	-	-	-	*	57%	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	94%	91%	88%	97%	*	100%	-	100%	73%	87%	85%
Students Requiring Accelerated Instruction														
	2019	22%	9%	6%	9%	12%	3%	0%	0%	-	0%	27%	13%	15%
STAAR Cumulative Met Standard														
	2019	86%	95%	98%	100%	96%	97%	*	100%	-	100%	95%	95%	94%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	100%	-	*	*	-	-	-	-	*	-	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	95%	95%	95%	94%	94%	*	100%	-	100%	73%	95%	94%
Students Requiring Accelerated Instruction														
	2019	17%	5%	5%	5%	6%	6%	0%	0%	-	0%	27%	5%	6%
STAAR Cumulative Met Standard														
	2019	90%	98%	99%	100%	98%	99%	*	100%	-	100%	86%	97%	98%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	*	-	-	-	-	*	*	-
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	36%	*	-	*	*	-	-	-	-	*	*	-

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 693
 Grade Span: 05 - 06
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	93%	84%	-	-	-	84%	90%	89%	*	*	86%	86%
	2018	77%	91%	94%	97%	-	97%	-	97%	90%	90%	-	-	95%	95%
At Meets Grade Level or Above	2019	50%	70%	70%	52%	-	-	-	52%	60%	58%	*	*	55%	54%
	2018	48%	70%	69%	77%	-	72%	-	80%	42%	42%	-	-	64%	64%
At Masters Grade Level	2019	24%	41%	43%	33%	-	-	-	33%	28%	29%	*	*	31%	31%
	2018	22%	40%	37%	46%	-	33%	-	52%	8%	8%	-	-	32%	32%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	93%	85%	-	-	-	85%	92%	92%	*	*	88%	88%
	2018	74%	90%	94%	98%	-	94%	-	100%	95%	95%	-	-	97%	97%
At Meets Grade Level or Above	2019	48%	68%	68%	55%	-	-	-	55%	46%	44%	*	*	52%	51%
	2018	46%	69%	72%	83%	-	72%	-	91%	45%	45%	-	-	70%	70%
At Masters Grade Level	2019	21%	37%	40%	31%	-	-	-	31%	19%	20%	*	*	27%	27%
	2018	19%	36%	39%	41%	-	22%	-	57%	9%	9%	-	-	30%	30%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	98%	96%	-	-	-	96%	100%	100%	*	*	98%	98%
	2018	81%	94%	97%	100%	-	100%	-	100%	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	52%	73%	75%	65%	-	-	-	65%	81%	80%	*	*	70%	70%
	2018	50%	74%	71%	78%	-	72%	-	83%	57%	57%	-	-	70%	70%
At Masters Grade Level	2019	26%	46%	52%	45%	-	-	-	45%	46%	48%	*	*	46%	45%
	2018	24%	45%	40%	49%	-	44%	-	52%	9%	9%	-	-	34%	34%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	84%	64%	-	-	-	64%	69%	67%	*	*	65%	64%
	2018	80%	91%	88%	91%	-	-	-	91%	71%	71%	-	-	83%	83%
At Meets Grade Level or Above	2019	54%	74%	63%	28%	-	-	-	28%	50%	47%	*	*	35%	34%
	2018	51%	70%	60%	65%	-	-	-	65%	18%	18%	-	-	45%	45%
At Masters Grade Level	2019	25%	42%	32%	17%	-	-	-	17%	13%	13%	*	*	15%	15%
	2018	23%	39%	30%	48%	-	-	-	48%	6%	6%	-	-	30%	30%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	75%	83%	-	-	-	83%	82%	82%	*	*	82%	82%
	2018	69%	77%	71%	81%	-	82%	-	79%	70%	70%	-	-	76%	76%
All Grades ELA/Reading	2019	68%	74%	67%	77%	-	-	-	77%	77%	76%	*	*	77%	75%
	2018	69%	75%	71%	79%	-	63%	-	91%	80%	80%	-	-	79%	79%
All Grades Mathematics	2019	70%	78%	83%	86%	-	-	-	86%	87%	88%	*	*	86%	86%
	2018	70%	78%	70%	81%	-	91%	-	74%	61%	61%	-	-	74%	74%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	55%	*	-	-	-	*	100%	100%	-	-	78%	78%
	2018	38%	54%	61%	*	-	-	-	*	100%	100%	-	-	100%	100%
Mathematics	2019	45%	58%	70%	*	-	-	-	*	-	-	-	-	*	*
	2018	47%	61%	60%	*	-	-	-	*	*	*	-	-	*	*

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 693
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	98%	96%	98%	100%	94%	-	85%	95%	96%	95%
Not Included in Accountability													
Mobile	4%	4%	4%	2%	4%	2%	0%	5%	-	15%	5%	4%	4%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	1%	-	0%	0%	0%	1%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	96%	96%	94%	-	98%	-	100%	96%	93%	94%
Not Included in Accountability													
Mobile	4%	4%	5%	4%	4%	6%	-	2%	-	0%	4%	7%	6%
Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: TOMBALL ISD
Campus Name: OAKCREST INT
Campus Number: 101921116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 693
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	EL (Current)
Attendance Rate													
2017-18	95.4%	96.4%	97.3%	97.5%	97.3%	96.9%	-	98.7%	-	98.1%	97.0%	96.8%	97.7%
2016-17	95.7%	96.5%	97.5%	97.6%	97.4%	97.1%	-	99.1%	-	97.7%	97.7%	96.9%	97.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 693
 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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	20.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	18.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	27.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 693
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	958	347,893
By Ethnicity:				
African American	-	-	56	43,502
Hispanic	-	-	307	173,272
White	-	-	500	107,052
American Indian	-	-	2	1,226
Asian	-	-	57	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	36	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	12	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	5	3,538
Foundation H.S. Program (No Endorsement)	-	-	121	49,432
Foundation H.S. Program (Endorsement)	-	-	4	16,542
Foundation H.S. Program (DLA)	-	-	816	272,526
Special Education Graduates	-	-	59	25,962
Economically Disadvantaged Graduates	-	-	187	166,956
LEP Graduates	-	-	22	21,359
At-Risk Graduates	-	-	268	144,805

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 693
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	40.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	10.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 693
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
Campus Name: OAKCREST INT
Campus Number: 101921116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 693
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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	22.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	15.9%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	34.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	8.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	73.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	73.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 693
 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	EL (Current)
2017 Science	51.3%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	78.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	69.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 693
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	40.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	58.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	73.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
Campus Name: OAKCREST INT
Campus Number: 101921116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 693
Grade Span: 05 - 06
School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	693	100.0%	16,920	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	0	0.0%	7.5%	6.9%
Grade 1	0	0.0%	7.8%	7.1%
Grade 2	0	0.0%	7.9%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	0	0.0%	8.1%	7.6%
Grade 5	350	50.5%	8.2%	7.7%
Grade 6	343	49.5%	8.1%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	6.5%	6.9%
Grade 12	0	0.0%	5.8%	6.5%
Ethnic Distribution:				
African American	47	6.8%	4.7%	12.6%
Hispanic	223	32.2%	30.5%	52.6%
White	327	47.2%	53.0%	27.4%
American Indian	2	0.3%	0.3%	0.4%
Asian	69	10.0%	7.5%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	25	3.6%	4.0%	2.4%
Economically Disadvantaged	157	22.7%	24.1%	60.6%
Non-Educationally Disadvantaged	536	77.3%	75.9%	39.4%
Section 504 Students	72	10.4%	6.0%	6.5%
English Learners (EL)	83	12.0%	10.0%	19.5%
Students w/ Disciplinary Placements (2017-18)	1	0.1%	0.7%	1.4%
Students w/ Dyslexia	19	2.7%	2.1%	3.6%
At-Risk	107	15.4%	26.6%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	45			
By Type of Primary Disability				
Students with Intellectual Disabilities	13	28.9%	30.1%	42.4%
Students with Physical Disabilities	*	*	20.0%	21.9%
Students with Autism	**	**	15.2%	13.7%
Students with Behavioral Disabilities	23	51.1%	30.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	3.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	50	7.5%	9.2%	15.4%

District Name: TOMBALL ISD
Campus Name: OAKCREST INT
Campus Number: 101921116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 693
Grade Span: 05 - 06
School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	2	0.3%		
Hispanic	21	3.1%		
White	26	3.9%		
American Indian	0	0.0%		
Asian	1	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.7%	-	3.8%	6.2%
Grade 1	-	1.8%	3.1%	-	4.2%	5.5%
Grade 2	-	0.8%	1.8%	-	1.7%	2.3%
Grade 3	-	0.3%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	1.7%	0.6%
Grade 6	0.0%	0.5%	0.4%	0.0%	1.1%	0.5%
Grade 7	-	0.2%	0.6%	-	0.9%	0.6%
Grade 8	-	0.5%	0.4%	-	0.0%	0.7%
Grade 9	-	1.8%	7.2%	-	2.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	18.9
Grade 1	-	19.2	18.8
Grade 2	-	19.9	18.7
Grade 3	-	21.9	18.9
Grade 4	-	22.9	19.2
Grade 5	24.5	23.9	21.2
Grade 6	22.9	23.4	20.4
Secondary:			
English/Language Arts	-	20.7	16.6
Foreign Languages	-	21.1	18.9
Mathematics	-	23.6	17.8
Science	-	24.2	18.9
Social Studies	-	25.5	19.3

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 693
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	61.6	100.0%	100.0%	100.0%
Professional Staff:	50.8	82.5%	60.4%	64.1%
Teachers	43.6	70.7%	48.4%	49.8%
Professional Support	4.3	6.9%	8.2%	10.1%
Campus Administration (School Leadership)	3.0	4.9%	2.6%	3.0%
Educational Aides:	10.8	17.5%	9.8%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	34.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	10.4	16.9%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.5%	10.6%
Hispanic	4.0	9.2%	11.9%	27.7%
White	39.6	90.8%	82.7%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.5%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	3.2	7.4%	16.7%	23.8%
Females	40.3	92.6%	83.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	32.9	75.7%	73.0%	73.6%
Masters	10.6	24.3%	26.3%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.3%	3.0%	7.0%
1-5 Years Experience	9.5	21.8%	22.9%	28.9%
6-10 Years Experience	14.5	33.3%	26.5%	19.0%
11-20 Years Experience	14.5	33.3%	34.1%	29.3%
Over 20 Years Experience	4.1	9.3%	13.5%	15.7%
Number of Students per Teacher	15.9	n/a	16.2	15.1

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 693
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.8	6.3
Average Years Experience of Principals with District	4.0	5.7	5.4
Average Years Experience of Assistant Principals	7.0	7.5	5.3
Average Years Experience of Assistant Principals with District	7.0	6.2	4.7
Average Years Experience of Teachers:	10.0	11.5	11.1
Average Years Experience of Teachers with District:	5.1	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,000	\$55,341	\$47,218
1-5 Years Experience	\$55,382	\$54,556	\$50,408
6-10 Years Experience	\$56,846	\$57,013	\$52,786
11-20 Years Experience	\$59,022	\$59,511	\$56,041
Over 20 Years Experience	\$65,161	\$65,768	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$57,958	\$58,431	\$54,122
Professional Support	\$64,270	\$68,966	\$64,069
Campus Administration (School Leadership)	\$61,367	\$86,272	\$78,947
Instructional Staff Percent:	n/a	62.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 693
 Grade Span: 05 - 06
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	82	11.8%	9.8%	19.7%
Career & Technical Education	0	0.0%	30.3%	26.3%
Gifted & Talented Education	95	13.7%	9.5%	8.1%
Special Education	45	6.5%	7.9%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	3.4	7.7%	5.3%	6.4%
Career & Technical Education	0.0	0.0%	4.6%	4.9%
Compensatory Education	0.8	1.8%	0.5%	2.7%
Gifted & Talented Education	0.8	1.8%	0.8%	2.0%
Regular Education	30.9	70.8%	70.6%	71.4%
Special Education	2.7	6.3%	7.8%	9.1%
Other	5.0	11.6%	10.3%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*^' Indicates results are masked due to small numbers to protect student confidentiality.

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

District	Code	Institution	Students
THE PRO-VISION ACADEMY	101868	Other Pub/Ind 4-yr Institution (4)	6
		Other Pub/Ind 2-yr Institution (2)	7
		Not found	22
		Total high school graduates	35
TOMBALL ISD	101921	LONE STAR COLLEGE - TOMBALL (000720)	108
		TEXAS A&M UNIVERSITY (003632)	53
		BLINN COLLEGE (003549)	45
		LONE STAR COLLEGE - UNIV PARK (000821)	31
		SAM HOUSTON STATE UNIVERSITY (003606)	29
		TEXAS TECH UNIVERSITY (003644)	25
		U. OF TEXAS AT AUSTIN (003658)	25
		TEXAS STATE UNIVERSITY (003615)	23
		UNIVERSITY OF HOUSTON (003652)	22
		STEPHEN F. AUSTIN STATE UNIV (003624)	15
		TARLETON STATE UNIVERSITY (003631)	12
		U. OF TEXAS AT DALLAS (009741)	10
		LONE STAR COLLEGE - CY-FAIR (000717)	8
		BAYLOR UNIVERSITY (003545)	6
		UNIV OF MARY HARDIN-BAYLOR (003588)	6
		NAVARRO COLLEGE (003593)	5
		Other Pub/Ind 4-yr Institution (27)	49
		Other Pub/Ind 2-yr Institution (22)	31
		Not trackable	45
		Not found	410
		Total high school graduates	958
YES PREP PUBLIC SCHOOLS INC	101845	U. OF HOUSTON-DOWNTOWN (012826)	140
		HOUSTON COMMUNITY COLLEGE (010633)	91
		UNIVERSITY OF HOUSTON (003652)	82
		STEPHEN F. AUSTIN STATE UNIV (003624)	24
		SAN JACINTO COLLEGE CEN CAMPUS (003609)	19
		TEXAS SOUTHERN UNIVERSITY (003642)	18
		LONE STAR COLLEGE - N. HARRIS (000722)	15

High School Graduates Longitudinal Analysis - by District

District: **Tomball ISD (101921) : Tomball, TX**

1/22/2020

Graduation Program	School Year	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
Minimum High School Program and Individualized Education Program		12	111	96	115	93	133	131	167	138	121
Recommended and Advanced High School Program		5	593	539	567	501	436	448	447	374	367
Distinguished Achievement and Advanced Honors Program			188	158	110	158	125	122	86	123	98
Foundation High School Program		941	11	7	9						
Total Number of Graduates		958	903	800	801	752	694	701	700	635	586
		2008	2007	2006	2005	2004	2003	2002	2001	2000	1999
Minimum High School Program and Individualized Education Program		120	126	139	165	163	179	157	170	247	157
Recommended and Advanced High School Program		342	324	329	307	272	259	224	216	148	103
Distinguished Achievement and Advanced Honors Program		106	94	69	64	66	66	54	27	34	132
Foundation High School Program											
Total Number of Graduates		568	544	537	536	501	504	435	413	429	392

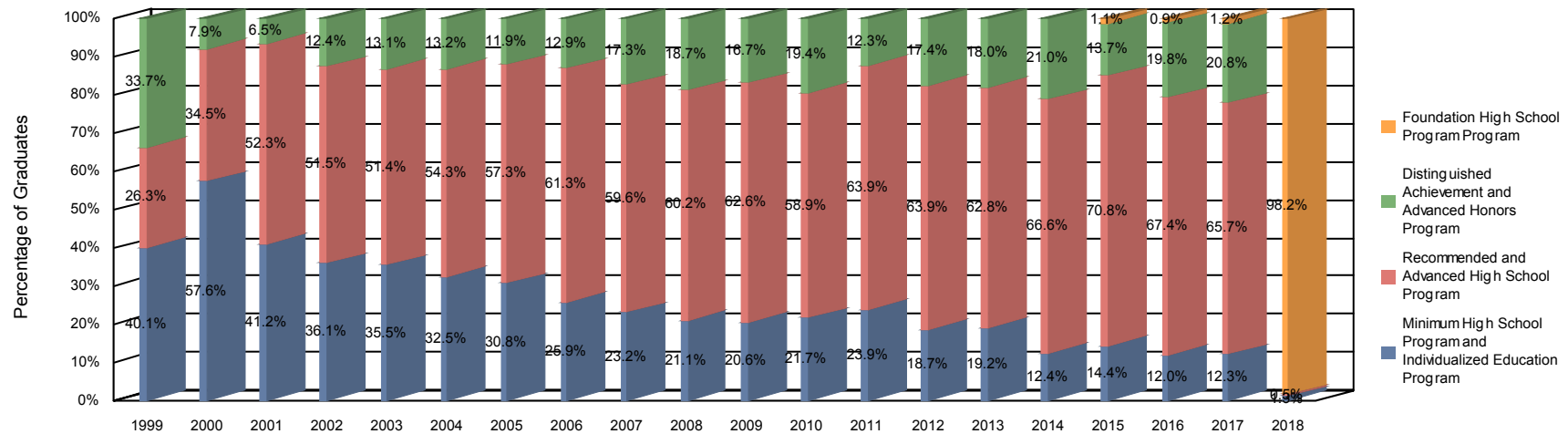
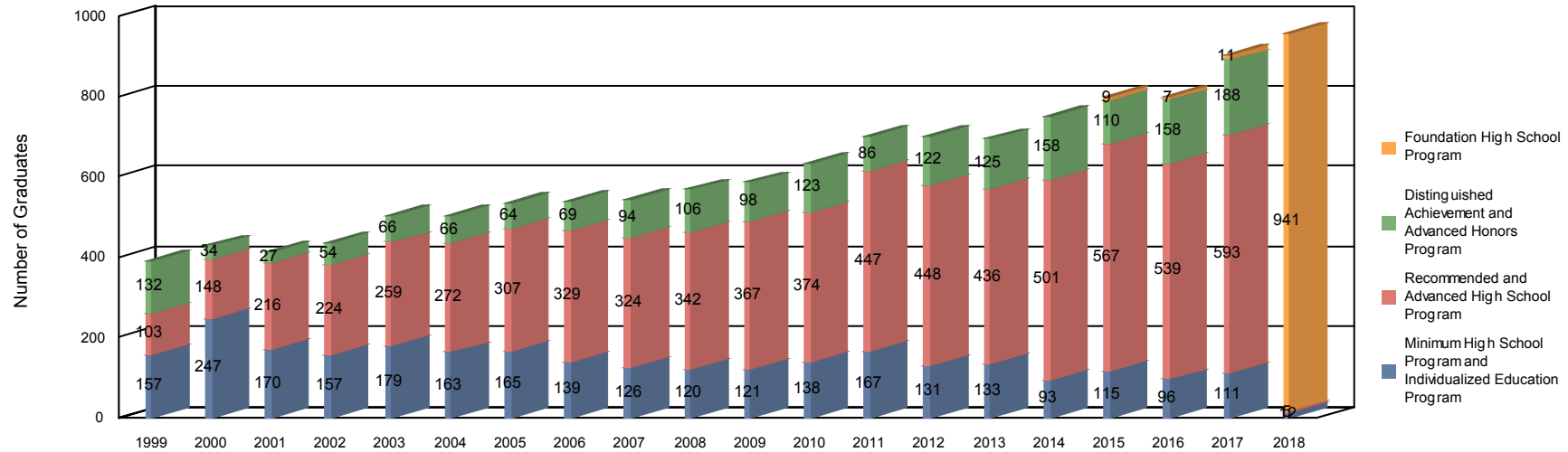
Graduation Program	School Year	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
Minimum High School Program and Individualized Education Program		1.3%	12.3%	12.0%	14.4%	12.4%	19.2%	18.7%	23.9%	21.7%	20.7%
Recommended and Advanced High School Program		0.5%	65.7%	67.4%	70.8%	66.6%	62.8%	63.9%	63.9%	58.9%	62.6%
Distinguished Achievement and Advanced Honors Program			20.8%	19.8%	13.7%	21.0%	18.0%	17.4%	12.3%	19.4%	16.7%
Foundation High School Program		98.2%	1.2%	0.9%	1.1%						
Total Percent of Graduates		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		2008	2007	2006	2005	2004	2003	2002	2001	2000	1999
Minimum High School Program and Individualized Education Program		21.1%	23.2%	25.9%	30.8%	32.5%	35.5%	36.1%	41.2%	57.6%	40.1%
Recommended and Advanced High School Program		60.2%	59.6%	61.3%	57.3%	54.3%	51.4%	51.5%	52.3%	34.5%	26.3%
Distinguished Achievement and Advanced Honors Program		18.7%	17.3%	12.9%	11.9%	13.2%	13.1%	12.4%	6.5%	7.9%	33.7%
Foundation High School Program											
Total Percent of Graduates		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Notes: 1. Small student counts are masked to protect student confidentiality and are shown as asterisks (*) in data tables. 2. Masked data are shown as 0 on graphs. 3. A blank cell in a data table indicates there are no data. 4. If student counts for a district are so small that most of the data are masked, neither the data table or graph will display.

High School Graduates Longitudinal Analysis - by District

District: **Tomball ISD (101921) : Tomball, TX**

1/22/2020



Notes: 1. Small student counts are masked to protect student confidentiality and are shown as asterisks (*) in data tables. 2. Masked data are shown as 0 on graphs. 3. A blank cell in a data table indicates there are no data. 4. If student counts for a district are so small that most of the data are masked, neither the data table or graph will display.

2019 District Profile
(School Year 2017-18)
State Performance Plan Indicator Targets

REGION 04
TOMBALL ISD (101921)

[About page](#)
[Back to user selection page](#)

State Performance Plan / Annual Performance Report Indicators	State			LEA	
	Target	Rate	Met Target	Rate	Met State Target
1: Graduation	88.5%	77.4%	NO	83.9%	NO
2: Dropout	1.9%	1.8%	YES	1.0%	YES
3B: Statewide Assessment Participation Rate - Reading	95.0%	98.0%	YES	98.0%	YES
3B: Statewide Assessment Participation Rate - Math	95.0%	99.0%	YES	99.0%	YES
3C: Statewide Assessment Proficiency Rate - Reading	95.0%	23.0%	NO	32.6%	NO
3C: Statewide Assessment Proficiency Rate - Math	95.0%	25.6%	NO	36.2%	NO
4A: Suspension and Expulsion	0.0%	0.2%	NO	N/A	YES
4B: Suspension and Expulsion - by race or ethnicity	0.0%	0.0%	YES	N/A	YES
5A: Educational Environment, Ages 6 through 21 - inside the regular class 80% or more of the day	68.0%	68.8%	YES	76.3%	YES
5B: Educational Environment, Ages 6 through 21 - inside the regular class less than 40% of the day	12.5%	14.9%	NO	15.4%	NO
5C: Educational Environment, Ages 6 through 21 - in separate schools, residential facilities, or homebound/hospital placements	1.3%	1.1%	YES	0.4%	YES
6A: Educational Environment, Ages 3 through 5 - regular early childhood program	33.0%	31.8%	YES	30.3%	NO
6B: Educational Environment, Ages 3 through 5 - separate special education class, separate school or residential facility	15.5%	16.9%	NO	8.5%	YES
7A: Early Childhood Outcomes - positive social/emotional skills Summary 1	84.0%	84.8%	YES	95.2%	YES
7A: Early Childhood Outcomes - positive social/emotional skills Summary 2	63.0%	61.0%	NO	69.0%	YES
7B: Early Childhood Outcomes - acquisition and use of knowledge and skills Summary 1	84.0%	84.4%	YES	97.7%	YES
7B: Early Childhood Outcomes - acquisition and use of knowledge and skills Summary 2	58.0%	58.5%	YES	63.8%	YES
7C: Early Childhood Outcomes - use of appropriate behaviors to meet needs Summary 1	84.0%	84.9%	YES	100.0%	YES
7C: Early Childhood Outcomes - use of appropriate behaviors to meet needs Summary 2	74.0%	71.6%	NO	81.0%	YES
8: Parent Involvement	80.0%	76.4%	NO	N/A	N/A
9: Disproportionality - by race or ethnicity as a result of inappropriate identification	0.0%	0.0%	YES	N/A	YES
10: Disproportionality - by race or ethnicity in specific disability categories as a result of inappropriate identification	0.0%	0.0%	YES	N/A	YES
11: Child Find	100.0%	99.8%	NO	100.0%	YES
12: Early Childhood Transition	100.0%	99.9%	NO	N/A	YES
13: Secondary Transition	100.0%	99.5%	NO	N/A	YES
14A: Post-School Outcomes - enrolled in higher education	29.0%	18.3%	NO	N/A	N/A
14B: Post-School Outcomes - enrolled in higher education or competitively employed	62.0%	50.9%	NO	N/A	N/A
14C: Post-School Outcomes - enrolled in higher education or in some other postsecondary program, or competitively employed	78.0%	64.8%	NO	N/A	N/A

Tomball ISD Campus Distinctions 2018 -2019

Tomball ISD 101921	Grade	ELA	Math	Science	Social Studies	Academic Growth	Post- Secondary Readiness	Closing the Gaps	# Eligible	# Earned
Connections Acad	N								0	0
Decker Prairie ES	B								5	3
Lakewood ES	A								5	0
Willow Creek ES	B								5	0
Tomball ES	C								5	0
Rosehill ES	B								5	1
Canyon Pointe ES	B								5	0
Creekside Forest ES	A								6	5
Timber Creek ES	A								6	1
Wildwood ES	B								5	0
Creekview ES	A								6	1
Tomball IS	B								6	5
Northpointe IS	A								6	3
Oakcrest IS	A								6	5
Tomball JHS	A								7	2
Willow Wood JHS	A								7	2
Creekside Park JHS	A								7	3
Tomball HS	B								7	1
Tomball Memorial	A								7	5
Tomball Star Acad.	A								7	3
		6/19	6/19	4/12	3/6	6/19	6/19	9/19	113	40

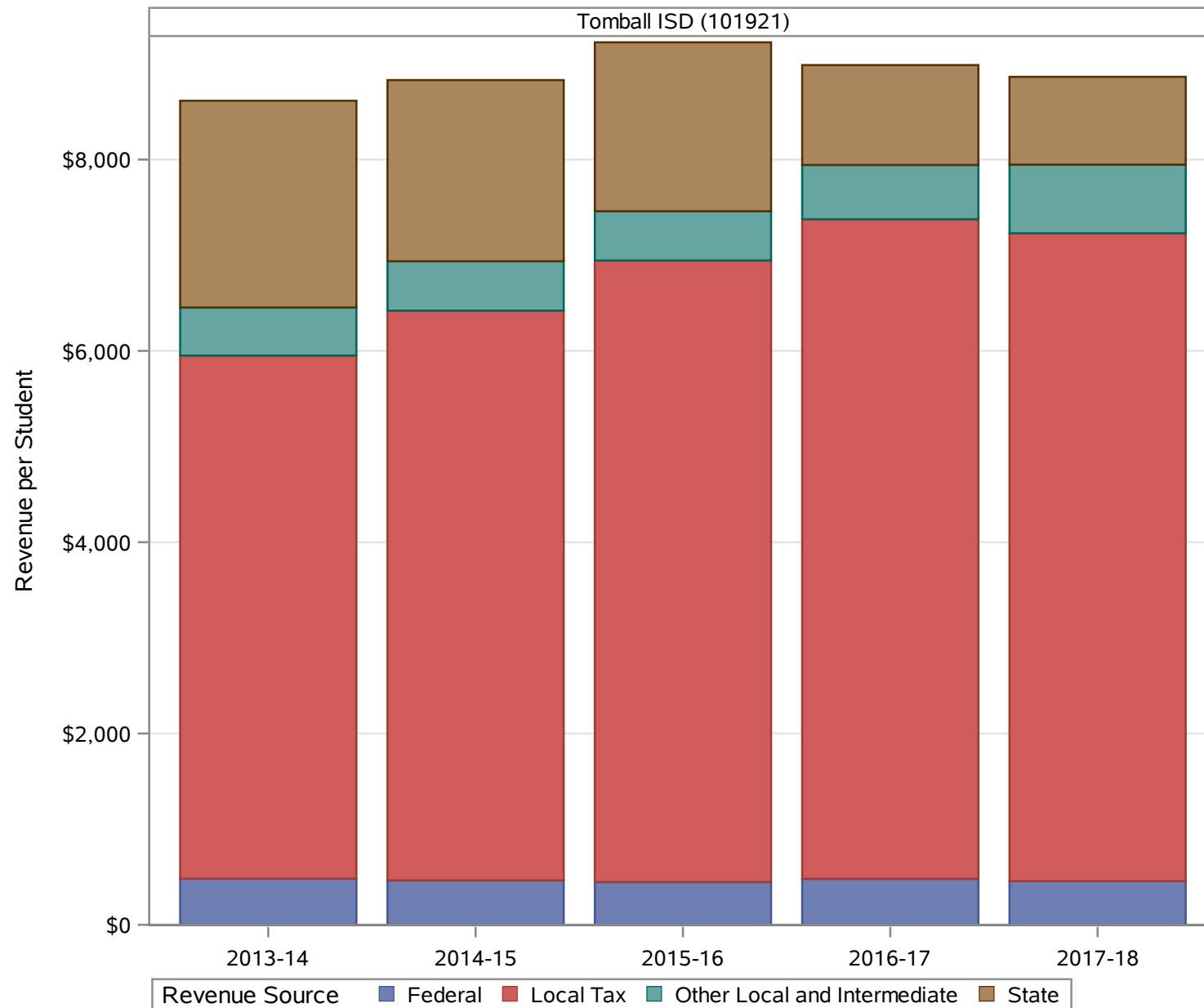
2018-2019 Budgeted Financial data

Totals for Tomball ISD (101921)

Total Membership: 16,920

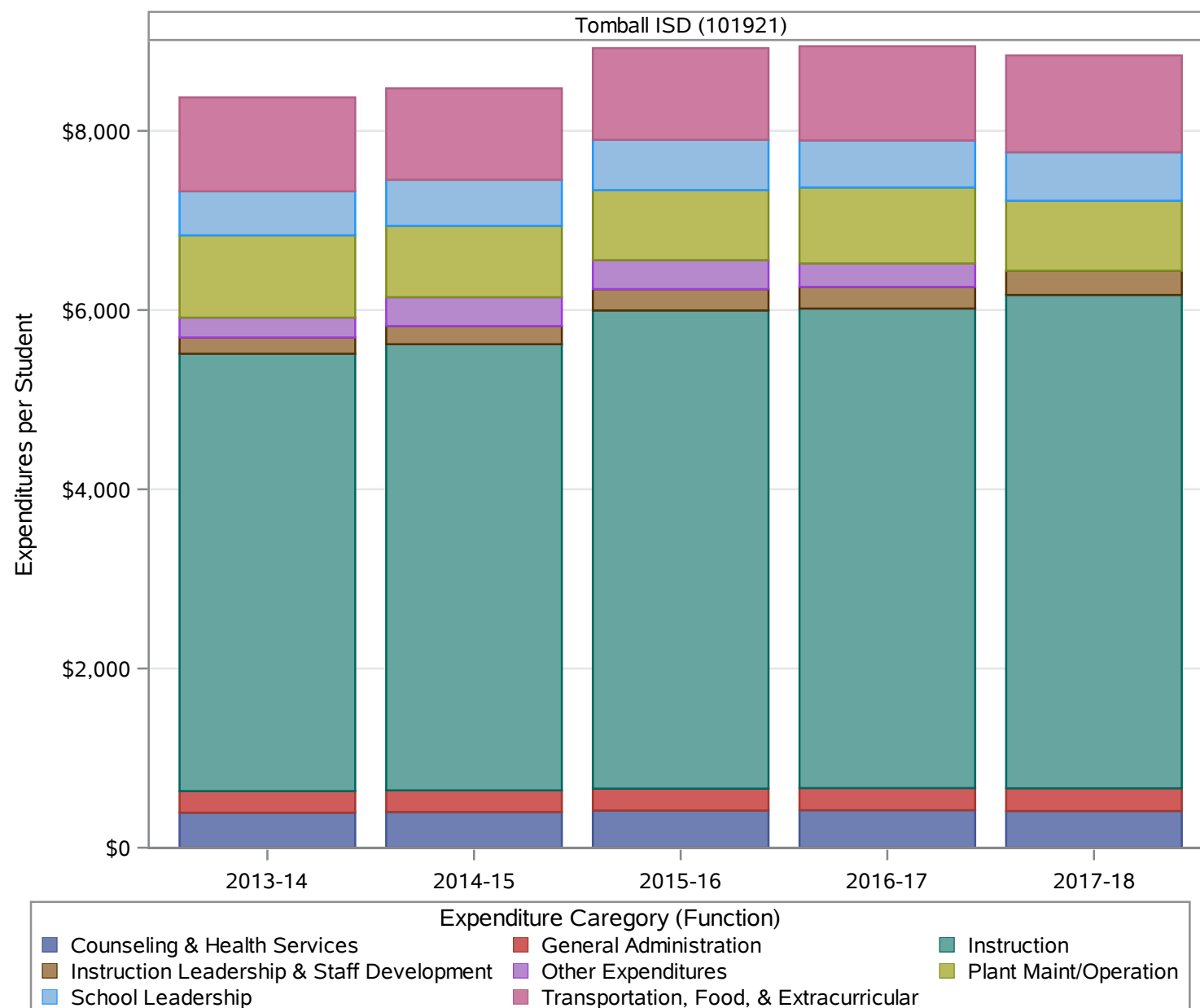
	General Fund	%	Per Student	All Funds	%	Per Student
Receipts						
Total Revenue	130,000,000	100.00%	7,683	170,557,400	100.00%	10,080
Local Tax	108,540,987	83.49%	6,415	141,765,413	83.12%	8,379
Other Local and Intermediate	1,780,280	1.37%	105	5,724,030	3.36%	338
State	18,578,733	14.29%	1,098	19,278,957	11.30%	1,139
Federal	1,100,000	0.85%	65	3,789,000	2.22%	224
Total Receipts	130,000,000	100.00%	7,683	170,557,400	100.00%	10,080
Total Revenue	130,000,000	100.00%	7,683	170,557,400	100.00%	10,080
Equity Transfers	0	0.00%	0	0	0.00%	0
Total Other Resources	0	0.00%	0	0	0.00%	0
Disbursements						
Total Expenditures						
BY OBJECT	131,820,361	100.00%	7,791	172,377,761	100.00%	10,188
Payroll	116,743,378	88.56%	6,900	119,700,146	69.44%	7,074
Other Operating	14,875,732	11.28%	879	18,649,352	10.82%	1,102
Debt Service	0	0.00%	0	33,770,000	19.59%	1,996
Capital Outlay	201,251	0.15%	12	258,263	0.15%	15
BY FUNCTION (Objects 6100-6400 only)						
Community Services (61)	619		0	619		0
Total Operating Expenditures	131,618,491	100.00%	7,779	138,348,879	100.00%	8,177
Instruction (11,95)	84,546,558	64.24%	4,997	84,546,558	61.11%	4,997
Instructional Res Media (12)	1,522,294	1.16%	90	1,522,294	1.10%	90
Curriculum/Staff Develop (13)	1,962,006	1.49%	116	1,962,006	1.42%	116
Instructional Leadership (21)	1,498,908	1.14%	89	1,498,908	1.08%	89
School Leadership (23)	8,979,797	6.82%	531	8,979,797	6.49%	531
Guidance Counseling Svcs (31)	4,381,610	3.33%	259	4,381,610	3.17%	259
Social Work Services (32)	66,556	0.05%	4	66,556	0.05%	4
Health Services (33)	1,594,090	1.21%	94	1,594,090	1.15%	94
Transportation (34)	5,492,787	4.17%	325	5,492,787	3.97%	325
Food (35)	0	0.00%	0	6,730,388	4.86%	398
Extracurricular (36)	3,020,824	2.30%	179	3,020,824	2.18%	179
General Administration (41,92)	4,254,610	3.23%	251	4,254,610	3.08%	251
Plant Maint/Operation (51)	12,006,106	9.12%	710	12,006,106	8.68%	710
Security/Monitoring (52)	553,877	0.42%	33	553,877	0.40%	33
Data Processing Services (53)	1,738,468	1.32%	103	1,738,468	1.26%	103
Total Disbursements	133,067,860	100.00%	7,865	173,625,260	100.00%	10,262
Total Expenditures	131,820,361	99.06%	7,791	172,377,761	99.28%	10,188
Equity Transfers	0	0.00%	0	0	0.00%	0
Total Other Uses	0	0.00%	0	0	0.00%	0
Intergovernmental Charge	1,247,499	0.94%	74	1,247,499	0.72%	74
Program Expenditures						
Operating Expenditures - Program	107,796,161	100.00%	6,371	107,796,161	100.00%	6,371
Regular	74,428,911	69.05%	4,399	74,428,911	69.05%	4,399
Gifted and Talented	641,034	0.59%	38	641,034	0.59%	38
Career and Technical	3,332,539	3.09%	197	3,332,539	3.09%	197
Students with Disabilities	18,012,381	16.71%	1,065	18,012,381	16.71%	1,065
Accelerated Education	5,023,349	4.66%	297	5,023,349	4.66%	297
Bilingual	821,420	0.76%	49	821,420	0.76%	49
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0
Disc Alt Ed-DAEP Basic Serv	654,038	0.61%	39	654,038	0.61%	39
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0
High School Allotment	1,302,960	1.21%	77	1,302,960	1.21%	77
Athletics/Related Activities	2,203,459	2.04%	130	2,203,459	2.04%	130
Prekindergarten	1,376,070	1.28%	81	1,376,070	1.28%	81

Comparison of 2013-14 through 2017-18 Operational Revenue Sources



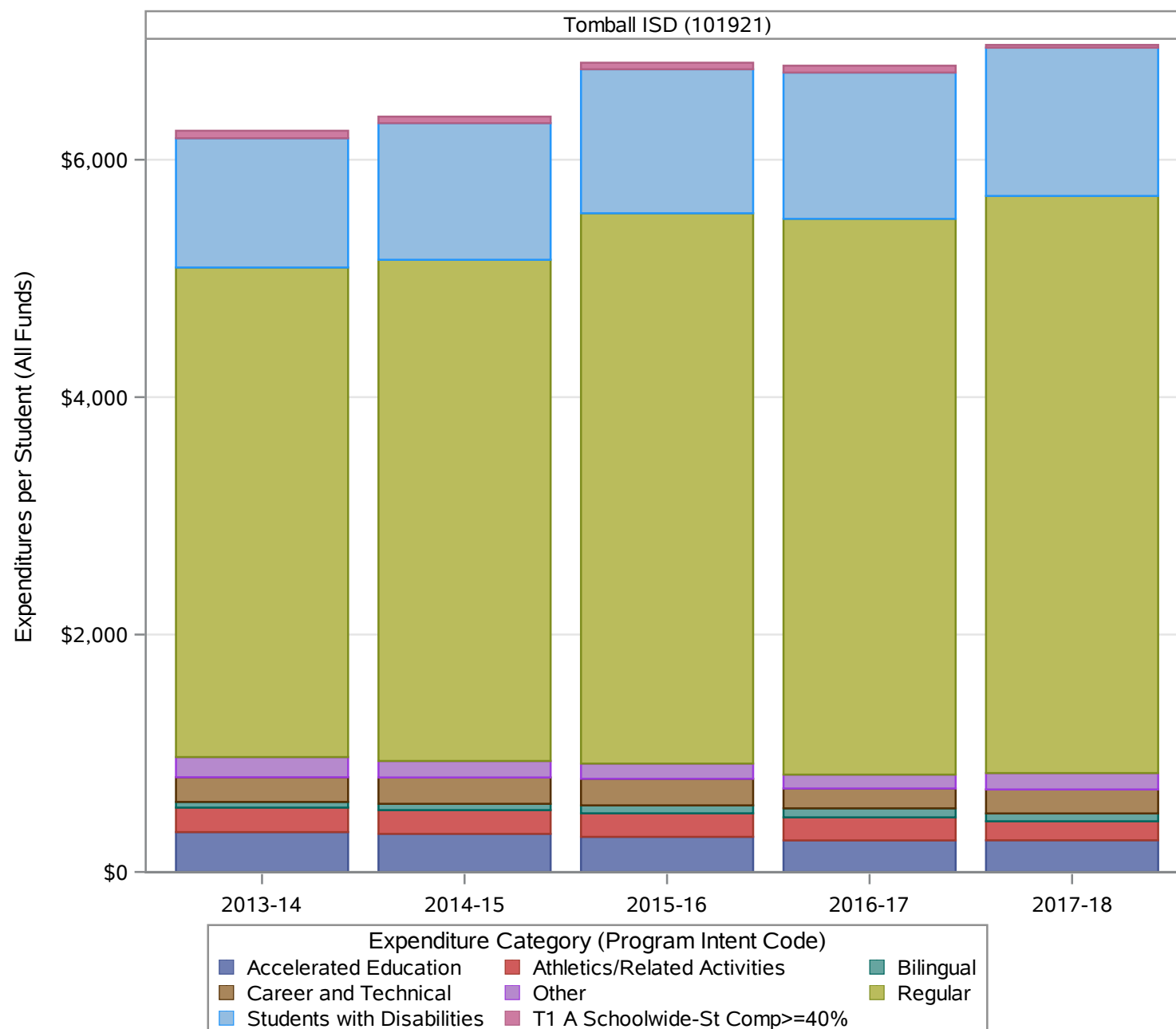
Tomball ISD (101921) Total Enrolled Students in Membership = 15,884
&enroll2.

Comparison of 2013-14 through 2017-18 Operational Total Expenditures



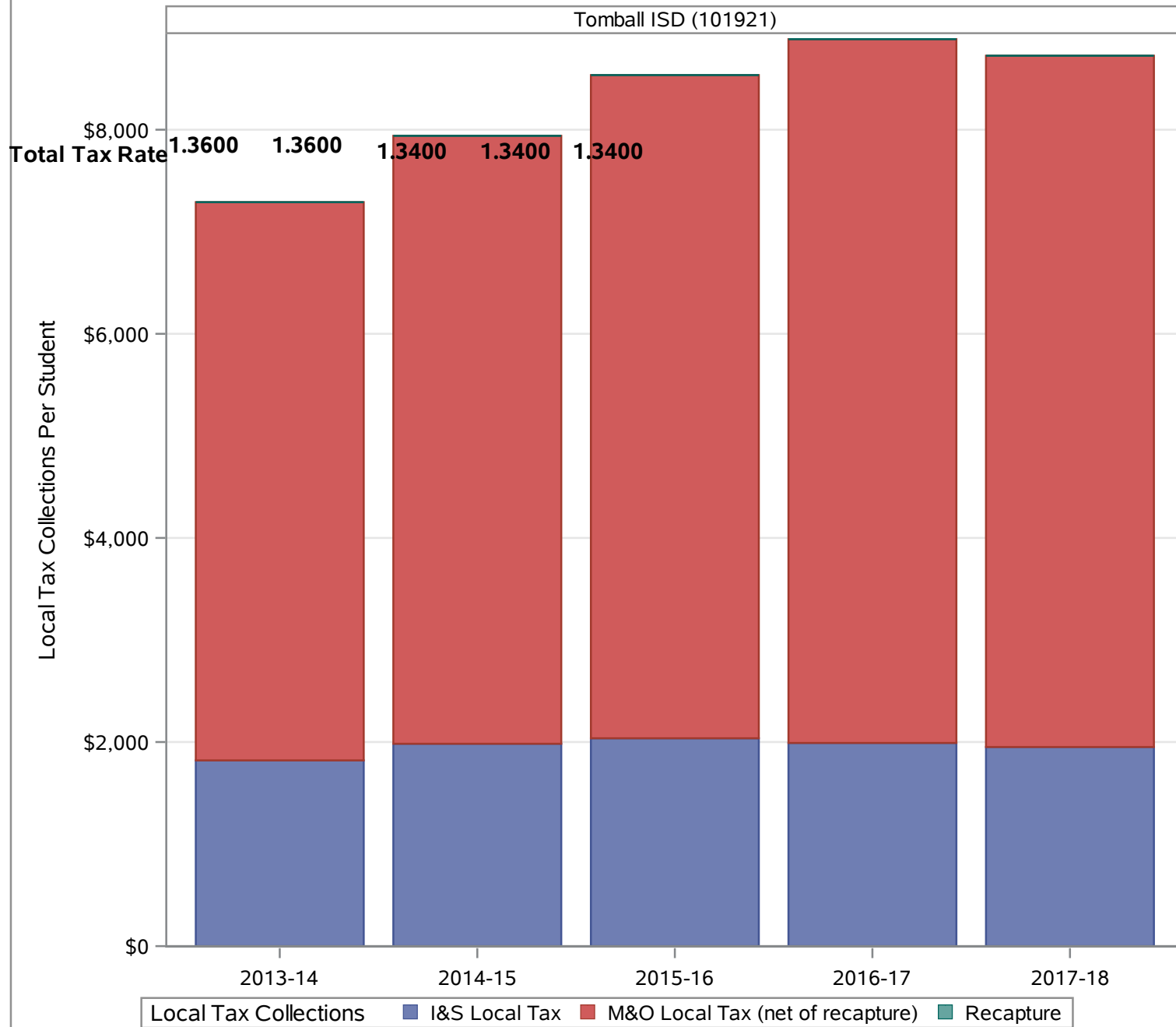
Tomball ISD (101921) Total Enrolled Students in Membership = 15,884
&enroll2.

Comparison of 2013-14 through 2017-18 Program Expenditures



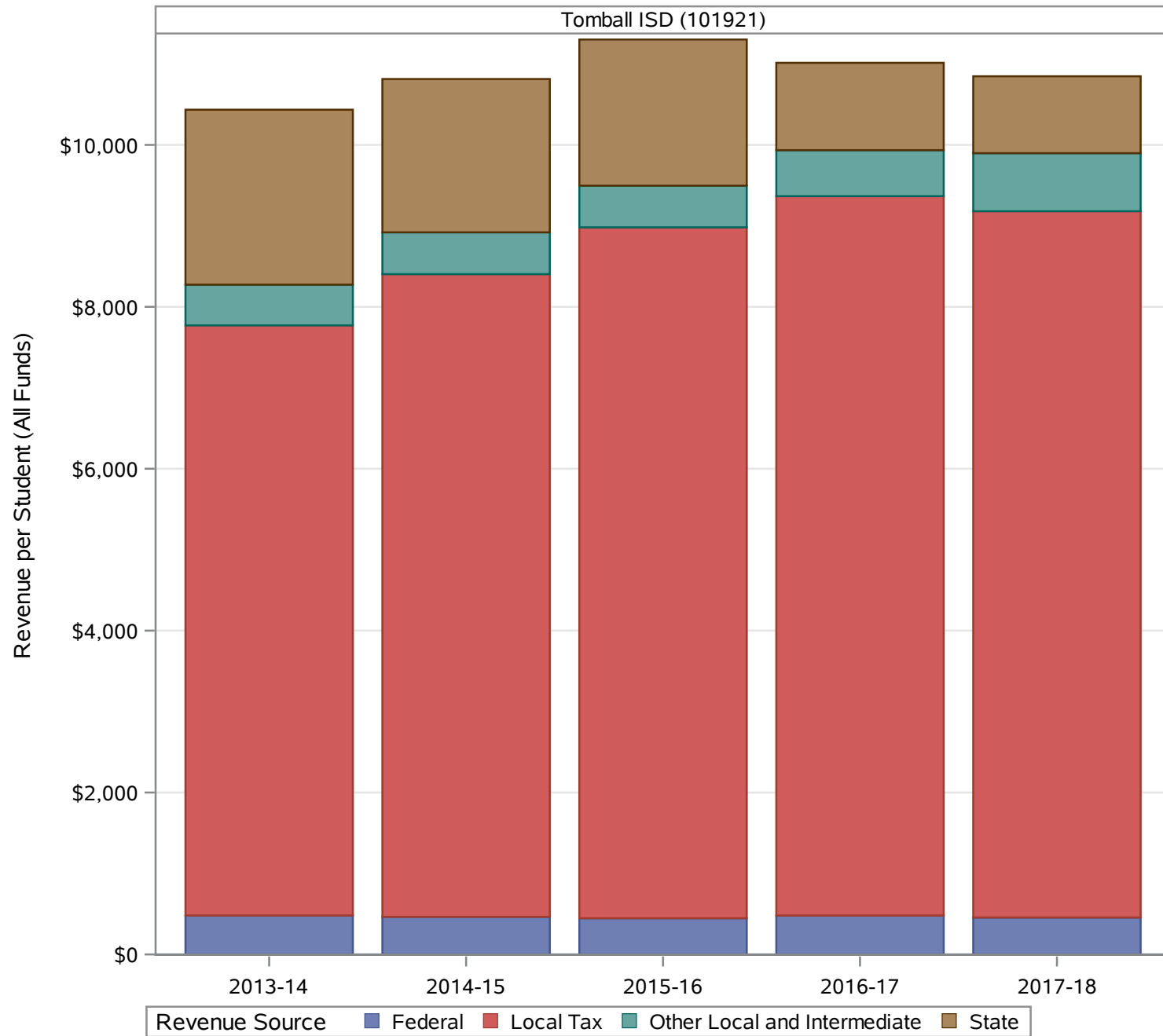
Tomball ISD (101921) Total Enrolled Students in Membership = 15,884
&enroll2.

Comparison of 2013-14 through 2017-18 Local Tax Collections



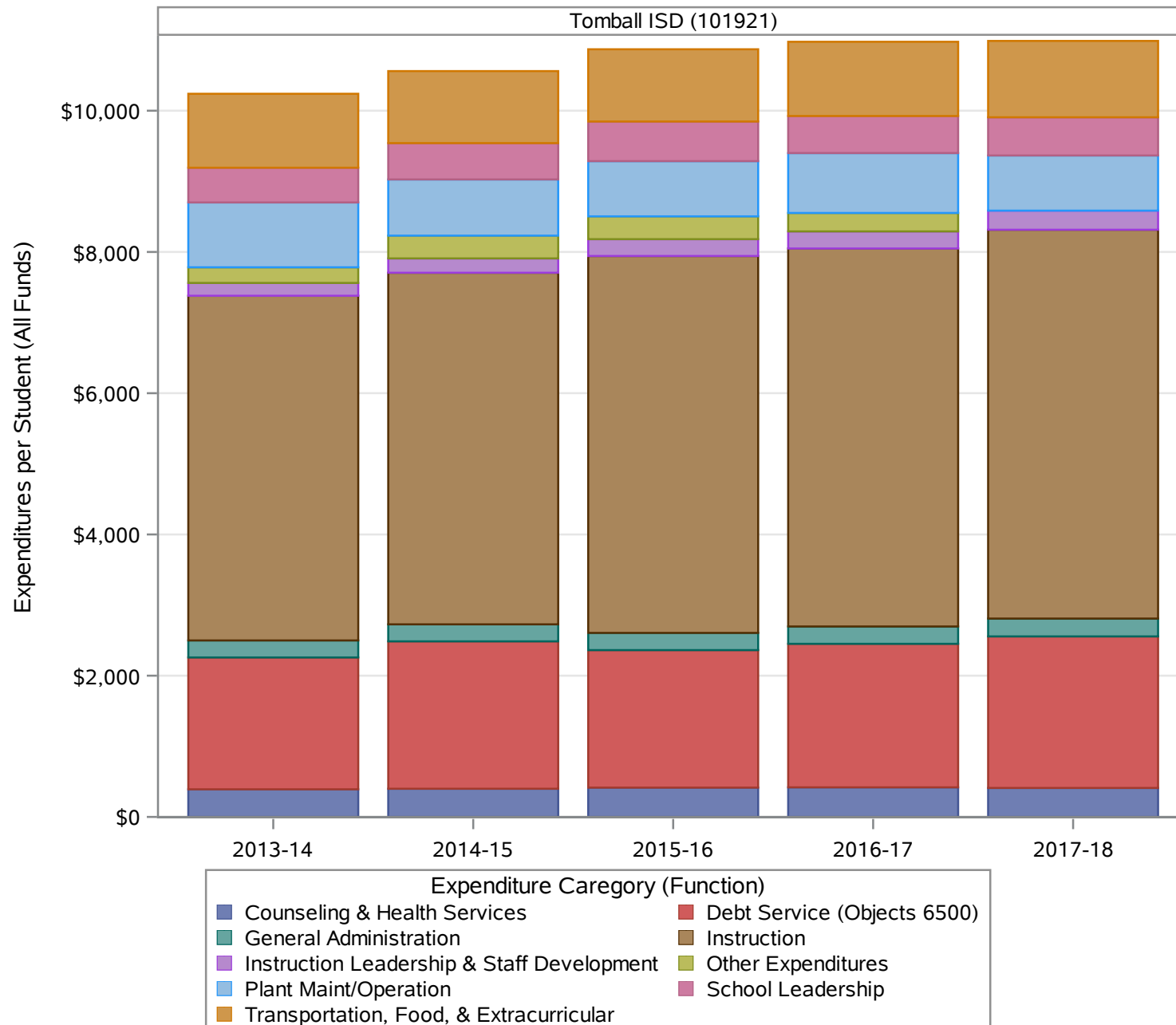
Tomball ISD (101921) Total Enrolled Students in Membership = 15,884
&enroll2.

Comparison of 2013-14 through 2017-18 All Funds Revenue



Tomball ISD (101921) Total Enrolled Students in Membership = 15,884
&enroll2.

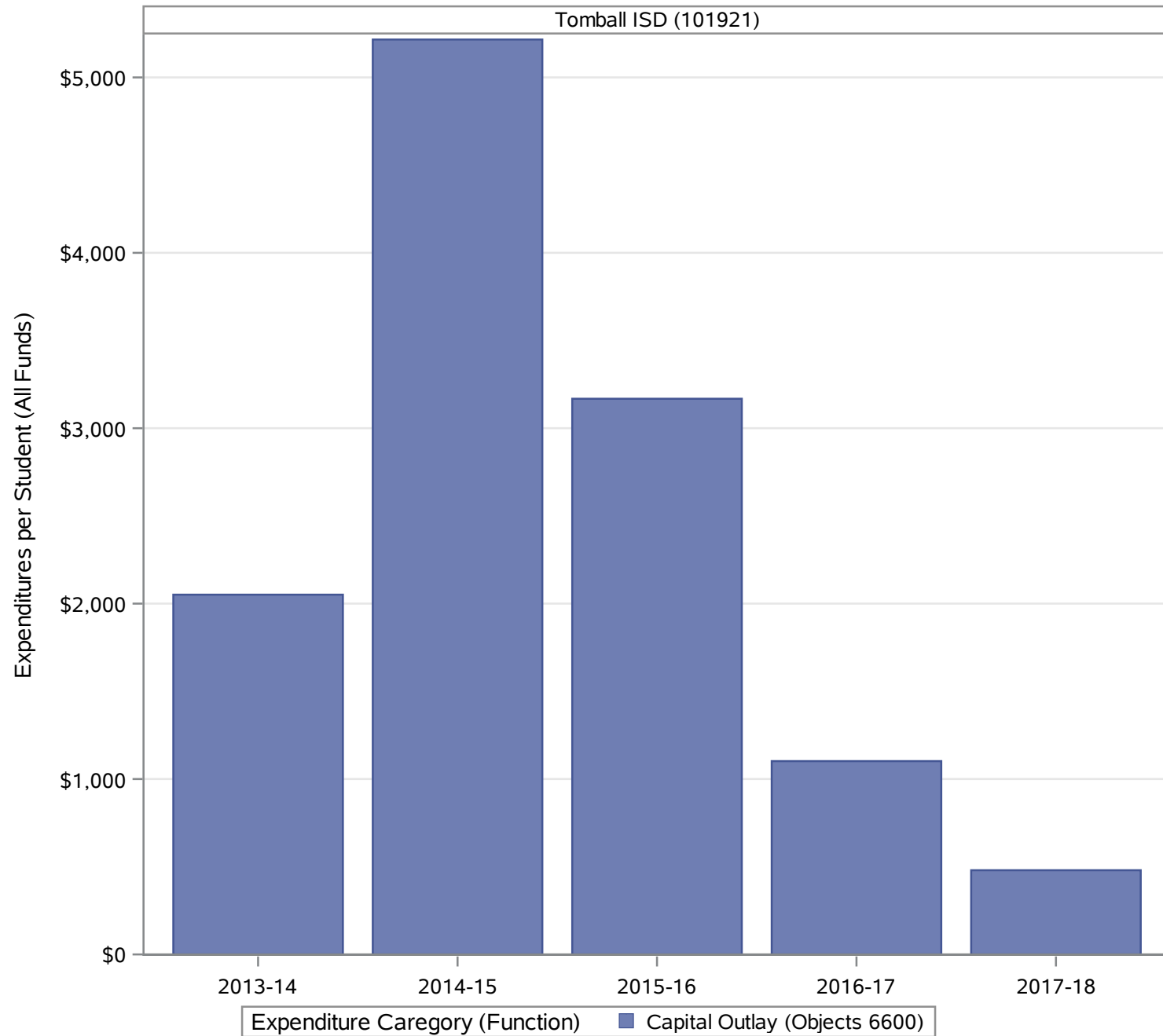
Comparison of 2013-14 through 2017-18 All Funds Total Expenditures



Tomball ISD (101921) Total Enrolled Students in Membership = 15,884
&enroll2.

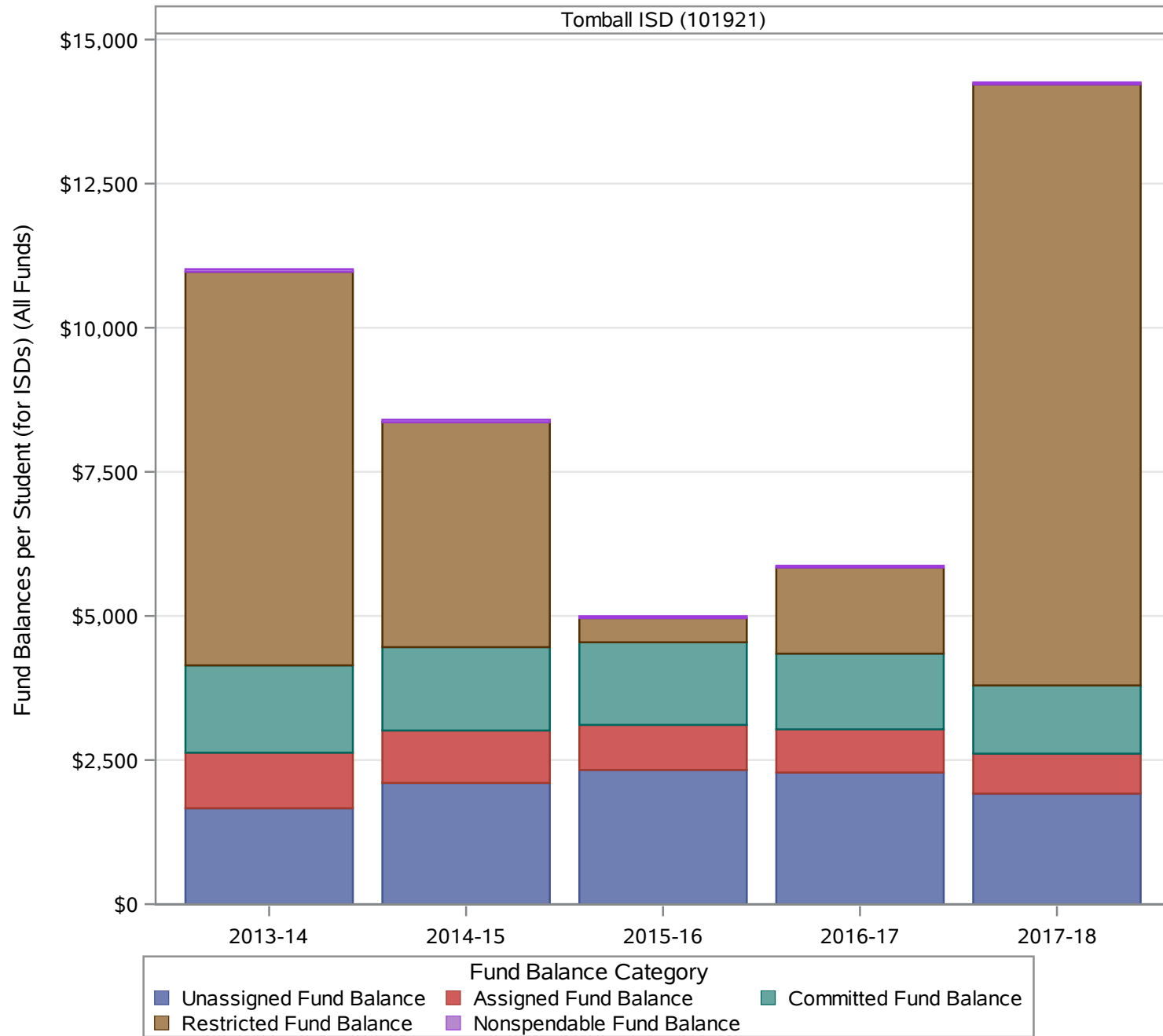
Excludes Capital Outlay

Comparison of 2013-14 through 2017-18 All Funds Capital Outlay



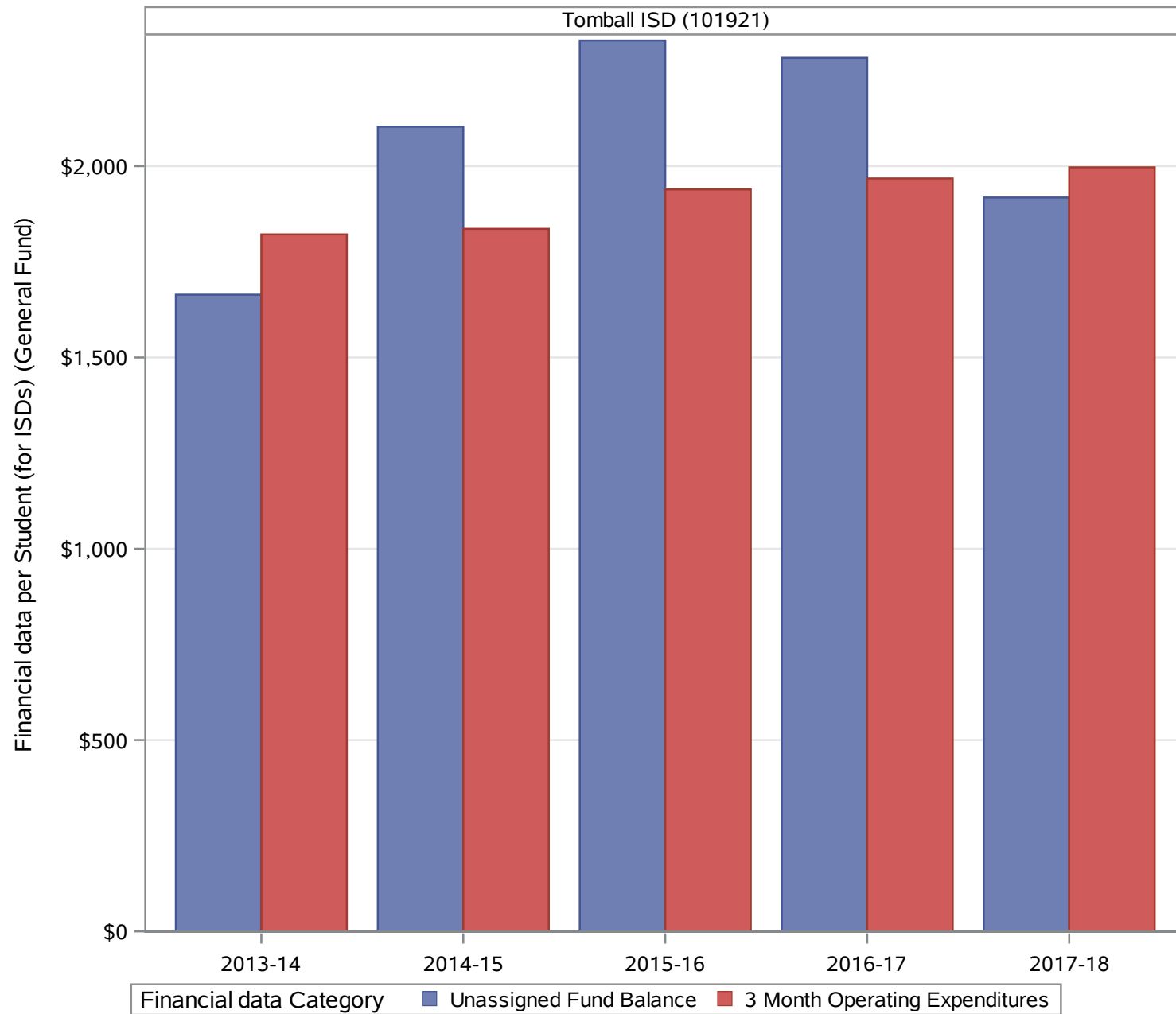
Tomball ISD (101921) Total Enrolled Students in Membership = 15,884
&enroll2.

Comparison of 2013-14 through 2017-18 All Funds Fund Balances



Tomball ISD (101921) Total Enrolled Students in Membership = 15,884
&enroll2.

Comparison of 2013-14 through 2017-18 General Fund Unassigned Fund Balance



Tomball ISD (101921) Total Enrolled Students in Membership = 15,884
&enroll2.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Tomball H S District: TOMBALL ISD

Campus Number: 101921001 Total Membership: 2,054

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	12,997,279	100.00	6,328	13,311,409	100.00	6,481
Operating-Payroll	12,056,300	92.76	5,870	12,370,430	92.93	6,023
Other Operating	937,790	7.22	457	937,790	7.05	457
Non-Operating(Equipt/Supplies)	3,189	0.02	2	3,189	0.02	2

Expenditures by Function (Objects 6100-6400 Only)

Total Operating Expenditures	12,994,090	100.00	6,326	13,308,220	100.00	6,479
Instruction (11,95) *	9,696,966	74.63	4,721	9,696,966	72.86	4,721
Instructional Res/Media (12) *	101,853	0.78	50	101,853	0.77	50
Curriculum/Staff Develop (13) *	191,421	1.47	93	191,421	1.44	93
Instructional Leadership (21) *	218,147	1.68	106	218,147	1.64	106
School Leadership (23) *	926,104	7.13	451	926,104	6.96	451
Guidance/Counseling Svcs (31) *	700,360	5.39	341	700,360	5.26	341
Social Work Services (32) *	7,379	0.06	4	7,379	0.06	4
Health Services (33) *	165,457	1.27	81	165,457	1.24	81
Food (35) **	0	0.00	0	314,130	2.36	153
Extracurricular (36) ***	947,137	7.29	461	947,137	7.12	461
Plant Maint/Operation (51) ***	0	0.00	0	0	0.00	0
Security/Monitoring (52) ***	39,266	0.30	19	39,266	0.30	19
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0

Program expenditures by Program (Objects 6100-6400 only)

Total Operating Expenditures	12,007,687	100.00	5,846	12,007,687	100.00	5,846
Regular	8,313,559	69.24	4,047	8,313,559	69.24	4,047
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	1,279,788	10.66	623	1,279,788	10.66	623
Students with Disabilities	2,105,491	17.53	1,025	2,105,491	17.53	1,025
Accelerated Education	307,109	2.56	150	307,109	2.56	150
Bilingual	1,740	0.01	1	1,740	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
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 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Tomball Memorial H S District: TOMBALL ISD

Campus Number: 101921002 Total Membership: 2,310

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	15,508,299	100.00	6,714	15,850,599	100.00	6,862
Operating-Payroll	14,522,218	93.64	6,287	14,864,518	93.78	6,435
Other Operating	982,916	6.34	426	982,916	6.20	426
Non-Operating(Equipt/Supplies)	3,165	0.02	1	3,165	0.02	1

Expenditures by Function (Objects 6100-6400 Only)

Total Operating Expenditures	15,505,134	100.00	6,712	15,847,434	100.00	6,860
Instruction (11,95) *	12,030,906	77.59	5,208	12,030,906	75.92	5,208
Instructional Res/Media (12) *	100,582	0.65	44	100,582	0.63	44
Curriculum/Staff Develop (13) *	188,831	1.22	82	188,831	1.19	82
Instructional Leadership (21) *	214,802	1.39	93	214,802	1.36	93
School Leadership (23) *	1,229,944	7.93	532	1,229,944	7.76	532
Guidance/Counseling Svcs (31) *	586,912	3.79	254	586,912	3.70	254
Social Work Services (32) *	7,327	0.05	3	7,327	0.05	3
Health Services (33) *	132,158	0.85	57	132,158	0.83	57
Food (35) **	0	0.00	0	342,300	2.16	148
Extracurricular (36) ***	959,067	6.19	415	959,067	6.05	415
Plant Maint/Operation (51) ***	0	0.00	0	0	0.00	0
Security/Monitoring (52) ***	54,605	0.35	24	54,605	0.34	24
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0

Program expenditures by Program (Objects 6100-6400 only)

Total Operating Expenditures	14,491,462	100.00	6,273	14,491,462	100.00	6,273
Regular	11,291,180	77.92	4,888	11,291,180	77.92	4,888
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	1,336,578	9.22	579	1,336,578	9.22	579
Students with Disabilities	1,587,122	10.95	687	1,587,122	10.95	687
Accelerated Education	276,489	1.91	120	276,489	1.91	120
Bilingual	93	0.00	0	93	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Tomball Star Academy District: TOMBALL ISD Campus Number: 101921005 Total Membership: 235						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	1,931,582	100.00	8,219	1,976,362	100.00	8,410
Operating-Payroll	1,766,871	91.47	7,519	1,811,651	91.67	7,709
Other Operating	164,341	8.51	699	164,341	8.32	699
Non-Operating(Equipt/Supplies)	370	0.02	2	370	0.02	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	1,931,212	100.00	8,218	1,975,992	100.00	8,408
Instruction (11,95) *	1,608,815	83.31	6,846	1,608,815	81.42	6,846
Instructional Res/Media (12) *	313	0.02	1	313	0.02	1
Curriculum/Staff Develop (13) *	18,311	0.95	78	18,311	0.93	78
Instructional Leadership (21) *	13,392	0.69	57	13,392	0.68	57
School Leadership (23) *	188,490	9.76	802	188,490	9.54	802
Guidance/Counseling Svcs (31) *	97,098	5.03	413	97,098	4.91	413
Social Work Services (32) *	858	0.04	4	858	0.04	4
Health Services (33) *	3,935	0.20	17	3,935	0.20	17
Food (35) **	0	0.00	0	44,780	2.27	191
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	1,931,212	100.00	8,218	1,931,212	100.00	8,218
Regular	565,652	29.29	2,407	565,652	29.29	2,407
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	40,268	2.09	171	40,268	2.09	171
Accelerated Education	23,180	1.20	99	23,180	1.20	99
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	1,302,112	67.42	5,541	1,302,112	67.42	5,541
Prekindergarten	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Tomball J H District: TOMBALL ISD Campus Number: 101921042 Total Membership: 767						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,203,589	100.00	6,784	5,328,299	100.00	6,947
Operating-Payroll	4,997,392	96.04	6,516	5,122,102	96.13	6,678
Other Operating	204,874	3.94	267	204,874	3.85	267
Non-Operating(Equipt/Supplies)	1,323	0.03	2	1,323	0.02	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,202,266	100.00	6,783	5,326,976	100.00	6,945
Instruction (11,95) *	3,932,785	75.60	5,127	3,932,785	73.83	5,127
Instructional Res/Media (12) *	84,981	1.63	111	84,981	1.60	111
Curriculum/Staff Develop (13) *	79,802	1.53	104	79,802	1.50	104
Instructional Leadership (21) *	70,336	1.35	92	70,336	1.32	92
School Leadership (23) *	568,689	10.93	741	568,689	10.68	741
Guidance/Counseling Svcs (31) *	231,316	4.45	302	231,316	4.34	302
Social Work Services (32) *	3,062	0.06	4	3,062	0.06	4
Health Services (33) *	95,077	1.83	124	95,077	1.78	124
Food (35) **	0	0.00	0	124,710	2.34	163
Extracurricular (36) * **	133,244	2.56	174	133,244	2.50	174
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	2,974	0.06	4	2,974	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	5,066,048	100.00	6,605	5,066,048	100.00	6,605
Regular	3,301,075	65.16	4,304	3,301,075	65.16	4,304
Gifted & Talented	47	0.00	0	47	0.00	0
Career & Technical	300,682	5.94	392	300,682	5.94	392
Students with Disabilities	1,135,364	22.41	1,480	1,135,364	22.41	1,480
Accelerated Education	304,118	6.00	397	304,118	6.00	397
Bilingual	24,762	0.49	32	24,762	0.49	32
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Willow Wood J H District: TOMBALL ISD

Campus Number: 101921043 Total Membership: 1,353

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,342,049	100.00	4,687	6,509,374	100.00	4,811
Operating-Payroll	6,035,596	95.17	4,461	6,202,921	95.29	4,585
Other Operating	304,564	4.80	225	304,564	4.68	225
Non-Operating(Equipt/Supplies)	1,889	0.03	1	1,889	0.03	1
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,340,160	100.00	4,686	6,507,485	100.00	4,810
Instruction (11,95) *	5,045,981	79.59	3,729	5,045,981	77.54	3,729
Instructional Res/Media (12) *	84,777	1.34	63	84,777	1.30	63
Curriculum/Staff Develop (13) *	111,650	1.76	83	111,650	1.72	83
Instructional Leadership (21) *	90,382	1.43	67	90,382	1.39	67
School Leadership (23) *	554,942	8.75	410	554,942	8.53	410
Guidance/Counseling Svcs (31) *	217,360	3.43	161	217,360	3.34	161
Social Work Services (32) *	4,371	0.07	3	4,371	0.07	3
Health Services (33) *	79,519	1.25	59	79,519	1.22	59
Food (35) **	0	0.00	0	167,325	2.57	124
Extracurricular (36) * **	147,532	2.33	109	147,532	2.27	109
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	3,646	0.06	3	3,646	0.06	3
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	6,188,982	100.00	4,574	6,188,982	100.00	4,574
Regular	4,612,582	74.53	3,409	4,612,582	74.53	3,409
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	310,605	5.02	230	310,605	5.02	230
Students with Disabilities	995,379	16.08	736	995,379	16.08	736
Accelerated Education	270,416	4.37	200	270,416	4.37	200
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Creekside Park J H District: TOMBALL ISD

Campus Number: 101921044 Total Membership: 766

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,253,420	100.00	5,553	4,353,205	100.00	5,683
Operating-Payroll	4,064,023	95.55	5,306	4,163,808	95.65	5,436
Other Operating	188,232	4.43	246	188,232	4.32	246
Non-Operating(Equipt/Supplies)	1,165	0.03	2	1,165	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,252,255	100.00	5,551	4,352,040	100.00	5,682
Instruction (11,95) *	3,133,742	73.70	4,091	3,133,742	72.01	4,091
Instructional Res/Media (12) *	84,790	1.99	111	84,790	1.95	111
Curriculum/Staff Develop (13) *	57,174	1.34	75	57,174	1.31	75
Instructional Leadership (21) *	52,652	1.24	69	52,652	1.21	69
School Leadership (23) *	486,672	11.45	635	486,672	11.18	635
Guidance/Counseling Svcs (31) *	194,697	4.58	254	194,697	4.47	254
Social Work Services (32) *	2,696	0.06	4	2,696	0.06	4
Health Services (33) *	86,512	2.03	113	86,512	1.99	113
Food (35) **	0	0.00	0	99,785	2.29	130
Extracurricular (36) * **	148,523	3.49	194	148,523	3.41	194
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	4,797	0.11	6	4,797	0.11	6
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,098,935	100.00	5,351	4,098,935	100.00	5,351
Regular	3,469,224	84.64	4,529	3,469,224	84.64	4,529
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	969	0.02	1	969	0.02	1
Students with Disabilities	628,742	15.34	821	628,742	15.34	821
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
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

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Decker Prairie El District: TOMBALL ISD

Campus Number: 101921102 Total Membership: 701

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,296,400	100.00	6,129	4,385,215	100.00	6,256
Operating-Payroll	4,171,687	97.10	5,951	4,260,502	97.16	6,078
Other Operating	123,421	2.87	176	123,421	2.81	176
Non-Operating(Equipt/Supplies)	1,292	0.03	2	1,292	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,295,108	100.00	6,127	4,383,923	100.00	6,254
Instruction (11,95) *	3,453,955	80.42	4,927	3,453,955	78.79	4,927
Instructional Res/Media (12) *	75,255	1.75	107	75,255	1.72	107
Curriculum/Staff Develop (13) *	93,946	2.19	134	93,946	2.14	134
Instructional Leadership (21) *	58,993	1.37	84	58,993	1.35	84
School Leadership (23) *	345,391	8.04	493	345,391	7.88	493
Guidance/Counseling Svcs (31) *	185,589	4.32	265	185,589	4.23	265
Social Work Services (32) *	2,992	0.07	4	2,992	0.07	4
Health Services (33) *	78,666	1.83	112	78,666	1.79	112
Food (35) **	0	0.00	0	88,815	2.03	127
Extracurricular (36) * **	321	0.01	0	321	0.01	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	4,294,787	100.00	6,127	4,294,787	100.00	6,127
Regular	2,934,423	68.33	4,186	2,934,423	68.33	4,186
Gifted & Talented	5,019	0.12	7	5,019	0.12	7
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	713,152	16.61	1,017	713,152	16.61	1,017
Accelerated Education	376,179	8.76	537	376,179	8.76	537
Bilingual	109,084	2.54	156	109,084	2.54	156
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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	156,930	3.65	224	156,930	3.65	224

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Lakewood El District: TOMBALL ISD Campus Number: 101921103 Total Membership: 841						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,054,850	100.00	6,011	5,158,140	100.00	6,133
Operating-Payroll	4,923,282	97.40	5,854	5,026,572	97.45	5,977
Other Operating	130,193	2.58	155	130,193	2.52	155
Non-Operating(Equipt/Supplies)	1,375	0.03	2	1,375	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,053,475	100.00	6,009	5,156,765	100.00	6,132
Instruction (11,95) *	4,207,611	83.26	5,003	4,207,611	81.59	5,003
Instructional Res/Media (12) *	84,531	1.67	101	84,531	1.64	101
Curriculum/Staff Develop (13) *	83,379	1.65	99	83,379	1.62	99
Instructional Leadership (21) *	63,185	1.25	75	63,185	1.23	75
School Leadership (23) *	327,880	6.49	390	327,880	6.36	390
Guidance/Counseling Svcs (31) *	184,453	3.65	219	184,453	3.58	219
Social Work Services (32) *	3,181	0.06	4	3,181	0.06	4
Health Services (33) *	92,295	1.83	110	92,295	1.79	110
Food (35) **	0	0.00	0	103,290	2.00	123
Extracurricular (36) * **	222	0.00	0	222	0.00	0
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	6,738	0.13	8	6,738	0.13	8
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,046,515	100.00	6,001	5,046,515	100.00	6,001
Regular	3,682,090	72.96	4,378	3,682,090	72.96	4,378
Gifted & Talented	139,278	2.76	166	139,278	2.76	166
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	737,422	14.61	877	737,422	14.61	877
Accelerated Education	279,325	5.54	332	279,325	5.54	332
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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	208,400	4.13	248	208,400	4.13	248
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Tomball Alternative Education Cent District: TOMBALL ISD
Campus Number: 101921104 Total Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	821,557	100.00	0	821,557	100.00	0
Operating-Payroll	800,814	97.48	0	800,814	97.48	0
Other Operating	20,542	2.50	0	20,542	2.50	0
Non-Operating(Equipt/Supplies)	201	0.02	0	201	0.02	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	821,356	100.00	0	821,356	100.00	0
Instruction (11,95) *	608,387	74.07	0	608,387	74.07	0
Instructional Res/Media (12) *	822	0.10	0	822	0.10	0
Curriculum/Staff Develop (13) *	9,075	1.10	0	9,075	1.10	0
Instructional Leadership (21) *	10,063	1.23	0	10,063	1.23	0
School Leadership (23) *	185,203	22.55	0	185,203	22.55	0
Guidance/Counseling Svcs (31) *	5,158	0.63	0	5,158	0.63	0
Social Work Services (32) *	466	0.06	0	466	0.06	0
Health Services (33) *	2,182	0.27	0	2,182	0.27	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	821,356	100.00	0	821,356	100.00	0
Regular	30,058	3.66	0	30,058	3.66	0
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	137,260	16.71	0	137,260	16.71	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	654,038	79.63	0	654,038	79.63	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
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 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Tomball Int District: TOMBALL ISD Campus Number: 101921105 Total Membership: 761						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,500,447	100.00	7,228	5,602,472	100.00	7,362
Operating-Payroll	5,331,239	96.92	7,006	5,433,264	96.98	7,140
Other Operating	167,537	3.05	220	167,537	2.99	220
Non-Operating(Equipt/Supplies)	1,671	0.03	2	1,671	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,498,776	100.00	7,226	5,600,801	100.00	7,360
Instruction (11,95) *	4,417,996	80.35	5,806	4,417,996	78.88	5,806
Instructional Res/Media (12) *	82,613	1.50	109	82,613	1.48	109
Curriculum/Staff Develop (13) *	107,822	1.96	142	107,822	1.93	142
Instructional Leadership (21) *	92,482	1.68	122	92,482	1.65	122
School Leadership (23) *	464,860	8.45	611	464,860	8.30	611
Guidance/Counseling Svcs (31) *	238,058	4.33	313	238,058	4.25	313
Social Work Services (32) *	3,868	0.07	5	3,868	0.07	5
Health Services (33) *	80,328	1.46	106	80,328	1.43	106
Food (35) **	0	0.00	0	102,025	1.82	134
Extracurricular (36) * **	6,531	0.12	9	6,531	0.12	9
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	4,218	0.08	6	4,218	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	5,488,027	100.00	7,212	5,488,027	100.00	7,212
Regular	3,643,492	66.39	4,788	3,643,492	66.39	4,788
Gifted & Talented	92,473	1.68	122	92,473	1.68	122
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	1,358,121	24.75	1,785	1,358,121	24.75	1,785
Accelerated Education	297,058	5.41	390	297,058	5.41	390
Bilingual	96,883	1.77	127	96,883	1.77	127
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Willow Creek El District: TOMBALL ISD

Campus Number: 101921107 Total Membership: 776

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,893,693	100.00	7,595	5,981,173	100.00	7,708
Operating-Payroll	5,753,413	97.62	7,414	5,840,893	97.65	7,527
Other Operating	138,834	2.36	179	138,834	2.32	179
Non-Operating(Equipt/Supplies)	1,446	0.02	2	1,446	0.02	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,892,247	100.00	7,593	5,979,727	100.00	7,706
Instruction (11,95) *	5,044,662	85.62	6,501	5,044,662	84.36	6,501
Instructional Res/Media (12) *	87,075	1.48	112	87,075	1.46	112
Curriculum/Staff Develop (13) *	84,668	1.44	109	84,668	1.42	109
Instructional Leadership (21) *	65,737	1.12	85	65,737	1.10	85
School Leadership (23) *	334,549	5.68	431	334,549	5.59	431
Guidance/Counseling Svcs (31) *	195,175	3.31	252	195,175	3.26	252
Social Work Services (32) *	3,348	0.06	4	3,348	0.06	4
Health Services (33) *	76,802	1.30	99	76,802	1.28	99
Food (35) **	0	0.00	0	87,480	1.46	113
Extracurricular (36) * **	231	0.00	0	231	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	5,892,016	100.00	7,593	5,892,016	100.00	7,593
Regular	4,780,594	81.14	6,161	4,780,594	81.14	6,161
Gifted & Talented	98,658	1.67	127	98,658	1.67	127
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	938,930	15.94	1,210	938,930	15.94	1,210
Accelerated Education	73,648	1.25	95	73,648	1.25	95
Bilingual	186	0.00	0	186	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Tomball El District: TOMBALL ISD

Campus Number: 101921108 Total Membership: 775

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,500,988	100.00	7,098	5,616,313	100.00	7,247
Operating-Payroll	5,358,450	97.41	6,914	5,473,775	97.46	7,063
Other Operating	141,107	2.57	182	141,107	2.51	182
Non-Operating(Equipt/Supplies)	1,431	0.03	2	1,431	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,499,557	100.00	7,096	5,614,882	100.00	7,245
Instruction (11,95) *	4,509,897	82.00	5,819	4,509,897	80.32	5,819
Instructional Res/Media (12) *	88,888	1.62	115	88,888	1.58	115
Curriculum/Staff Develop (13) *	100,802	1.83	130	100,802	1.80	130
Instructional Leadership (21) *	66,011	1.20	85	66,011	1.18	85
School Leadership (23) *	454,344	8.26	586	454,344	8.09	586
Guidance/Counseling Svcs (31) *	175,569	3.19	227	175,569	3.13	227
Social Work Services (32) *	3,315	0.06	4	3,315	0.06	4
Health Services (33) *	99,243	1.80	128	99,243	1.77	128
Food (35) **	0	0.00	0	115,325	2.05	149
Extracurricular (36) * **	511	0.01	1	511	0.01	1
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	977	0.02	1	977	0.02	1
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,498,069	100.00	7,094	5,498,069	100.00	7,094
Regular	3,496,608	63.60	4,512	3,496,608	63.60	4,512
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	865,740	15.75	1,117	865,740	15.75	1,117
Accelerated Education	629,864	11.46	813	629,864	11.46	813
Bilingual	117,985	2.15	152	117,985	2.15	152
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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	387,872	7.05	500	387,872	7.05	500

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Northpointe Int District: TOMBALL ISD

Campus Number: 101921109 Total Membership: 752

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,999,589	100.00	6,648	5,093,519	100.00	6,773
Operating-Payroll	4,864,583	97.30	6,469	4,958,513	97.35	6,594
Other Operating	133,819	2.68	178	133,819	2.63	178
Non-Operating(Equipt/Supplies)	1,187	0.02	2	1,187	0.02	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,998,402	100.00	6,647	5,092,332	100.00	6,772
Instruction (11,95) *	3,961,699	79.26	5,268	3,961,699	77.80	5,268
Instructional Res/Media (12) *	83,916	1.68	112	83,916	1.65	112
Curriculum/Staff Develop (13) *	70,655	1.41	94	70,655	1.39	94
Instructional Leadership (21) *	58,566	1.17	78	58,566	1.15	78
School Leadership (23) *	540,471	10.81	719	540,471	10.61	719
Guidance/Counseling Svcs (31) *	191,485	3.83	255	191,485	3.76	255
Social Work Services (32) *	2,748	0.05	4	2,748	0.05	4
Health Services (33) *	69,545	1.39	92	69,545	1.37	92
Food (35) **	0	0.00	0	93,930	1.84	125
Extracurricular (36) ***	10,618	0.21	14	10,618	0.21	14
Plant Maint/Operation (51) ***	0	0.00	0	0	0.00	0
Security/Monitoring (52) ***	8,699	0.17	12	8,699	0.17	12
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,979,085	100.00	6,621	4,979,085	100.00	6,621
Regular	3,589,220	72.09	4,773	3,589,220	72.09	4,773
Gifted & Talented	175,095	3.52	233	175,095	3.52	233
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	997,563	20.04	1,327	997,563	20.04	1,327
Accelerated Education	200,084	4.02	266	200,084	4.02	266
Bilingual	17,123	0.34	23	17,123	0.34	23
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Rosehill El District: TOMBALL ISD

Campus Number: 101921110 Total Membership: 447

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,050,882	100.00	9,062	4,137,762	100.00	9,257
Operating-Payroll	3,939,698	97.26	8,814	4,026,578	97.31	9,008
Other Operating	110,004	2.72	246	110,004	2.66	246
Non-Operating(Equipt/Supplies)	1,180	0.03	3	1,180	0.03	3
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,049,702	100.00	9,060	4,136,582	100.00	9,254
Instruction (11,95) *	3,161,674	78.07	7,073	3,161,674	76.43	7,073
Instructional Res/Media (12) *	71,832	1.77	161	71,832	1.74	161
Curriculum/Staff Develop (13) *	91,131	2.25	204	91,131	2.20	204
Instructional Leadership (21) *	61,571	1.52	138	61,571	1.49	138
School Leadership (23) *	330,803	8.17	740	330,803	8.00	740
Guidance/Counseling Svcs (31) *	246,007	6.07	550	246,007	5.95	550
Social Work Services (32) *	2,732	0.07	6	2,732	0.07	6
Health Services (33) *	83,803	2.07	187	83,803	2.03	187
Food (35) **	0	0.00	0	86,880	2.10	194
Extracurricular (36) * **	149	0.00	0	149	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	4,049,553	100.00	9,059	4,049,553	100.00	9,059
Regular	2,309,959	57.04	5,168	2,309,959	57.04	5,168
Gifted & Talented	2,540	0.06	6	2,540	0.06	6
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	916,283	22.63	2,050	916,283	22.63	2,050
Accelerated Education	486,691	12.02	1,089	486,691	12.02	1,089
Bilingual	109,633	2.71	245	109,633	2.71	245
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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	224,447	5.54	502	224,447	5.54	502

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Canyon Pointe El District: TOMBALL ISD

Campus Number: 101921111 Total Membership: 814

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,827,711	100.00	5,931	4,930,546	100.00	6,057
Operating-Payroll	4,667,261	96.68	5,734	4,770,096	96.75	5,860
Other Operating	158,822	3.29	195	158,822	3.22	195
Non-Operating(Equipt/Supplies)	1,628	0.03	2	1,628	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,826,083	100.00	5,929	4,928,918	100.00	6,055
Instruction (11,95) *	3,861,851	80.02	4,744	3,861,851	78.35	4,744
Instructional Res/Media (12) *	80,822	1.67	99	80,822	1.64	99
Curriculum/Staff Develop (13) *	127,904	2.65	157	127,904	2.59	157
Instructional Leadership (21) *	78,909	1.64	97	78,909	1.60	97
School Leadership (23) *	351,379	7.28	432	351,379	7.13	432
Guidance/Counseling Svcs (31) *	228,177	4.73	280	228,177	4.63	280
Social Work Services (32) *	3,769	0.08	5	3,769	0.08	5
Health Services (33) *	89,084	1.85	109	89,084	1.81	109
Food (35) **	0	0.00	0	102,835	2.09	126
Extracurricular (36) * **	449	0.01	1	449	0.01	1
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	3,739	0.08	5	3,739	0.08	5
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,821,895	100.00	5,924	4,821,895	100.00	5,924
Regular	3,245,133	67.30	3,987	3,245,133	67.30	3,987
Gifted & Talented	123,714	2.57	152	123,714	2.57	152
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	787,288	16.33	967	787,288	16.33	967
Accelerated Education	305,102	6.33	375	305,102	6.33	375
Bilingual	174,290	3.61	214	174,290	3.61	214
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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	186,368	3.87	229	186,368	3.87	229

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Creekside Forest El District: TOMBALL ISD

Campus Number: 101921112 Total Membership: 546

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,794,231	100.00	6,949	3,852,601	100.00	7,056
Operating-Payroll	3,699,590	97.51	6,776	3,757,960	97.54	6,883
Other Operating	93,695	2.47	172	93,695	2.43	172
Non-Operating(Equipt/Supplies)	946	0.02	2	946	0.02	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,793,285	100.00	6,947	3,851,655	100.00	7,054
Instruction (11,95) *	3,104,954	81.85	5,687	3,104,954	80.61	5,687
Instructional Res/Media (12) *	75,413	1.99	138	75,413	1.96	138
Curriculum/Staff Develop (13) *	63,836	1.68	117	63,836	1.66	117
Instructional Leadership (21) *	39,932	1.05	73	39,932	1.04	73
School Leadership (23) *	320,967	8.46	588	320,967	8.33	588
Guidance/Counseling Svcs (31) *	118,085	3.11	216	118,085	3.07	216
Social Work Services (32) *	2,190	0.06	4	2,190	0.06	4
Health Services (33) *	60,324	1.59	110	60,324	1.57	110
Food (35) **	0	0.00	0	58,370	1.52	107
Extracurricular (36) * **	7,558	0.20	14	7,558	0.20	14
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	26	0.00	0	26	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	3,785,701	100.00	6,934	3,785,701	100.00	6,934
Regular	3,019,194	79.75	5,530	3,019,194	79.75	5,530
Gifted & Talented	140	0.00	0	140	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	598,719	15.82	1,097	598,719	15.82	1,097
Accelerated Education	162,178	4.28	297	162,178	4.28	297
Bilingual	5,470	0.14	10	5,470	0.14	10
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Timber Creek EI District: TOMBALL ISD

Campus Number: 101921113 Total Membership: 570

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,679,335	100.00	6,455	3,749,005	100.00	6,577
Operating-Payroll	3,576,939	97.22	6,275	3,646,609	97.27	6,398
Other Operating	101,378	2.76	178	101,378	2.70	178
Non-Operating(Equipt/Supplies)	1,018	0.03	2	1,018	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,678,317	100.00	6,453	3,747,987	100.00	6,575
Instruction (11,95) *	2,795,131	75.99	4,904	2,795,131	74.58	4,904
Instructional Res/Media (12) *	82,973	2.26	146	82,973	2.21	146
Curriculum/Staff Develop (13) *	151,793	4.13	266	151,793	4.05	266
Instructional Leadership (21) *	43,892	1.19	77	43,892	1.17	77
School Leadership (23) *	321,168	8.73	563	321,168	8.57	563
Guidance/Counseling Svcs (31) *	198,624	5.40	348	198,624	5.30	348
Social Work Services (32) *	2,357	0.06	4	2,357	0.06	4
Health Services (33) *	61,907	1.68	109	61,907	1.65	109
Food (35) **	0	0.00	0	69,670	1.86	122
Extracurricular (36) * **	20,472	0.56	36	20,472	0.55	36
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	3,657,845	100.00	6,417	3,657,845	100.00	6,417
Regular	2,940,299	80.38	5,158	2,940,299	80.38	5,158
Gifted & Talented	467	0.01	1	467	0.01	1
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	601,001	16.43	1,054	601,001	16.43	1,054
Accelerated Education	115,611	3.16	203	115,611	3.16	203
Bilingual	467	0.01	1	467	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
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 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Wildwood El District: TOMBALL ISD Campus Number: 101921114 Total Membership: 1,037						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,251,558	100.00	5,064	5,352,618	100.00	5,162
Operating-Payroll	5,091,101	96.94	4,909	5,192,161	97.00	5,007
Other Operating	158,797	3.02	153	158,797	2.97	153
Non-Operating(Equipt/Supplies)	1,660	0.03	2	1,660	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,249,898	100.00	5,063	5,350,958	100.00	5,160
Instruction (11,95) *	4,354,455	82.94	4,199	4,354,455	81.38	4,199
Instructional Res/Media (12) *	72,435	1.38	70	72,435	1.35	70
Curriculum/Staff Develop (13) *	113,808	2.17	110	113,808	2.13	110
Instructional Leadership (21) *	71,014	1.35	68	71,014	1.33	68
School Leadership (23) *	407,430	7.76	393	407,430	7.61	393
Guidance/Counseling Svcs (31) *	129,734	2.47	125	129,734	2.42	125
Social Work Services (32) *	3,843	0.07	4	3,843	0.07	4
Health Services (33) *	80,490	1.53	78	80,490	1.50	78
Food (35) **	0	0.00	0	101,060	1.89	97
Extracurricular (36) * **	16,689	0.32	16	16,689	0.31	16
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	5,233,209	100.00	5,046	5,233,209	100.00	5,046
Regular	3,726,540	71.21	3,594	3,726,540	71.21	3,594
Gifted & Talented	374	0.01	0	374	0.01	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	721,282	13.78	696	721,282	13.78	696
Accelerated Education	517,395	9.89	499	517,395	9.89	499
Bilingual	55,565	1.06	54	55,565	1.06	54
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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	212,053	4.05	204	212,053	4.05	204
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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Creekview El District: TOMBALL ISD

Campus Number: 101921115 Total Membership: 720

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,570,697	100.00	4,959	3,631,142	100.00	5,043
Operating-Payroll	3,453,904	96.73	4,797	3,514,349	96.78	4,881
Other Operating	115,561	3.24	161	115,561	3.18	161
Non-Operating(Equipt/Supplies)	1,232	0.03	2	1,232	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,569,465	100.00	4,958	3,629,910	100.00	5,042
Instruction (11,95) *	2,712,347	75.99	3,767	2,712,347	74.72	3,767
Instructional Res/Media (12) *	72,143	2.02	100	72,143	1.99	100
Curriculum/Staff Develop (13) *	95,002	2.66	132	95,002	2.62	132
Instructional Leadership (21) *	56,494	1.58	78	56,494	1.56	78
School Leadership (23) *	385,226	10.79	535	385,226	10.61	535
Guidance/Counseling Svcs (31) *	141,618	3.97	197	141,618	3.90	197
Social Work Services (32) *	2,854	0.08	4	2,854	0.08	4
Health Services (33) *	83,779	2.35	116	83,779	2.31	116
Food (35) **	0	0.00	0	60,445	1.67	84
Extracurricular (36) * **	15,708	0.44	22	15,708	0.43	22
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	4,294	0.12	6	4,294	0.12	6
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,549,463	100.00	4,930	3,549,463	100.00	4,930
Regular	2,777,455	78.25	3,858	2,777,455	78.25	3,858
Gifted & Talented	279	0.01	0	279	0.01	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	636,980	17.95	885	636,980	17.95	885
Accelerated Education	134,749	3.80	187	134,749	3.80	187
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Oakcrest Int District: TOMBALL ISD

Campus Number: 101921116 Total Membership: 693

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,420,381	100.00	4,936	3,500,071	100.00	5,051
Operating-Payroll	3,291,666	96.24	4,750	3,371,356	96.32	4,865
Other Operating	127,497	3.73	184	127,497	3.64	184
Non-Operating(Equipt/Supplies)	1,218	0.04	2	1,218	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,419,163	100.00	4,934	3,498,853	100.00	5,049
Instruction (11,95) *	2,670,699	78.11	3,854	2,670,699	76.33	3,854
Instructional Res/Media (12) *	106,142	3.10	153	106,142	3.03	153
Curriculum/Staff Develop (13) *	113,644	3.32	164	113,644	3.25	164
Instructional Leadership (21) *	57,130	1.67	82	57,130	1.63	82
School Leadership (23) *	253,695	7.42	366	253,695	7.25	366
Guidance/Counseling Svcs (31) *	109,088	3.19	157	109,088	3.12	157
Social Work Services (32) *	2,818	0.08	4	2,818	0.08	4
Health Services (33) *	71,230	2.08	103	71,230	2.04	103
Food (35) **	0	0.00	0	79,690	2.28	115
Extracurricular (36) * **	25,655	0.75	37	25,655	0.73	37
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	9,062	0.27	13	9,062	0.26	13
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,384,446	100.00	4,884	3,384,446	100.00	4,884
Regular	2,577,173	76.15	3,719	2,577,173	76.15	3,719
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	603,618	17.84	871	603,618	17.84	871
Accelerated Education	97,817	2.89	141	97,817	2.89	141
Bilingual	105,838	3.13	153	105,838	3.13	153
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=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

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Budget Financial Data by Campus

School Campus: Summer School District: TOMBALL ISD

Campus Number: 101921699 Total Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	172,958	100.00	0	172,958	100.00	0
Operating-Payroll	167,360	96.76	0	167,360	96.76	0
Other Operating	5,598	3.24	0	5,598	3.24	0
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	172,958	100.00	0	172,958	100.00	0
Instruction (11,95) *	166,336	96.17	0	166,336	96.17	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) * **	6,622	3.83	0	6,622	3.83	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	166,336	100.00	0	166,336	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	166,336	100.00	0	166,336	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
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 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
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Note: Some amounts may not total due to rounding.

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

The Campus will implement the following campuswide reform strategies to address campus needs and provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English learners, and at-risk students) to meet the challenging State academic standards. The Campus will particularly address the needs of those at-risk of not meeting the challenging State academic standards. This Campus will use methods and instructional strategies to strengthen the academic program in the Campus, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education.

Priority 1 Academic growth for students in math

Goal 1 Increase all students growth in math from 64 to 73 as measured on Algebra I EOC

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Alg. 1 will PLC twice a week with a focus on the four guiding questions and data analysis.	Math Administrator, Assoc. of C & I, District level support	Weekly <i>August-first week of May</i>	Agenda, DLT, Lesson Plans, Formative and Informative Assessments	Benchmarks, teacher created assessments, STAAR, interim assessments
Alg 1 will administer weekly checkpoints that will be used to monitor student progress on readiness standards.	Math Administrator, Assoc. of C & I, District level support	Weekly beginning in September and on-ongoing throughout the year.	Build into natural part of unit exams but could also incorporate through exit tickets/warm-ups	Weekly data digs of results, verification of checkpoint product and alignment with readiness TEKS.
Alg. 1 will track individual student progress through continuous assessments and spiraling TEKS that are not being met.	Math Administrator, Assoc. of C & I, District level support	Weekly <i>August-first week of May</i>	Agenda, DLT, Lesson Plans, Formative and Informative Assessments. Student data tracker	Benchmarks, Teacher created assessments, STAAR, Interim assessments, Student data tracker

Campus Math Instructional Coach will focus on collaborating with teachers to improve daily lessons including providing better instructional delivery, feedback and assessing students daily.	Math Administrator and Assoc. of C & I and Campus Math Instructional Coach	Weekly <i>August-first week of May</i>	Instructional Coaching Google Form	Benchmarks, teacher created assessments, STAAR, interim assessments, Student Data Tracker, end of year teacher surveys on Instructional Coaching, feedback forms for Administrators
District support staff will take each Alg 1 teacher through Tomball ISD Math Content Coaching Process	David Surdovel and Ashli Shreve	1/2 semester increments for teachers	District personnel time and staff time to complete coaching process	Benchmarks, teacher created assessments, STAAR, interim assessments

Goal 2 *Earn a distinction designation in the area of comparative academic growth in the 2020 school year*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Focus on Instructional strategies that have a high effect rate by employing the Visible Learning Model	Administrators	<i>August/September training and implement schedule developed. Ongoing afterwards.</i>	Book 10 Mindframes for Visible Learning Conducted PD based on John Hattie's Research	Benchmarks, teacher created assessments, STAAR, interim assessments, teacher surveys from 10 Mindframes for Visible Learning

Use of Campus Instructional Coaches will support /coaching of teachers to improve academic performance through collaborative practices that yield a high impact on student learning. Identify. Learn. Improve.	Principal & Associate of C & I, Campus based Instructional Coaches	<i>Weekly August-first week of May</i>	Continuous Region 4 IC training. Book study on The Impact Cycle By Jim Knight. Weekly IC PLC'S, IC Google walk forms	Monthly review with Campus Instructional Coaches of feedback and teacher support
Use of PLCs to create shared instructional strategies and beliefs about student learning. Increase meaning and understanding of the content that teachers teach. Analyze data and use of instructional strategies that have a high impact on student learning.	Administrators	<i>Weekly August-first week of May</i>	Agenda, DLT, lesson plans, Formative and informative assessments. Student data tracker, Horizontal collaboration with TMHS	Review of Agenda, DLT, lesson plans, Formative and informative assessments. Student data tracker

Alg 1, ELA 1 and ELA 2 teachers will identify through data each students current STAAR level performance and identify raw score needed to advance to the next level of achievement needed to meet growth measure.	Core teams, Dept. Chairs and supervising Administrator for Dept.	August/September 2019	Planning time, Aware data, raw score conversion tables, campus and district level support	Student groups identified by teacher
Alg 1, ELA 1 and ELA 2 sheltered classes created with specific TEKS focused instruction.	Associate of C & I, Dept. Chairs and supervising Administrator for Dept.	Weekly August-first week of May	Agenda, DLT, Lesson Plans, Formative and Informative Assessments. Student data tracker	Benchmarks, Teacher created assessments, STAAR, Interim assessments, Student data tracker

Priority 2 Academic growth for ELL, SPED and Eco-Dis populations in ELA

Goal 1 Increase economically disadvantaged student reading growth from 63 to 66 as measured on STAAR EOC ELA 1 and 2

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Change ELA 2 PLC level leader	ELA Administrator/E LA DC	August 2019	none	ELA 2 progress through observation of weekly PLC and student performance measures.
ELA 1 & 2 will track individual student progress through continuous assessments and spiraling TEKS that are not being met.	ELA Administrator/E LA DC	Weekly August-first week of May	PLC planning time, individual planning time, campus instructional coach time	Student performance measures including common campus and district assessments.

ELA 1 & 2 Campus Instructional Coach will focus on collaborating with teachers to improve daily lessons including providing better instructional delivery, feedback and assessing students daily.	ELA Administrator/E LA DC	<i>Weekly August-first week of May</i>	PLC planning time, individual planning time, campus instructional coach time	Walk through data from Instructional Coach and Administrators. Lesson plan review, measured student outcomes on assessments.
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Goal 2 *Increase English Language Learner student reading growth from 53 to 66 as measured on STAAR EOC ELA 1 and 2*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Staff training on SIOP strategies	Director of ELL	August 2019	SIOP training	ELL performance data, instructional strategies seen in walk throughs
ESL/Telpas RTI for Intermediate ESL students	ESL Teachers/Assoc iate of C&I	<i>Weekly September-first week of May</i>	Cougar Block time	ELL performance data as measured on nine weeks, benchmark and check-point assessments.
Conduct SIOP walks using SIOP rubric	Administrators, Dept. Chairs, District level staff	<i>Weekly September-first week of May</i>	SIOP rubric/training on look for's	Walk through evaluations

Teacher will identify through data each students current proficiency level and create a plan to support students reaching the next level of achievement needed for growth.	Teacher of ELL students, Dept. Chairs, ESL teachers, Administrative support	September 2019	Time with ELL data and specialists to get proficiency levels. Data from other districts for transfer students.	Teacher list of their students and their current proficiency level. Steps they will take to support student reaching next proficiency level.
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Goal 3 *Increase special education student reading growth from 43 to 59 as measured on STAAR EOC ELA 1 and 2*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Provided a Co-Teach Institute. Staff was trained by Sharon Azar-Special Education Consultant	Sharon Azar/Associate of C&I, Dr. Webb	July 31, 2019	Sharon Azar Consultant	Rubrics from consultant. Dept Chairs/Administrators data from rubric use.
Follow up visits by consultants with feedback to staff on implementation of training strategies.	Consultant/Administration/Sped DC	<i>Weekly August-first week of May</i>	Co-Teach Rubrics/follow up visits by Sharon Azar providing feedback on implementation of Co-teach strategies	Data from consultant review using rubric.
Teacher will identify through data each students current proficiency level and know the next level of achievement needed for growth.	Core teams, Dept. Chairs and supervising Administrator for Dept.	August/September 2019	Planning time, Aware data, raw score conversion tables, campus and district level support	Student groups identified, plans of action developed and assessment of learning. Data analysis and tracking.

Assigned administrator will use targeted rubric to provide evidence and feedback that co-teaching strategies are being implemented.	Assigned Administrator (Hoffman)	6 week reviews of data and evidence.	Rubric, Admin time	Monthly data review with Associate Principal to look at trends in effective practices being implemented. Evaluation of this population performance on data gathered through nine weeks, benchmark and check-point assessments.
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Priority 3 *Increase TELPAS progress rate*

Goal 1 *Increase English Language Learner student progress rate from 29% to 38% as measured on TELPAS*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Hired new staff for ESL and provided training on SIOP strategies for returning core area staff.	Principal	August 2019	SIOP training	ELL performance data, instructional strategies seen in walk throughs
ESL/Telpas RTI for Intermediate ESL students	ESL Teachers/Associate of C&I	Weekly September-first week of May	Cougar Block time	ELL performance data as measured on practice assessment administered in November
Conduct SIOP walks using SIOP rubric	Administrators, Dept. Chairs, District level staff	Weekly September-first week of May	SIOP rubric/training on look for's	Walk through evaluations done monthly in admin PLC

Teacher will identify through data each students current proficiency level and create a plan including language objectives to support students reaching the next level of achievement needed for growth.	Teacher of ELL students, Dept. Chairs, ESL teachers, Administrative support	October 2019	Time with ELL data and specialists to get proficiency levels. Data from other districts for transfer students.	Teacher list of their students and their current proficiency level. Steps they will take to support student reaching next proficiency level.
Assigned administrator will use targeted rubric to provide evidence and feedback that SIOP and ELPS strategies are being implemented.	Assigned Administrator (Houghton)	6 week reviews of data and evidence.	Rubric, Admin time	Monthly data review with Associate Principal to look at trends in effective practices being implemented. Evaluation of this population's performance on data gathered through nine weeks, benchmark and check-point assessments.

Priority 4 *Reduce student placements in ISS/OSS*

Goal 1 *Decrease the number of OSS/ISS actions taken with students by 50% from 866 to 433 for the 2020 school year.*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Modified the discipline sheet to reflect a reduction in OSS/ISS placements for major infractions.	Admin team	August 2019	Updated sheet	3 week reviews of discipline placement data.

Modified our tardy policy so that it resets at 9 weeks instead of semester thereby reducing the number of students that reach this disciplinary action for tardiness	Admin team	August 2019	Technology liaison	3 week reviews of discipline placement data.
Resumed school wide CharacterStrong instruction with all students on Monday's during Cougar Block/Advisory	All staff	September 2019-May 2020	Character Strong curriculum	Students, staff and community Panorama Survey Data
Created restorative discipline team to develop and implement plan for using restorative discipline measures	Mark Vierkant, AP's and Amy Green	September 2019	Professional learning-Region 4, staff training October, implementation November - May 2020	3 week reviews of discipline placement data.
Use detention with learning packet completion in lieu of ISS placement for some minor infractions of the Code of Conduct	Administration	Weekly September-first week of May	Learning Packet sample	3 week reviews of discipline placement data.

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

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Priority 1 High Quality Instruction

Goal 1 Monitor, Adjust, and improve the systems that Support HQI and/or don't interfere with HQI

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Weekly communication with teachers.	Principal	Weekly	Email	Staff Survey of feeling "informed."
Provide teachers with monthly/yearly schedules for safety drills, and alt schedules for special days.	Kevin Williams	Monthly	Email and Microsoft Publisher	Staff Survey of feeling "informed."
Laser Focus on the approval of field trips.	Kevin Williams	Weekly	N/A	
APs to practice restorative discipline, and have a systematic approach to working with kids in need of assistance (KINA)	Kevin Williams and Mike Metz	Bi-Weekly	N/A	KW and MM meet with APs every other week to discuss KINAs in each APs alpha. We will have specific measurable to see if APs are effective in reaching kids and improving

targeted behaviors.

Goal 2 Build Capacity of APs and DCs to be instructional leaders

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
APs - Calibrate Coaching Walkthroughs, and require at-least 4 coaching-feedback WT's per week.'	Jill Hayes and Mike Metz	Meet every other week with APs to talk about tiered teachers, and look at coaching-feedback walkthroughs together.	N/A	Will be able to look at the volume and quality of WT's at the end of the year, and compare them to last year.
Weekly admin team collaboratives, and book study on Teach Like a Champion 2.0	Mike Metz	Weekly	Teach Like a Champion 2.0 book purchase	Evidence of BETTER coaching/feedback to teachers will be evidenced as a result of this book study.
DC - Department chairs given ownership in establishing content standards and defining excellence.	Jill Hayes and Mike Metz	Weekly	N/A	Departments have submitted department specific goals, and we will see progress or lack thereof at the end of the year.
Weekly DC collaboratives	Jill Hayes	Weekly	N/A	Collaborate on data from frequency walks.

Collect content specific "frequency" checks to get an overarching view if classrooms are using department specific "look-fors" and instructional strategies.	All Admin and Department Chairs	Daily. All Admin and DCs have a goal of 10 frequency walks per week.	Google Forms and wifi	Will have an overarching mosaic of department specific instruction.
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Goal 3 *Utilization of WT data to promote HQI*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Monthly "Cat Chat" Collaboratives	Jill Hayes and Mike Metz	Monthly	WT Data	Use of WT data to see if high yield strategies are being utilized.
WT Data will drive weekly DC collaboratives.	Jill Hayes	Weekly	WT Data	Use of WT data to see if high yield strategies are being utilized, and gain a better understanding of effective and efficient practices of those high yield strategies.

Priority 2 *Collaborative Culture*

Goal 1 *Monitor/Maintain/Improve PLC Collaboratives of EOC tested subject areas.*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
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Monitor/Maintain/Improve PLC collaboratives of EOC tested subject areas.	All APs, Department Chairs, Team Leaders in those EOC areas	Weekly	N/A	Are PLCs more structured? Do they have an agenda? Is instruction and curriculum improving/changing as a result of a more intentional PLC.
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Goal 2 *Build capacity in team leads to take ownership and improve the PLC process.*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Build capacity in team leads to take ownership and improve the PLC process.	All APs, Department Chairs.	Weekly	N/A	Can a team lead guide other PLCs in a different subject area?

Goal 3 *Give purpose to non-tested subjects and singleton courses.*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Talk with ELA III and IV classes to create goals.	ELA teachers, ELA Department Chair, Kevin Williams	Yearly	N/A	Students will take and pass the TSI.
Talk with Geometry PAP, Alg II, and PAP Pre-Cal teachers to infuse PSAT questions into their DO NOWs/Curriculum	Math teachers, Math DC, Natalie Priwer	Yearly	PSAT tutoring books, PSAT materials.	TMHS will begin producing MORE students receiving National Merit Recognition

Priority 3 *Social Emotional Learning*

Goal 1 *Create a sense of belonging for our students.*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
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Meet with each graduating class at the beginning of the year to set the stage, and cast a vision.	Principal and APs	August	N/A	Students will survey and indicate more of a connection with TMHS.
Greet students at the door in the mornings.	Administrators	Daily	N/A	Students will survey and indicate more of a connection with TMHS.
Build capacity of student leaders to create connection with disenfranchised students.	Administration and Club Sponsors	Yearly	NA	Students will survey and indicate more of a connection with TMHS.
Create Remind account and increase the use of social media to increase communication and effectiveness of communication.	Administration	All Year	\$5,000 for Remind.	Students will survey and indicate more of a connection with TMHS.
Establish "Wildcat Identity" using our 6 tenets	Administration/ Teaching Staff	All Year	Morning Announcements and small amount of \$\$ for recognition gifts.	Students will survey and indicate more of a connection with TMHS.

Goal 2 *Increase counselor visibility and availability.*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Understanding that we must meet the emotional needs of our students in addition to their academic	Jill Hayes and Lashelle Nix	All Year	N/A	Students will survey and indicate more of a connection with TMHS.

needs.

Community Mentoring Program	Lashelle Nix, Bryan Solis	All Year	N/A	Students will survey and indicate more of a connection with TMHS.
"Angst" documentary implementation about anxiety awareness for staff, students & parents https://angstmovie.com/	Counselors & Jill Hayes	multi-year starting 19-20	\$3000 for movie rights	Students, parents and staff will survey and indicate more of a connection with TMHS.

Goal 3 *Improve Teacher/Student Relationships.*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Adopt-a-senior program.	Natalie Priwer	All Year	N/A	Students will survey and indicate more of a connection with TMHS.
Teachers will participate in spirit days.	TMHS Staff	All Year	N/A	Students will survey and indicate more of a connection with TMHS.
Admin models the behavior of greeting students by greeting teachers during the passing periods.	Administration	All Year	N/A	Students will survey and indicate more of a connection with TMHS.

Priority 4 *Create a System for Sustained Success*

Goal 1 *100% of our students will be CCMR*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Make TMHS a TSI Testing	Jill Hayes	By the end of the 2019-2020	Approximately \$5,000	We will be a TSI Testing

Center		School Year		Center.
Math Models and On-Level Algebra II will have a focus on TSI test prep and helping students pass the math portion of the TSI.	Natalie Priwer and Jill Hayes	By the end of the 2019-2020 School Year	TSI Test Prep Materials	What percentage of our students are verified CCMR ready via the TSI test?
Level English III and English IV will focus on TSI test prep and helping students pass the Reading and Writing portion of the TSI.	Jill Hayes and Kevin Williams	By the end of the 2019-2020 School Year	TSI Test Prep Materials	What percentage of our students are verified CCMR ready via the TSI test?

Goal 2 *Increase the number of students taking Advanced/Dual Credit Social Studies Courses to 40%, and Science Courses to 35%*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Lower level PAP teachers must champion advanced courses. They must instill in students that they can do it!	Ana Bruton, Meredith Henry, and Jill Hayes	First benchmark will be how many students enroll in Advanced/Dual Credit SS and Science courses for the 2020-2021 SchoolYear	N/A	How many student STAY ENROLLED in Advanced/Dual Credit courses AFTER the first 3 weeks, 6 weeks, and semester of a course.
Help current Advanced/Dual Credit teachers see where they rank on the comparison chart, and challenge them to build capacity in MORE students.	Ana Bruton, Meredith Henry, and Jill Hayes	First benchmark will be how many students enroll in Advanced/Dual Credit SS and Science courses for the 2020-2021 SchoolYear	N/A	How many student STAY ENROLLED in Advanced/Dual Credit courses AFTER the first 3 weeks, 6 weeks, and semester of a course.

Goal 3 *Increase the number of National Merit Recognitions to 30.*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Provide PAP ELA I, and PAP ELA II with PSAT Test Prep Materials, so they know the level and intensity to which students will be tested. Then infuse this rigor into daily coursework.	Jill Hayes	Forever.	PSAT Test Prep materials	We will see the fruits of this labor in September/Oct ober of 2021
Provide PAP Geometry and PAP Algebra II with PSAT Test Prep Materials, so they know the level and intensity to which students will be tested. Then infuse this rigor into daily coursework.	Natalie Priwer and Jill Hayes	Forever.	PSAT Test Prep materials	We will see the fruits of this labor in September/Oct ober of 2021

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Priority 1 Academic Growth in Math

Goal 1 100% of Students will Meet Grade Level on the Algebra I EOC

Strategies Collaboration

Action	Responsible	Timeline	Resource(s)	Evaluate
The Algebra I teacher will meet with the district content teacher in math weekly.	Algebra I Teacher, Math Content Specialist	Weekly		Lesson Plans, Test Scores, Nine Week Averages, EOC Scores
Biology will increase the use of graphing data to predict trends and create linear regressions to allow students to make predictions.	Biology and Algebra Teachers	Weekly		Lesson plans, Test Scores, Nine Week Averages, EOC Scores
Targeted instruction in PCC for Algebra I.	All 9th Grade Teachers	Weekly		Lesson plans, Test Scores, Nine Week Averages, EOC Scores

Goal 2 50% of Students will Master Grade Level on the Algebra I EOC

Strategies Collaboration and Lesson Planning

Action	Responsible	Timeline	Resource(s)	Evaluate
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The Algebra I teacher will meet with the district content teacher in math weekly.	Algebra I Teacher, Math Content Specialist	Weekly	Lesson Plans, Test Scores, Nine Week Averages, EOC Scores
Biology will increase the use of graphing data to predict trends and create linear regressions to allow students to make predictions.	Biology and Algebra Teachers	Weekly	Lesson plans, Test Scores, Nine Week Averages, EOC Scores
Targeted instruction in PCC for Algebra I.	All 9th Grade Teachers	Weekly	Lesson plans, Test Scores, Nine Week Averages, EOC Scores
Stations will be utilized to differentiate instruction for the varied learning levels in each class.	Algebra I Teacher, Math Content Specialist, Administrator	Weekly	Lesson plans, Test Scores, Nine Week Averages, EOC Scores

Priority 2 *Consistent Focus on Academic Rigor Through our PLC Process*

Goal 1 *Increase PLC time focused on Question 3 and 4 across all curriculums to improve Masters level scores on the Algebra I EOC, Biology EOC, English I EOC, English II EOC and US History EOC.*

Strategies Collaborative (PLC) Practice

Action	Responsible	Timeline	Resource(s)	Evaluate
Utilize a weekly data action plan that focuses on data. Teachers will work together to support each other across the curricula through the PLC process.	9th Grade Team, 10th Grade Team, 11th Grade Team, Admin	Weekly		PLC Agenda Minutes, Student Retention Rate, Test Scores, Nine Week Averages, EOC Scores

Goal 2 Through the PLC process, the 9th, 10th and 11th grade teams will each complete at least one Project Based Learning activity that encompasses the entire team.

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Utilize a weekly data action plan that focuses on data. Teachers will work together to support each other across the curriculums through the PLC process.	9th Grade Team, 10th Grade Team, 11th Grade Team, Admin	Weekly		PLC Agenda Minutes, Student Retention Rate, Test Scores, Nine Week Averages, EOC Scores

Priority 3 Intentional Recruiting and Retention

Goal 1 Recruitment at the Junior High level will be in smaller groups and include Student Ambassadors.

Strategies Intentional Recruitment in Smaller Groups

Action	Responsible	Timeline	Resource(s)	Evaluate
Spend one day at each Junior High with small groups of 8th grade students to recruit the incoming 9th grade class. Utilize student ambassadors that are current Tomball Star Academy students in this process.	Administration	November through January		Number of Applications received
Utilized Social Media as a means of communicating about Tomball Star Academy and the application process.	Administration, Communication Staff	Yearly		Number of Applications Received

Conduct at least two parent meetings before the close of the application process.	Administration	Yearly	Meeting Sign In Sheets, Number of Applications Received
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Goal 2 *A new student induction ceremony will be utilized to welcome the new students into the Tomball Star Academy family.*

Strategies Community Outreach

Action	Responsible	Timeline	Resource(s)	Evaluate
Have a new student induction ceremony in the spring semester after students are selected through the lottery process.	Administration, Counselor	Spring 2020		Number of Students that continue to attend Tomball Star Academy after accepted.

Goal 3 *LSC-Tomball will recruit and hold meetings on the Tomball Star Academy campus monthly to connect students with the activities on the LSC-Tomball campus.*

Strategies Community Outreach and Student Involvement

Action	Responsible	Timeline	Resource(s)	Evaluate
LSC-Tomball will send staff to recruit students into their clubs and organizations.	Administration, LSC-Tomball Staff	Yearly		Number of students that actively participate in an LSC-Tomball organization or activity.
LSC-Tomball student leaders will hold club and organization meetings monthly on the Tomball Star Academy status.	Administration, LSC-Tomball Staff, LSC-Tomball Student Leaders	Yearly		Number of students that actively participate in an LSC-Tomball organization or activity.

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Priority 1 Initial Instruction

Goal 1 Math & Reading STAAR Progress Measure - at least a 5% increase in students achieving expected growth and at least a 5% increase in students achieving accelerated growth

Strategies Professional Development, Supervision, Collaboration, Planning

Action	Responsible	Timeline	Resource(s)	Evaluate
Cougar Walks	Administrators, Counselors, Instructional Coach, Teachers	Weekly (August 2019 - May 2020)	Lesson Plans, Walk-through form and data	Monthly review of data
Professional Learning Community / Collaborative Team Planning Sessions designing student centered learning	Administrators, Instructional Coach, Teachers	Weekly (August 2019 - May 2020)	Agendas, Designing Learning Templates, Student Performance Data, Curriculum, TEKS	Observations by Administrators & Instructional Coach, Agendas, Designing Learning Templates, Lesson Plans
Professional Development,	Administrators, Instructional Coach, Teachers	Monthly (August 2019 - May 2020)	PD Lesson Plans, Training Materials,	Evidence of strategies being used routinely and effectively in classrooms

**Goal 2 Social Studies STAAR - at least 80% AGL, 45% Meets, & 30% Masters
Science STAAR - at least 95% AGL, 60% Meets, & 35% Masters**

Strategies Professional Development, Supervision, Collaboration, Planning

Action	Responsible	Timeline	Resource(s)	Evaluate
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Cougar Walks	Administrators, Counselors, Instructional Coach, Teachers	Weekly (August 2019 - May 2020)	Lesson Plans, Walk-through form and data	Monthly review of data
Professional Learning Community / Collaborative Team Planning Sessions designing student centered learning	Administrators, Instructional Coach, Teachers	Weekly (August 2019 - May 2020)	Agendas, Designing Learning Templates, Student Performance Data, Curriculum, TEKS	Observations by Administrators & Instructional Coach, Agendas, Designing Learning Templates, Lesson Plans
Professional Development,	Administrators, Instructional Coach, Teachers	Monthly (August 2019 - May 2020)	PD Lesson Plans, Training Materials,	Evidence of strategies being used routinely and effectively in classrooms

Goal 3 STAAR scores of EcoDis. will increase by at least 5% for AGL and at least 5% for Meets for all subjects

Strategies Professional Development, Supervision, Collaboration, Planning

Action	Responsible	Timeline	Resource(s)	Evaluate
Cougar Walks	Administrators, Counselors, Instructional Coach, Teachers	Weekly (August 2019 - May 2020)	Lesson Plans, Walk-through form and data	Monthly review of data
Professional Learning Community / Collaborative Team Planning Sessions designing student centered learning	Administrators, Instructional Coach, Teachers	Weekly (August 2019 - May 2020)	Agendas, Designing Learning Templates, Student Performance Data, Curriculum, TEKS	Observations by Administrators & Instructional Coach, Agendas, Designing Learning Templates, Lesson Plans
Professional Development,	Administrators, Instructional Coach, Teachers	Monthly (August 2019 - May 2020)	PD Lesson Plans, Training Materials,	Evidence of strategies being used routinely and effectively in classrooms

Priority 2 Rigor in Instructional Design

Goal 1 Math & Reading STAAR Progress Measure - at least a 5% increase in students achieving expected growth and at least a 5% increase in students achieving accelerated growth

Strategies Collaborative Meetings, Supervision, Professional Development

Action	Responsible	Timeline	Resource(s)	Evaluate
Designing Learning Template used in Professional Learning Community / Collaborative Team Planning Sessions	Administrators, Instructional Coach, Teachers	Weekly (August 2019 - May 2020)	Agendas, Designing Learning Templates, Student Performance Data, Curriculum, TEKS	Observations by Administrators & Instructional Coach, Agendas, Designing Learning Templates in Google Drives, Lesson Plans
Completion of DLT on Essential Learning Targets	Administrators, Teachers	Prior to weekly instruction & collaborative (August 2019 - May 2020)	lead4ward Analysis, District Curriculum, TEKS, student performance data	DLT forms in Google Drive, observed use in planning
Professional Development over DLT (Phase II)	Administrators	August 2019	DLTs, Instructional Design + DLT Blueprint	Routine and effective use of DLTs in collaborative process

**Goal 2 Social Studies STAAR - at least 80% AGL, 45% Meets, & 30% Masters
Science STAAR - at least 95% AGL, 60% Meets, & 35% Masters**

Strategies Collaborative Meetings, Supervision, Professional Development

Action	Responsible	Timeline	Resource(s)	Evaluate
Designing Learning Template used in Professional Learning Community / Collaborative Team Planning Sessions	Administrators, Instructional Coach, Teachers	Weekly (August 2019 - May 2020)	Agendas, Designing Learning Templates, Student Performance Data, Curriculum, TEKS	Observations by Administrators & Instructional Coach, Agendas, Designing Learning Templates in Google Drives, Lesson Plans

Completion of DLT on Essential Learning Targets	Administrators, Teachers	Prior to weekly instruction & collaborative (August 2019 - May 2020)	lead4ward Analysis, District Curriculum, TEKS, student performance data	DLT forms in Google Drive, observed use in planning
Professional Development over DLT (Phase II)	Administrators	August 2019	DLTs, Instructional Design + DLT Blueprint	Routine and effective use of DLTs in collaborative process

Goal 3 STAAR scores of EcoDis. will increase by at least 5% for AGL and at least 5% for Meets for all subjects

Strategies Collaborative Meetings, Supervision, Professional Development

Action	Responsible	Timeline	Resource(s)	Evaluate
Designing Learning Template used in Professional Learning Community / Collaborative Team Planning Sessions	Administrators, Instructional Coach, Teachers	Weekly (August 2019 - May 2020)	Agendas, Designing Learning Templates, Student Performance Data, Curriculum, TEKS	Observations by Administrators & Instructional Coach, Agendas, Designing Learning Templates in Google Drives, Lesson Plans
Completion of DLT on Essential Learning Targets	Administrators, Teachers	Prior to weekly instruction & collaborative (August 2019 - May 2020)	lead4ward Analysis, District Curriculum, TEKS, student performance data	DLT forms in Google Drive, observed use in planning
Professional Development over DLT (Phase II)	Administrators	August 2019	DLTs, Instructional Design + DLT Blueprint	Routine and effective use of DLTs in collaborative process

Priority 3 Formative Assessments

Goal 1 Math & Reading STAAR Progress Measure - at least a 5% increase in students achieving expected growth and at least a 5% increase in students achieving accelerated growth

Strategies Data Analysis, Planning, Re-teaching, Monitoring, Supervision

Action	Responsible	Timeline	Resource(s)	Evaluate
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Common Formative Assessments used to determine student growth	Administrators, Teachers, Instructional Coach	After instruction over Essential Learning Targets (August 2019 - May 2020)	Designing Learning Template, Aware data, lead4ward analysis	Aware data, CFAs in Google Drive
Data Digs to assess student growth	Administrators, Teachers, Instructional Coach	After every assessment (August 2019 - May 2020)	Aware data, TEKS, DLTs, assessments	Analysis of data, collaboration on results of alignment of assessment to essential learning targets
TEKS Intervention	Administrators, Teachers, Instructional Coach	Weekly (10/2019 - 5/2020)	CFA and summative assessment data, Tier I Intervention data	TEKS intervention lists data, student performance on CFAs and summative assessments

Goal 2 *Social Studies STAAR - at least 80% AGL, 45% Meets, & 30% Masters
Science STAAR - at least 95% AGL, 60% Meets, & 35% Masters*

Strategies Data Analysis, Planning, Re-teaching, Monitoring, Supervision

Action	Responsible	Timeline	Resource(s)	Evaluate
Common Formative Assessments used to determine student growth	Administrators, Teachers, Instructional Coach	After instruction over Essential Learning Targets (August 2019 - May 2020)	Designing Learning Template, Aware data, lead4ward analysis	Aware data, CFAs in Google Drive
Data Digs to assess student growth	Administrators, Teachers, Instructional Coach	After every assessment (August 2019 - May 2020)	Aware data, TEKS, DLTs, assessments	Analysis of data, collaboration on results of alignment of assessment to essential learning targets
TEKS Intervention	Administrators, Teachers, Instructional Coach	Weekly (10/2019 - 5/2020)	CFA and summative assessment data, Tier I Intervention data	TEKS intervention lists data, student performance on CFAs and summative assessments

Goal 3 STAAR scores of EcoDis. will increase by at least 5% for AGL and at least 5% for Meets for all subjects

Strategies Data Analysis, Planning, Re-teaching, Monitoring, Supervision

Action	Responsible	Timeline	Resource(s)	Evaluate
Common Formative Assessments used to determine student growth	Administrators, Teachers, Instructional Coach	After instruction over Essential Learning Targets (August 2019 - May 2020)	Designing Learning Template, Aware data, lead4ward analysis	Aware data, CFAs in Google Drive
Data Digs to assess student growth	Administrators, Teachers, Instructional Coach	After every assessment (August 2019 - May 2020)	Aware data, TEKS, DLTs, assessments	Analysis of data, collaboration on results of alignment of assessment to essential learning targets
TEKS Intervention	Administrators, Teachers, Instructional Coach	Weekly (10/2019 - 5/2020)	CFA and summative assessment data, Tier I Intervention data	TEKS intervention lists data, student performance on CFAs and summative assessments

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

The Campus will implement the following campuswide reform strategies to address campus needs and provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English learners, and at-risk students) to meet the challenging State academic standards. The Campus will particularly address the needs of those at-risk of not meeting the challenging State academic standards. This Campus will use methods and instructional strategies to strengthen the academic program in the Campus, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education.

Priority 1 Student Growth

Goal 1 10% increase in Student Growth performance in ELA and Math for all students.

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Fundamental 5 Instructional Strategies	Bob Frost, Assistant Principals, and Department Chairs	2019-2020 School Year	General Budget	Weekly F5 Walk-throughs by Administrators
Academic word walls	All administrators, PLC, and Department Chairs	2019-2020 School Year	General Budget	Walkthroughs and PLC Discussions
Provide Math Labs to identified students.	Chris Penny and Math Department Chair	2019-2020 School Year	Title Budget	Math PLC, Departmental Walkthroughs
ELA and Math Intervention for Students during Advisory Period	Bob Frost, Chris Penny and ELA/Math Department Chairs	2019-2020 School Year	General Budget	Walkthroughs and PLC Data Discussions
Curriculum Access Tools/Snap and Read	Bob Frost, Chris Penny and ELA/Math/Sped Department Chairs	2019-2020 School Year	General Budget	Walkthroughs/PLC Discussions/Snap and Read Counts

Goal 2 10% Special Education increase in Math (Approaches/Meets)

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Special Education Math Lab, Curriculum Access Tools/Snap and Read	Bob Frost, Chris Penny and MATH/Sped Department Chairs	2019-2020 School Year	General Budget	Walkthroughs/PLC Discussions/Snap and Read Counts

Priority 2 PLC Implementation

Goal 1 PLC instructional tools (Designing Learning Template and Specialized PLC Template) will be used each 9 weeks during the 2019-2020 school year to improve the instructional techniques of the teachers.

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Creation of the Designing Learning Template	All Administrators	2019-2020 School Year	General Budget	PLC Discussions/PLC Planning Day/Submitted DLT
Creation of the Specialized PLC Agenda Template	All Administrators	2019-2020 School Year	General Budget	PLC Discussions/PLC Planning Day/Submitted PLC Agenda

Goal 2 Teachers will give 3 campus common assessments during each 9 week grading period which will be used for data analysis purposes which will identify academically fragile students and instructional success.

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Creation of the Campus common assessments through PLC and District resources	Teachers, Department Chairs, and District staff	2019-2020 School Year	General Budget	Lesson Plans, Common Assessments entered into AWARE, Aware Data, Administrator supervision

Priority 3 Teacher Involvement (Campus wide)

Goal 1 Teacher involvement will be increased through the incorporation of teacher Cadres which will result in an increase in teacher satisfaction of the climate of the campus which will be evaluated through an EOY faculty survey. The following are the subjects of the Cadres: Communications, Professional Learning, Safety, School Climate, Student Achievement, and Student Support.

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Cadres are established for Communication s, Professional Learning, Safety, School Climate, Student Achievement, and Student Support. All faculty members are a part of at least one Cadre. Cadre's have a lead facilitator (Teacher Leaders)	All Administrators and Lead Cadre Facilitators	2019-2020 School Year	General Budget	We will send out 3 surveys throughout the year to evaluate program effectiveness.

Goal 2 *At each monthly faculty meeting, the Cadres will meet and work on the Cadre subject. At least two Cadres will present to the faculty at the faculty meetings.*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Facilitation of the Cadres.	Administration and Lead Cadre Facilitators	2019-2020 school year	General Budget	Surveys being sent out to all faculty to evaluate effectiveness.

Priority 4 Attendance

Goal 1 *WWJHS will have an annual student attendance rate of 97.5%.*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Focus on extended absences, Professional Communication with Parents	All administrators and teachers	2019-2020 School Year	General Budget	Documentation of emails and conversations
Incentive for Students	Administrators	2019-2020 School Year	General Budget	Feedback/Data/ Monitoring Data

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

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Priority 1 Math Instructional Design

Goal 1 Increase 6th grade Math Masters level to at least 55%

Strategies Master Schedule Design, PLC focus, and Coaching and Feedback

Action	Responsible	Timeline	Resource(s)	Evaluate
Weekly collaboratives with campus administration	Administration	Weekly August through May	Agendas Design Learning Templates Curriculum Documents Data when appropriate	Shared Agenda/DLT (DLT minimum is one per unit, high leverage standard) Assessment Data - CFA (minimum 85% passing)
Assessment Check points for every Readiness Standard	Collaborative Team with Administration	As needed per unit August through May	Scope and sequence Unit Tests	Unit Test (minimum of 55% of students to reach master level at 79%)
Intentional feedback based on Tiered Teachers	Administration	Weekly August and continue as needed for individual tiered teachers	Strive walkthrough data	Strive Appraisal document

Goal 2 Increase 7th grade Math Masters level to at least 55%

Strategies Master Schedule Design, PLC focus, and Coaching and Feedback

Action	Responsible	Timeline	Resource(s)	Evaluate
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Weekly collaboratives with campus administration	Administration	Weekly August through May	Agendas Design Learning Templates Curriculum Documents Data when appropriate	Shared Agenda/DLT (DLT minimum is one per unit, high leverage standard) Assessment Data - CFA (minimum 85% passing)
Assessment Check points for every Readiness Standard	Collaborative Team with Administration	As needed per unit August through May	Scope and sequence Unit Tests	Unit Test (minimum of 55% of students to reach master level at 83%)
Intentional feedback based on Tiered Teachers	Administration	Weekly August and continue as needed for individual tiered teachers	Strive walkthrough data	Strive Appraisal document

Goal 3 Increase 8th grade Math Masters level to at least 40%

Strategies Master Schedule Design, PLC focus, and Coaching and Feedback

Action	Responsible	Timeline	Resource(s)	Evaluate
Weekly collaboratives with campus administration	Administration	Weekly August through May	Agendas Design Learning Templates Curriculum Documents Data when appropriate	Shared Agenda/DLT (DLT minimum is one per unit, high leverage standard) Assessment Data - CFA (minimum 85% passing)
Assessment Check points for every Readiness Standard	Collaborative Team with Administration	As needed per unit August through May	Scope and sequence Unit Tests	Unit Test (minimum of 55% of students to reach master level at 86%)
Intentional feedback based on Tiered Teachers	Administration	Weekly August and continue as needed for individual tiered	Strive walkthrough data	Strive Appraisal document

teachers

Priority 2 Science Instructional Design

Goal 1 Increase 8th grade Science Masters level to at least 67%

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Weekly collaboratives with campus administration	Administration	Weekly August through May	Agendas Design Learning Templates Curriculum Documents Data when appropriate	Shared Agenda/DLT (DLT minimum is one per unit, high leverage standard) Assessment data : Minimum of 67% of students to reach master level at 83%
Intentional feedback based on Tiered Teachers	Administration	Weekly August and continue as needed for individual tiered teachers	Strive walkthrough data	Strive Appraisal document
Vertical Collaboration	All Science Collaborative Teams	Monthly August through May	Curriculum Documents (6th, 7th and 8th grade)	Growth in Aligned standards. Assessment data : Minimum of 67% of students to reach master level at 83%

Goal 2 Increase 8th grade Science Meets level by 10% for SpEd and LEP Students

Strategies Advisory period interventions, Professional Development, Check Points

Action	Responsible	Timeline	Resource(s)	Evaluate
Provide training on how to increase vocabulary in the classroom	Administration Campus ESL Specialist	August January	Seidlitz Resources/boook	ClassRoom Observation PLC planning

Provide time for Special Education teachers to meet with students	Administration	All year	Paw Period Intervention PLC Time	Special Education Accommodation Logs
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Priority 3 Collaborative (PLC) Process

Goal 1 Increase the PLC focus on the Design Learning Template and its impact on learning to increase 8th grade Masters Scores in Math by 25%

Strategies Professional Development, Supervision, Peer Review

Action	Responsible	Timeline	Resource(s)	Evaluate
Weekly collaboratives with campus administration	Administration	Weekly August through May	Agendas Design Learning Templates Curriculum Documents Data when appropriate	Shared Agenda/DLT (DLT minimum is one per unit, high leverage standard) Assessment Data - CFA (minimum 85% passing)
8th Grade Math collaborative will develop a list of norms and team goals for year related to CIP goals.	8th grade collaborative	August through May	PLC material on norms and goal setting	Monthly review of norms and goals to gauge expectations.
Create a campus wide Design Learning Team	Administration and Staff	Monthly August through May	Design learning template Collaborative Agendas	Review of campus collaborative needs

Goal 2 Increase the PLC focus on the Design Learning Template and its impact on learning to increase 8th grade Masters Scores in Science by 14%

Strategies Professional Development, Supervision, Peer Review

Action	Responsible	Timeline	Resource(s)	Evaluate
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Weekly collaboratives with campus administration	Administration	Weekly August through May	Agendas Design Learning Templates Curriculum Documents Data when appropriate	Shared Agenda/DLT (DLT minimum is one per unit, high leverage standard) Assessment data : Minimum of 67% of students to reach master level at 83%
8th Grade Science collaborative will develop a list of norms and team goals for year related to CIP goals.	8th grade collaborative	August through May	PLC material on norms and goal setting	Monthly review of norms and goals to gauge expectations.
Create a campus wide Design Learning Team	Administration and Staff	Monthly August through May	Design learning template Collaborative Agendas	Review of campus collaborative needs

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

The Campus will implement the following campuswide reform strategies to address campus needs and provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English learners, and at-risk students) to meet the challenging State academic standards. The Campus will particularly address the needs of those at-risk of not meeting the challenging State academic standards. This Campus will use methods and instructional strategies to strengthen the academic program in the Campus, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education.

Priority 1 PLC Process Refined

Goal 1 3rd grade will increase STAAR Reading meets expectations from 51% to 65%, increase masters expectations from 32% to 35%, 4th grade will increase meets expectations from 60% to 70% and increase masters from 39% to 42% on the STAAR Reading Assessment.

Strategies Collaboration, Further Development of PLC process, Master Schedule, Flexible Grouping, Supplemental Instruction in Phonemic Awareness, and Vertical Teams

Action	Responsible	Timeline	Resource(s)	Evaluate
Further refinement of Design Learning Template and Common Formative Assessments through Collaborative Process.	Classroom Teachers, Specialists, Administration	August - May 2020	Design Learning Template, RTI Professional Development	Guiding Coalition, Team Agendas, Common Formative and Summative Assessments
Utilize data from Common Formative Assessments to develop Flexible groups focused on TEKS specifics skills across grade level.	Classroom Teachers, Specialists, Administration, District Support Staff	August - May 2020	Student Performance on Common Formative Assessments	Guiding Coalition, Team Agendas, Common Formative and Summative Assessments

Early Literacy Skills Focus - Intentional, Explicit Instruction in the area of Phonemic Awareness every day for grades PreK-2nd grade.	Classroom Teachers, Specialists	October - May 2020	Phonemic Awareness Supplement Purchased through Title I funds	Classroom Teacher Star Ren Data and Common Formatives Assessments, Specialists Tier Movement
Vertical Teams to establish Campus Rigor, Alignment, Accountability, and Consistency	Classroom Teachers, Specialists, Administration, District Support Staff	October - May 2020	Student Performance on Common Formative Assessments and Summative Assessments	Team and Campus Common Formative and Summative Assessments Data
Master Schedule Realignment to provide support to teams.	Classroom Teachers, Specialists, Administration, District Support Staff	August - May 2020	Establish District Requirements of Minutes, Workshop Models, Required lunch and planning times, Specialist schedules	Guiding Coalition, Team Agendas, Common Formative, Summative Assessments, Performance of Special Populations and Movement in Tier supports

Goal 2 3rd grade will increase STAAR Math meets expectations from 49% to 60%, increase masters expectations from 20% to 33%, 4th grade will increase meets expectations from 62% to 70% and increase masters from 38% to 45% on the STAAR Mathematics Assessment.

Strategies Collaboration, Further Development of PLC process, Master Schedule, Flexible Grouping, Refinement of Guided Math, and Vertical Teams

Action	Responsible	Timeline	Resource(s)	Evaluate
Further refinement of Design Learning Template and Common Formative Assessments through Collaborative Process.	Classroom Teachers, Specialists, Administration	August - May 2020	Design Learning Template, RTI Professional Development	Guiding Coalition, Team Agendas, Common Formative and Summative Assessments

Utilize data from Common Formative Assessments to develop Flexible groups focused on TEKS specifics skills across grade level.	Classroom Teachers, Specialists, Administration, District Support Staff	August - May 2020	Student Performance on Common Formative Assessments	Guiding Coalition, Team Agendas, Common Formative and Summative Assessments
Vertical Teams to establish Campus Rigor, Alignment, Accountability, and Consistency	Classroom Teachers, Specialists, Administration, District Support Staff	October - May 2020	Student Performance on Common Formative Assessments and Summative Assessments	Team and Campus Common Formative and Summative Assessments Data
Master Schedule Realignment to provide support to teams.	Classroom Teachers, Specialists, Administration, District Support Staff	August - May 2020	Establish District Requirements of Minutes, Workshop Models, Required lunch and planning times, Specialist schedules	Guiding Coalition, Team Agendas, Common Formative, Summative Assessments, Performance of Special Populations and Movement in Tier supports
Refinement of Guided Math through Guided Math Book Study	Classroom Teachers, Specialists, Administration, District Support Staff	October - May 2020	Guided Math Book purchased through Title Funds	Guiding Coalition, Vertical Teams, Team Agendas, Common Formative and Summative Assessments

Goal 3 4th grade will increase STAAR Writing meets expectations from 48% to 55%, increase masters expectations from 12% to 15%, on the STAAR Writing Assessment.

Strategies Collaboration, Further Development of PLC process, Master Schedule, Flexible Grouping, Vertical Teams, and Supplemental Handwriting manipulatives and Phonemic Awareness practice

Action	Responsible	Timeline	Resource(s)	Evaluate
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Further refinement of Design Learning Template and Common Formative Assessments through Collaborative Process.	Classroom Teachers, Specialists, Administration	August - May 2020	Design Learning Template, RTI Professional Development	Guiding Coalition, Team Agendas, Common Formative and Summative Assessments
Utilize data from Common Formative Assessments to develop Flexible groups focused on TEKS specifics skills across grade level.	Classroom Teachers, Specialists, Administration, District Support Staff	August - May 2020	Student Performance on Common Formative Assessments	Guiding Coalition, Team Agendas, Common Formative and Summative Assessments
Vertical Teams to establish Campus Rigor, Alignment, Accountability, and Consistency	Classroom Teachers, Specialists, Administration, District Support Staff	October - May 2020	Student Performance on Common Formative Assessments and Summative Assessments	Guiding Coalition, Vertical Teams, Team Agendas, Common Formative and Summative Assessments
Master Schedule Realignment to provide support to teams.	Classroom Teachers, Specialists, Administration, District Support Staff	August - May 2020	Establish District Requirements of Minutes, Workshop Models, Required lunch and planning times, Specialist schedules	Guiding Coalition, Team Agendas, Common Formative, Summative Assessments, Performance of Special Populations and Movement in Tier supports

Supplemental Handwriting Instruction utilizing manipulatives and daily practice of Phonemic Awareness for encoding for Prek-2nd to support Early Literacy Skills	Classroom Teachers, Specialists, Administration	October - May 2020	Handwriting Manipulatives and Phonemic Awareness supplements purchased through Title I funds	Classroom Teachers, Specialists, Administration, Vertical Team
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Priority 2 Effective Implementation and Refinement of Great Expectations

Goal 1 Decrease office referrals by 15% as compared to average of previous 3 years.

Strategies Collaboration, Restorative Practices, Behavior Vertical Team,

Action	Responsible	Timeline	Resource(s)	Evaluate
Develop capacity of teams to address behavior through collaborative process	Classroom Teachers, Specialists, Administration, District Support	October - May 2020	District Support, District Behavior Rtl webpage, Great Expectations Coach	Classroom Teacher Referral Data, Vertical Teams and campus-wide referral data
Implementation of Restorative Practices and Reflection Corners across campus	Classroom Teachers, Specialists, Administration	August - May 2020	Restorative Practices research and tips	Classroom Teacher Referral Data, Vertical Teams and campus-wide referral data
Implementation of routine brain breaks and mindfulness practices	Classroom Teachers, Specialists, Administration	September - May 2020	District Support, Great Expectations Coach	Classroom Teacher reflections and schedules, Referral Data, Vertical Teams and campus-wide referral data

Refinement of Behavior Response to Intervention	Classroom Teachers, Specialists, Administration	October - May 2020	District Support, District Behavior Rtl webpage, Great Expectations Coach	Classroom Teacher Referral Data, Vertical Teams and campus-wide referral data
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Priority 3 Increase Attendance

Goal 1 Improve average daily attendance from 95.97 to 97%.

Strategies Attendance Team, Campus Process, Parent Contact and Education

Action	Responsible	Timeline	Resource(s)	Evaluate
Establish campus process for attendance	Classroom Teachers, Specialists, Administration	October-November 2019	Past Attendance Data	Vertical Team through attendance data
Strategic event planning before and after breaks to promote attendance	Classroom Teachers, Specialists, Administration	September - May 2020	Past Attendance Data	Vertical Team through attendance data
Increase teacher communication on importance of attendance	Classroom Teachers, Specialists, Administration	August - May 2020	Attendanceworks.org, Data collection, missed minutes accrual, letters home	Vertical Team through attendance data
Increase communication of attendance concerns between school and home through phone calls, emails, conferences and attendance contracts.	Classroom Teachers, Specialists, Administration	August - May 2020	Attendanceworks.org, Data collection, missed minutes accrual, letters home	Vertical Team through attendance data

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

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Priority 1

Priority 1 Math Instructional Design

Goal 1 LES will improve the Meets Grade Level (GL) standard on the 2020 Math STAAR test by 5% (currently 75%).

Strategies Collaboration, Data Analysis, Master Scheduling, Training, Goal Setting

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Designing Learning Templates, flexible groups based upon data, increased student achievement
Develop a schoolwide goal-setting culture based upon data (school, team, teacher, student goals)	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Alignment of goals; goal setting documentation
Teams track progress on their goals through the use of data	Principal; Assistant Principal; Instructional Leadership Team;	September 2019 - May 2020	4 Disciplines of Execution book; data; goal sheets	Scoreboards; student performance increases

scoreboards	Teachers			
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Develop master schedule to allow members of ILT to attend collaborative team meetings (specialists, special education teachers, librarian)	Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers	April - August 2019	District requirements for amount of time subjects are taught	Master Schedule; Collaborative team agendas

Goal 2: LES will improve the Masters GL standard on the 2020 Math STAAR test by 5% (currently 48%).

Strategies: Collaboration, Data Analysis, Master Scheduling, Training, Goal Setting

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Designing Learning Templates, flexible groups based upon data, increased student achievement
Develop a schoolwide goal-setting culture based upon data (school, team, teacher, student goals)	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Alignment of goals; goal setting documentation
Teams track progress on their goals through the use of data	Principal; Assistant Principal; Instructional Leadership Team;	September 2019 - May 2020	4 Disciplines of Execution book; data; goal sheets	Scoreboards; student performance increases

scoreboards	Teachers			
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Develop master schedule to allow members of ILT to attend collaborative team meetings (specialists, special education teachers, librarian)	Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers	April - August 2019	District requirements for amount of time subjects are taught	Master Schedule; Collaborative team agendas

Goal 3: LES will improve the Meets GL standard on the 2020 Math STAAR test for specific sub-pops by 5% (Current Scores): Hispanic: 62%, Asian: 89%, African American: 73%, Economically Disadvantaged: 62%, LEP: 69%, Special Education: 53%.

Strategies: Collaboration, Data Analysis, Master Scheduling, Training, Goal Setting

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Designing Learning Templates, flexible groups based upon data, increased student achievement
Develop a schoolwide goal-setting culture based upon data (school, team, teacher, student goals)	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Alignment of goals; goal setting documentation

Teams track progress on their goals through the use of data scoreboards	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	4 Disciplines of Execution book; data; goal sheets	Scoreboards; student performance increases
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Develop master schedule to allow members of ILT to attend collaborative team meetings (specialists, special education teachers, librarian)	Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers	April - August 2019	District requirements for amount of time subjects are taught	Master Schedule; Collaborative team agendas

Priority 2: Reading Instructional Design

Goal 1: LES will improve the Meets GL standard on the 2020 Reading STAAR test by 5% (currently 58%).

Strategies: Collaboration, Data Analysis, Master Scheduling, Training, Goal Setting

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Designing Learning Templates, flexible groups based upon data, increased student achievement
Develop a schoolwide goal-setting culture based upon data (school, team, teacher, student goals)	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Alignment of goals; goal setting documentation

Teams track progress on their goals through the use of data scoreboards	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	4 Disciplines of Execution book; data; goal sheets	Scoreboards; student performance increases
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Develop master schedule to allow members of ILT to attend collaborative team meetings (specialists, special education teachers, librarian)	Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers	April - August 2019	District requirements for amount of time subjects are taught	Master Schedule; Collaborative team agendas

Goal 2: LES will improve the Masters GL standard on the 2020 Reading STAAR test by 5% (currently 33%).

Strategies: Collaboration, Data Analysis, Master Scheduling, Training, Goal Setting

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Designing Learning Templates, flexible groups based upon data, increased student achievement
Develop a schoolwide goal-setting culture based upon data (school, team, teacher, student goals)	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Alignment of goals; goal setting documentation

Teams track progress on their goals through the use of data scoreboards	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	4 Disciplines of Execution book; data; goal sheets	Scoreboards; student performance increases
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Develop master schedule to allow members of ILT to attend collaborative team meetings (specialists, special education teachers, librarian)	Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers	April - August 2019	District requirements for amount of time subjects are taught	Master Schedule; Collaborative team agendas

Goal 3: LES will improve the Meets GL standard on the 2020 Reading STAAR test for specific sub-pops by 5% (Current Scores): Hispanic: 42%, Asian: 63%, African American: 73%, Economically Disadvantaged: 42%, LEP: 25%, Special Education: 28%.

Strategies: Collaboration, Data Analysis, Master Scheduling, Training, Goal Setting

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Designing Learning Templates, flexible groups based upon data, increased student achievement

Develop a schoolwide goal-setting culture based upon data (school, team, teacher, student goals)	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Alignment of goals; goal setting documentation
Teams track progress on their goals through the use of data scoreboards	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	4 Disciplines of Execution book; data; goal sheets	Scoreboards; student performance increases
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Develop master schedule to allow members of ILT to attend collaborative team meetings (specialists, special education teachers, librarian)	Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers	April - August 2019	District requirements for amount of time subjects are taught	Master Schedule; Collaborative team agendas

Priority 3: Writing Instructional Design

Goal 1: LES will improve the Meets GL standard on the 2020 Writing STAAR test by 5% (currently 51%).

Strategies:

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Designing Learning Templates, flexible groups based upon data, increased student achievement

Develop a schoolwide goal-setting culture based upon data (school, team, teacher, student goals)	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Alignment of goals; goal setting documentation
Teams track progress on their goals through the use of data scoreboards	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	4 Disciplines of Execution book; data; goal sheets	Scoreboards; student performance increases
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Develop master schedule to allow members of ILT to attend collaborative team meetings (specialists, special education teachers, librarian)	Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers	April - August 2019	District requirements for amount of time subjects are taught	Master Schedule; Collaborative team agendas

Goal 2: LES will improve the Masters GL standard on the 2020 Writing STAAR test by 5% (currently 16%).

Strategies:

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Designing Learning Templates, flexible groups based upon data, increased student achievement

Develop a schoolwide goal-setting culture based upon data (school, team, teacher, student goals)	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Alignment of goals; goal setting documentation
Teams track progress on their goals through the use of data scoreboards	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	4 Disciplines of Execution book; data; goal sheets	Scoreboards; student performance increases
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Develop master schedule to allow members of ILT to attend collaborative team meetings (specialists, special education teachers, librarian)	Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers	April - August 2019	District requirements for amount of time subjects are taught	Master Schedule; Collaborative team agendas

Goal 3: LES will improve the Meets GL standard on the 2020 Reading STAAR test for specific sub-pops by 5% (Current Scores): Hispanic: 42%, Asian: 63%, African American: 73%, Economically Disadvantaged: 42%, LEP: 25%, Special Education: 28%.

Strategies:

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Designing Learning Templates, flexible groups based upon data, increased student achievement

Develop a schoolwide goal-setting culture based upon data (school, team, teacher, student goals)	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2019 - May 2020	TEKS, Lead4ward Resources	Alignment of goals; goal setting documentation
Teams track progress on their goals through the use of data scoreboards	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	4 Disciplines of Execution book; data; goal sheets	Scoreboards; student performance increases
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2019 - May 2020	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Develop master schedule to allow members of ILT to attend collaborative team meetings (specialists, special education teachers, librarian)	Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers	April - August 2019	District requirements for amount of time subjects are taught	Master Schedule; Collaborative team agendas

Priority 4: Use of Tier I & Tier II Behavior Interventions

Goal 1: LES will increase our student self-management score from 4.1 to 4.3 from the SEL Student Competencies Panorama Survey.

Strategies:

Action	Responsible	Timeline	Resource(s)	Evaluate
Deepen implementation of GE Practices	Principal; Assistant Principal; Counselor; Teachers	August 2019 - May 2020	GE Coach visits	Increased implementation of GE Practices as evidenced by feedback from GE Coach
Refine implementation of Green / Restorative Circles	Principal; Assistant Principal; Counselor; Teachers	August 2019 - May 2020	Training given by TISD staff; restorative circles articles / ideas	Green Circles documented in lesson plans

Further expand use of mindfulness practices	Principal; Assistant Principal; Counselor; Specials & Special Education Teachers	August 2019 - May 2020	Mindfulness websites / articles in staff newsletter	Evidence of mindfulness practices in classrooms (lesson plans, feedback from teachers)
Teacher led behavior team to problem solve Tier II behavior interventions	Teachers	September 2019 - May 2020	LSSP; Behavior Specialist	List of students supported & strategies implemented

Priority 5: Promote Student Attendance

Goal 1: LES will have greater than 97% student attendance rate.

Strategies:

Action	Responsible	Timeline	Resource(s)	Evaluate
Plan classroom/building events the day before & after a holiday to encourage student attendance	Principal; Assistant Principal; Teachers	November, December, March	School calendar	Increased student attendance
Student attendance monitored through charts posted in visible locations	Principal; Assistant Principal; Teachers	October 2019 - May 2020	Attendance records	Increased student attendance
Recognize grade levels with the best perfect attendance rates at Rise & Shine	Principal; Assistant Principal; Teachers	October 2019 - May 2020	Attendance records	Increased student attendance
Increase parent & community education about the importance of attendance	Principal; Assistant Principal; Teachers	October 2019 - May 2020	Newsletter articles, CIT agenda, parent communication logs	Increased student attendance

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

The Campus will implement the following campuswide reform strategies to address campus needs and provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English learners, and at-risk students) to meet the challenging State academic standards. The Campus will particularly address the needs of those at-risk of not meeting the challenging State academic standards. This Campus will use methods and instructional strategies to strengthen the academic program in the Campus, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education.

Priority 1 *Instructional Design for Special Education*

Goal 1 *Establish collective responsibility for instructional design for students with disabilities as evidenced by an increase of one year's accelerated and expected individual student growth for 21% of our special education population.*

Strategies Goal Setting, Data Analysis, Collaboration

Action	Responsible	Timeline	Resource(s)	Evaluate
Student self-monitored goal setting and tracking	Students, Case Managers	September 2019-May 2020	Chromebooks, Spreadsheets, Graphs or Other Charts	Special Education Team goal data for percentage of students tracking their goals successfully.
Post data on wall in PLC collaborative space.	All Teachers, Administrators, Counselor	September 2019-May 2020	Data: Benchmarks, Checkpoints, STAR Renaissance, Intervention (Tier II, III), Attendance, Discipline (Child Find Report), SEL Lessons baseline data	Check Data wall for updates twice per month

Provide additional coaching and support to special education teachers	Student Support Staff, All Teachers, All Administrators, All Specialists	September 2019-May 2020	Data: Benchmarks, Checkpoints, STAR Renaissance, IEP academic/behavior goal data, Accommodations tracking data, Strive (TISD Instructional Improvement Walkthrough), Designing Learning Template: Instructional Design Component, LLI kits, Guided Math curriculum, Behavior goal tracking documents	Coaching session feedback from administrators, Student Support Team, and campus content specialists; Data review twice per month, PLC/DLT participation, support for self-contained classrooms to have time to plan
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Priority 2 Collaborative Culture for PLC

Goal 1 Increase PLC of culture of collaboration as evidenced by an increase in one level in the areas of essential learning, goals, interventions, and overall collaborative nature of the team.

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Complete Team Self Assessment and Evaluative Team Summary Tool	All PLC Teams	May 2020	PLC Team Self Assessment and Evaluative Team Summary	One level of growth in the following areas: essential learning, goals, interventions, overall collaborative nature of the team

PLC Agenda Review for Questions 3 and 4	Administrators	May 2020	PLC Team Agendas	Complete a graph for the results of the review, which should show at least 18 times where each question was discussed (Questions 3 and 4) from 2018-2019
Communicate consistent expectations and feedback for PLC Agenda and Design Learning Template (DLT)	Administrators	May 2020	DLT, PLC agendas	Weekly comments added by admin team to agendas and DLTs; weekly participation by admin team for PLCs

Priority 3 Behavior Management Plan

Goal 1 *Establish a campus behavior management plan that increases school climate and student teacher relationships by 20%.*

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
SEL Rotations	Administrators and Counselor	May 2020	SEL Learning in Action Book; Counselor created lessons; District Behavior Health Site	Increase Panorama Survey by 20% in School Climate & Student-Teacher Relationships; Increase Positive Referrals, Decrease in office incident referrals

Relationship and School Climate Building (i.e. after school clubs, restorative circles implementation, staff/parent newsletter)	All TIS staff (i.e. administrators, teachers, counselor, specialists)	May 2020	District Behavioral Health Site; teacher created lessons for after school clubs, Smore Newsletter templates	Increase Panorama Survey by 20% in School Climate & Student-Teacher Relationships; Increase in student participation in after school clubs; baseline for restorative circle implementation; baseline for number of students participating in SEL rotations and topics/lessons presented
Great Expectations Life Principles Implementation	All TIS staff (i.e. administrators, teachers, counselor, specialists)	May 2020	Great Expectations binder, training, and website; Eduphoria (Strive) TISD Instructional Improvement Walkthrough (Classroom & Climate documentation)	Increase Panorama Survey by 20% in School Climate & Student-Teacher Relationships; Increase Positive Referrals, Decrease in office incident referrals; baseline for life principles and Great Expectations strategies observed.

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

The Campus will implement the following campuswide reform strategies to address campus needs and provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English learners, and at-risk students) to meet the challenging State academic standards. The Campus will particularly address the needs of those at-risk of not meeting the challenging State academic standards. This Campus will use methods and instructional strategies to strengthen the academic program in the Campus, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education.

Priority 1 *Reading Instructional Design*

Goal 1 *Increase 3rd grade reading Meet Expectations scores by 10% for all students, 20% for Asian and 5% for economically disadvantaged students and SpEd students*

Strategies Strategic Collaboration, progress monitoring, instructional technology, instructional design

Action	Responsible	Timeline	Resource(s)	Evaluate
Measure students' growth in reading over the course of the school year	ELA teachers, reading specialist, administrative team	Monthly beginning in October 2019 through end of May 2020	common formative assessments, unit assessments, progress reports, Fountas and Pinnell reading levels, report cards, Star Renaissance	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the reading growth goal
Collaborate with grade level teams in refining the PLC process	Teachers, specialist, administrative team	Weekly beginning of September 2019 to end of May 2020	PLC material/videos on focusing on the right work	Design Learning Templates, Common Formative Assessment, campus created pacing calendar
Students will be flex grouped to address specific skill deficits	Teachers and specialists	Four days per week beginning the end of September 2019	recent assessment data, Flex group student list	Data collected on students participating in flex groups. Common formative assessments

				and benchmarks.
Monitor reading progress of sub-populations including Asian, Special Education and Economically Disadvantaged	ELA teachers, specialist, administrative team	monthly	Flex group data, formative assessments, unit assessments, progress reports, reading levels, Star Renaissance, report cards	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the reading growth goal
Use of Curriculum Assess Tools	All classroom teachers	Training for teachers at the end of October 2019; Weekly beginning November 2019 - May 2020	CAT Training	monitor monthly usage

Goal 2 *Increase 4th grade reading Meet Expectations scores by 10% for all students, 20% for Asian students and 5% for economically disadvantaged students and SpEd students.*

Strategies Strategic Collaboration, progress monitoring, instructional technology, instructional design

Action	Responsible	Timeline	Resource(s)	Evaluate
Measure students' growth in reading over the course of the school year	ELA teachers, reading specialist, administrative team	Monthly beginning in October 2019 through end of May 2020	common formative assessments, unit assessments, progress reports, Fountas and Pinnell reading levels, report cards, Star Renaissance	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the reading growth goal
Collaborate with grade level teams in refining the PLC process	Teachers, specialist, administrative team	Weekly beginning of September 2019 to end of May 2020	PLC material/videos on focusing on the right work	Design Learning Templates, Common Formative Assessment,

Students will be flex grouped to address specific skill deficits	Teachers and specialists	Four days per week beginning the end of September 2019	recent assessment data, Flex group student list	Data collected on students participating in flex groups. Common formative assessments and benchmarks.
Monitor reading progress of sub-populations including Asian, Special education and Economically Disadvantaged	ELA teachers, specialist, administrative team	monthly	Flex group data, formative assessments, unit assessments, progress reports, reading levels, Star Renaissance, report cards	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the reading growth goal
Use of Curriculum Assess Tools	All classroom teachers	Training for teachers at the end of October 2019; Weekly beginning November 2019 - May 2020	CAT Training	monitor monthly usage

Priority 2 Math Instructional Design

Goal 1 Increase 3rd grade math Meet Expectations scores by 5% for all students, and 5% for Asian students, economically disadvantaged students and Special Education students

Strategies Strategic Collaboration, progress monitoring, instructional technology

Action	Responsible	Timeline	Resource(s)	Evaluate
Measure students' growth in math over the course of the school year	Math teachers, reading specialist, administrative team	Monthly beginning in October 2019 through end of May 2020	Common formative assessments, Star Renaissance, Unit assessments, progress reports, report cards	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the reading growth goal
Collaborate with grade level teams in refining the PLC process	Teachers, specialist, administrative team	Weekly beginning of September 2019 to end of May 2020	PLC material/videos on focusing on the right work	Design Learning Templates, Common Formative Assessment,

Monitor math progress of sub-populations including Asian, Special education and Economically Disadvantaged	Math teachers, specialist, administrative team	monthly	Flex group data, formative assessments, unit assessments, progress reports, reading levels, Star Renaissance, report cards	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the math growth goal
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Goal 2 Increase 4th grade math Meet Expectations scores by 5% for all students, and 5% for Asian students, economically disadvantaged students and Special Education students

Strategies Strategic Collaboration, progress monitoring, instructional technology

Action	Responsible	Timeline	Resource(s)	Evaluate
Measure students' growth in math over the course of the school year	Math teachers, reading specialist, administrative team	Monthly beginning in October 2019 through end of May 2020	Common formative assessments, Star Renaissance, Unit assessments, progress reports, report cards	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the reading growth goal
Collaborate with grade level teams in refining the PLC process	Teachers, specialist, administrative team	Weekly beginning of September 2019 to end of May 2020	PLC material/videos on focusing on the right work	Design Learning Templates, Common Formative Assessment,
Monitor math progress of sub-populations including Asian, Special education and Economically Disadvantaged	Math teachers, specialist, administrative team	monthly	Flex group data, formative assessments, unit assessments, progress reports, reading levels, Star Renaissance, report cards	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the math growth goal

Priority 3 Writing Instructional Design

Goal 1 Increase 4th grade writing Meet Expectations scores by 10% for all students, and 10% for Asian, economically disadvantaged students and SpEd students

Strategies Strategic Collaboration, progress monitoring, formative assessments

Action	Responsible	Timeline	Resource(s)	Evaluate
Teachers will use the beginning of the year writing samples to establish areas of need	ELA teachers and reading specialist	September 2019	rubric	Writing samples will be analyzed in PLC groups using the writing rubric
Collaborative teams will establish regular monitoring periods for writing	ELA teachers, reading specialist, administrators	Quarterly October 2019 January 2020 March 2020 April 2020	rubric	Writing samples will be analyzed in PLC groups using the writing rubric
Writing rubrics will be used to determine progress	ELA teachers, reading specialist,	Quarterly October 2019 January 2020 March 2020 April 2020	rubric, curriculum guide	Individual student results based on rubric analysis
Common formative assessments will be written to address revising and editing	ELA Teachers and reading specialist	Monthly	Common Formative Assessments written in collaboratives	Individual student results from Common Formative Assessments
Writing pieces from across the curriculum will be collected each nine weeks, then reviewed in collaboratives	All teachers and specialist	Quarterly October 2019 January 2020 March 2020 April 2020 At the end of each grading period	grammar checklist, rubric	Quarterly review of writing samples from across the curriculum

Priority 4 Effective Student Teacher Relationships

Goal 1 Increase student perception of school culture by 10%

Strategies Student engagement, communication, campus culture development

Action	Responsible	Timeline	Resource(s)	Evaluate
Improve student-teacher relationships, student engagement, and school climate	teachers, administrative team	August 2019 Playbook training	Panorama Playbook; training on accessing and using the playbook	End of year student Panorama survey

Identify 2nd, 3rd, principal & 4th grade students to serve on a Principal Advisory group to provide feedback on school culture.		Meet quarterly	Activities planned for quarterly meetings with the Principal Advisory	End of year student Panorama survey
Great Expectations leadership team will focus on implementing GE with fidelity	GE Leadership Team; grade level teams; administrative team	Meet monthly	GE consultant	Become a GE Model school
Make positive weekly phone calls home	teachers, administrative team	September 2019 - May 2020	Documentation of calls	End of year student Panorama survey
Create extraordinary moments in the campus lives of students and staff	Administrative Team	September 2019 - May 2020	Power of Moments book study	End of year staff and student Panorama survey

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

The Campus will implement the following campuswide reform strategies to address campus needs and provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English learners, and at-risk students) to meet the challenging State academic standards. The Campus will particularly address the needs of those at-risk of not meeting the challenging State academic standards. This Campus will use methods and instructional strategies to strengthen the academic program in the Campus, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education.

Priority 1 Professional Learning Community and collaborative process ensuring high levels of learning

Goal 1 Increase "Masters" percentages by 10% in 3rd and 4th Math and Reading.

Strategies Collaborative time, CFAs, Coaching cycles, Admin Support

Action	Responsible	Timeline	Resource(s)	Evaluate
Redesign the LDT to bridge the gap between the work in the collaborative time and the planning and initial instruction.	Administrators, Instructional Leaders, Team Leaders, Teachers, Staff	Redesigned August 12, 2019 Collaboratives begin August 16, 2019. On-going with collaborative schedule Aug - May 28, 2020.	Master Schedule, Collaborative agendas, District Collaborative Days, Student assessment data	Student growth as measured by BOY, MOY, and EOY data with STAR Ren, F&P assessments and Summative assessments such as STAAR and district benchmarks.
Designate Tier 1 time in which no students are pulled from initial instruction	Administrators, Team Leaders, Teachers	August 21, 2019 - May 28, 2020	Master Schedule, Sp. Ed. Schedule, Intervention schedule, Collaborative time.	Student data for CFAs and district assessments.
Provide professional Development and support through Faculty Share Schedule.	Administrators, Math and Reading Coaches, Teachers	Weekly on Wednesday afternoons beginning August 28, 2019 - May 27, 2020	Faculty Share Schedule, Title Funding for PLC Institute	Student performance on CFAs, District and State assessments.

Align CFAs and District assessments.	Instructional Leaders and Teachers	August 21, 2019 - May 28, 2020	Pacing and Assessment Calendars	Student data and comparison for campus, district and state assessments.
Scheduled conferencing and goal setting with students already meeting expectations for learning within standards and subjects to extend and enrich their learning and ensure depth and rigor to their learning.	Teachers, Instructional Leaders, and Administration, GT Specialist	August 21 - May 28, 2020	Master Schedule for Tier 1 Instruction Times, Writing Portfolio Reviews, Vertical alignment in Faculty Share, GT Pull-out, Conferencing times	STAAR,, CFAs, Benchmarks, Writing Portfolios

Goal 2 Increase "Meets" percentages by 10% in 3rd and 4th Math and Reading.

Strategies Collaborative time, CFAs, Coaching cycles, Admin Support

Action	Responsible	Timeline	Resource(s)	Evaluate
Redesign the LDT to bridge the gap between the work in the collaborative time and the planning and initial instruction.	Administrators, Instructional Leaders, Team Leaders, Teachers, Staff	Redesigned August 12, 2019 Collaboratives begin August 16, 2019. On-going with collaborative schedule Aug - May 28, 2020.	Master Schedule, Collaborative agendas, District Collaborative Days, Student assessment data	Student growth as measured by BOY, MOY, and EOY data with STAR Ren, F&P assessments and Summative assessments such as STAAR and district benchmarks.
Designate Tier 1 time in which no students are pulled from initial instruction.	Administrators, Team Leaders, Teachers	August 21, 2019 - May 28, 2020	Master Schedule, Sp. Ed. Schedule, Intervention schedule, Collaborative time.	Student data for CFAs and district assessments.

Provide specific and timely professional development and support through Faculty Share Schedule.	Administrators, Math and Reading Coaches, Teachers, Great Expectations Coordinator	Weekly on Wednesday afternoons beginning August 28, 2019 - May 27, 2020	Faculty Share Schedule, Title Funding for PLC Institute	Student performance on CFAs, District and State assessments.
Align CFAs and District assessments.	Instructional Leaders and Teachers	August 21, 2019 - May 28, 2020	Pacing and Assessment Calendars	Student data and comparison for campus, district and state assessments.

Priority 2 *Great Expectations implementation to strengthen the learning environment*

Goal 1 *Meet Model School Status for Great Expectations*

Strategies Peer review and support, GE Walkthroughs, GE Collaborative, Counselor support

Action	Responsible	Timeline	Resource(s)	Evaluate
Provide weekly Great Expectations Updates to support the program throughout the campus.	Counselor, Admin	Weekly beginning August 26, 2019	GE Calendar, Great Expectations Collaborative, Great Expectations Collaborative time, GE Training and Coaching	GE Walkthroughs, GE Model School Evaluation
Ensure full participation in Call 2 Excellence with call backs, reinforcement of the program and school-wide celebrations.	Counselor, Teachers and Admin	Daily at 7:35 August 21, 2019 - May 28, 2020	LiveStreamTechnology, iPad, and Class Schedule for Call2Excellence	Student and class participation, Student Leader participation, positive office referral connected to GE Life Principles, Connection to Guidance Lessons

Provide time for GE Collaborative and Faculty Share to provide continued focus and support for teachers and staff.	GE Collaborative and GE Coordinator	October 2019 and March 2020 for Faculty Share and Monthly GE Collaborative time beginning in October.	Faculty Share Schedule, GE Collaborative Schedule	GE Walkthroughs, GE Model School Evaluation
Monitor and celebrate student attendance as we work to reach 97% attendance.	Administrators, Attendance Clerk, Registrar, Teachers	August 2019 - May 28, 2020	Title 1 Funding for Parent Involvement activities and training, incentives, Call2Excellence	Weekly ADA, 9 Weeks ADA, Year ADA

Goal 2 *Provide coaching and support to staff so that 90 % of all staff using GE practices 100%*

Strategies Peer review, GE Walkthroughs, GE Collaborative, Counselor support

Action	Responsible	Timeline	Resource(s)	Evaluate
Participate in GE Walkthroughs with Great Expectations Staff	Admin and GE Staff	October 7, 2019; November 7, 2019; December 9, 2019; January 14, 2020. Model School Evaluation in April 2020	GE Visit Schedule, Coaching data and feedback.	GE Model School Evaluation and Model School Status.
Provide time for GE Collaborative and Faculty Share to provide continued focus and support for teachers and staff.	GE Collaborative and GE Coordinator	October 2019 and March 2020 for Faculty Share and Monthly GE Collaborative time beginning in October.	Faculty Share Schedule, GE Collaborative Schedule	GE Walkthroughs, GE Model School Evaluation
Pop and Posts Peer Observations focused on specific GE Practices.	Teachers and GE Coordinator	October 2019 - April 2020	Pop and Post Structure, GE Collaborative Review	GE Walkthroughs, Collaborative review

Continue GE Training: Year 1, Year 2, and Year 3: More than 95% of staff trained in at least Year 1	Teachers, Administrators and All Staff	July 2019	Great Expectations Training in Tomball ISD	GE Walkthroughs, GE Model School Evaluation
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Priority 3 *Authentic reading and writing in all areas with a focus on student goals and conferencing*

Goal 1 *4th Grade Writing will increase to 80% approaches, 40% Meets and 20% Masters.*

Strategies Goal setting conferences, Writing collaborative times, Writing Portfolios

Action	Responsible	Timeline	Resource(s)	Evaluate
Goal setting conferences with all students focused on improving their writing skills.	Teachers, Instructional Leaders, and Administration	September 3, 2019 - May 28, 2020	Master Schedule for Tier 1 Instruction Times, Writing Portfolio Reviews, Vertical alignment in Faculty Share	STAAR, TELPAS Results, Writing Portfolio evaluations and scoring, CFAs, Benchmarks
Writing samples and opportunities provided in all curriculum	Teachers, Support staff, Administrators	October- May 2020	Redesigned LDT, Collaborative time and schedule	STAAR, TELPAS Results, Writing Portfolio evaluations and scoring
Teachers will use the collaborative process to provide quality initial instruction focused on continuous growth and the evaluation of past and current assessment data as they prepare students for summative assessments.	Teachers, Support staff.	August- May 2020 Camp Write S'more in March 2020	Collaborative schedule, Master Schedule, CFAs, District Assessment Calendar, State Assessment Calendar. Title 1 Funds for incentives and materials for Camp Write S'more.	Student achievement in writing on CFAs, Benchmarks, writing samples, and STAAR Writing.

Provide clear handwriting instruction for PK-4th grades.	Dyslexia Specialist, Reading Specialist, Teachers	August 21, 2019 - May 28, 2020	Title 1 purchase, Funds for substitutes for training, scheduled time for each grade level	Student achievement in the program, student writing samples
Designated Tier 1 time in which no students are pulled from initial instruction.	Administrators, Team Leaders, Teachers	August 21, 2019 - May 28, 2020	Master Schedule, Sp. Ed. Schedule, Intervention schedule, Collaborative time.	Student data for CFAs and district assessments.

Goal 2 96% of all students will be reading at or above grade level by the end of the year as measured by Fountas and Pinnell assessment.

Strategies Goal setting conferences, Protected Tier 1 Instruction Time, Specific student support and intervention.

Action	Responsible	Timeline	Resource(s)	Evaluate
Goal setting conferences with all students focused on increasing their reading levels.	Teachers, Instructional Leaders, and Administration	September 3, 2019 - May 28, 2020	STAR Ren, Master Schedule, Collaborative Data Digs, Tracking Chart in PLC Room	EOY Fand P Levels for all students, STAR Ren Data, STAAR
Provide reading support and coaching in Kindergarten-4th grades with Reading Specialists and support staff within the collaborative structure.	Instructional Leadership Team, Teachers, District Support Staff, Administrators	August 28, 2019 - May 28, 2020	Master schedule, Collaborative schedule with norms and agendas each week, Faculty Share schedule	BOY, MOY and EOY Assessment data (STAR Ren, F&P, Benchmarks, CFAs), student growth and tracking of that growth.

Identify and provide dyslexia services to students using a dedicated dyslexia specialist.	Dyslexia Specialist	August 21, 2019 - May 28, 2020	Title 1 Funding, Master schedule, Dyslexia Specialist Schedule	Number of students identified, Number of students supported in the program, student achievement in reading, summative assessment data for students served.
Designated Tier 1 time in which no students are pulled from initial instruction.	Administrators, Team Leaders, Teachers	August 21, 2019 - May 28, 2020	Master Schedule, Sp. Ed. Schedule, Intervention schedule, Collaborative time.	Student data for CFAs and district assessments.

Goal 3 *All students will show at least one year's growth in writing as assessed with each grade level writing rubric.*

Strategies Writing portfolios, Collaborative alignment of rubrics, goal setting with students.

Action	Responsible	Timeline	Resource(s)	Evaluate
Teachers and staff will calibrate writing samples across the grade level to measure learning and ensure growth/.	Teachers, Instructional Leaders, and Administration	October 1, 2019 - May 21, 2020	Collaborative Schedules, Writing Portfolios, Faculty Share schedule to allow for vertical alignment.	Writing STAAR, Writing Portfolios
Goal setting conferences with all students focused on improving writing abilities.	Teachers, Instructional Leaders, and Administration	September 3, 2019 - May 28, 2020	Master Schedule with significant instructional times for workshop model.	Writing STAAR, Writing Portfolios

Provide writing support and coaching in Kindergarten-4th grades with ELA Specialists and support staff within the collaborative structure to identify strengths and areas to grow.	Instructional Leadership Team, Teachers, District Support Staff, Administrators	August 28, 2019 - May 28, 2020	Master schedule, Collaborative schedule with norms and agendas each week, Faculty Share schedule	BOY, MOY and EOY Assessment data (STAR Ren, F&P, Benchmarks, CFAs), student growth and tracking of that growth.
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CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

The Campus will implement the following campuswide reform strategies to address campus needs and provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English learners, and at-risk students) to meet the challenging State academic standards. The Campus will particularly address the needs of those at-risk of not meeting the challenging State academic standards. This Campus will use methods and instructional strategies to strengthen the academic program in the Campus, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education.

Priority 1 Instructional Design

Goal 1 Increase 6th Reading growth score 18 points from a campus score of 52 to 70

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Vertical alignment of intentional reading strategies	ELA teachers, reading spec., admin	Sept.-May with Quarterly Updates	research-based strategies from various sources	student performance on STAAR aligned formative and summative assessments, benchmarks, STAAR
Small grouping within the 90 min. block	ELA teachers, reading spec., admin	Sept.-May with Quarterly Updates	PLC Collaborative discussion and block design based on Workshop Model	student performance on STAAR aligned formative and summative assessments, benchmarks, STAAR
Individual student performance tracking	ELA teachers, reading spec., admin	Sept.-May with Quarterly Updates	Grade level performance spreadsheets, AWARE, StarRen Reports	student performance on STAAR aligned formative and summative assessments, benchmarks, STAAR

Targeted essential learning goals	ELA teachers, reading spec., admin	Sept.-May with Quarterly Updates	Design Learning Template, New TEKs & Vertical Alignment, DLT Cheat Sheet, PLC Collaboratives, T90 notes, TTESS WalkThroughs & Evaluations, Lesson Plans	student performance on STAAR aligned formative and summative assessments, benchmarks, STAAR
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Goal 2 Increase the academic growth score 6 points from a campus score of 82 to 88.

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative teams will graph and analyze the performance of all students on common assessments and interim/benchmark assessments to monitor student growth	PLC members	September-April with Quarterly Updates	District Assessment Data, Interim Assessment Data, Formative/Summative Assessment Data	Content specific data spreadsheets comparing student performance and growth from previous year to formative and summative assessments during the current year.
Campus expectation of small group instruction during the 90 mins during both reading and math	Reading and Math teachers	September - April with Quarterly Updates	PLC Collaborative discussion/Kid Talks, block design based on Workshop Model (reading), TISD Intervention Resources, campus intervention resources	TTESS walkthroughs & evaluations, monitoring lesson plans on a weekly basis

Priority 2 Culturally Responsive Teaching

Goal 1 Increase the academic growth score points for EL's from a campus score of 62 to 72. Goal from the state for 2018-19 was 64.

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Co-teach support for EL classrooms 3 days a week in reading and 2 days a week in math.	ESL Specialist	Spring 2020 with Quarterly Updates	Reading A to Z license, coteach and in class support from the ESL Specialist	Student performance/growth on PLC Student Tracking Sheets (by content area), Interim Assessments/Benchmarks, TELPAS, and performance data from Reading A to Z and STAR Ren
Campus expectation for the implementation and monitoring the use of ELPS and sentence stems	Classroom Teachers	Spring 2020 with Quarterly Updates	ELPS, Siedlitz, Reading A to Z	Lesson Plans and walkthroughs
EL Collaborative to monitor active EL student progress	ESL Specialist, Campus Administration	Quarterly		AWARE, Interim Assessments/Benchmarks, TELPAS, STAAR

Goal 2 Reduce the number of ISS/OSS consequences by 20%

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
The implementation of EverFI modules for disciplinary actions and restorative practices.	Assistant Principal, office para support for implementation	Quarterly	EverFI modules, Technology	Review of quarterly behavior reports

Implementation of the NIS mentor program	Counselor and participating staff	Quarterly	Restorative Practices and SEL	Review of quarterly behavior reports
Implementation of community circles and SEL instruction during 6th grade Skills	Counselor, teachers, Sheri Mohle, Robyn Thrower	Quarterly	Tribes Learning Communities	Review of quarterly behavior reports

Priority 3 Quality Feedback and Coaching

Goal 1 Increase the coaching feedback provided to teachers regarding Tier 1 instruction and planning to obtain Masters scores in ELA, Math and Science at 50% or higher

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Administrative schedule to support Tier 2/3 teachers with specific walkthrough feedback 5 times by the end of the first semester. Tier 1 teachers will receive 2 walkthroughs.	Administrative Team	September-December with Quarterly Updates	TTESS	TTESS
Faculty meetings will target 2-3 campus focus dimensions from domains 2 and 3, and we will dissect the rubric for what it looks like, self evaluate where teachers currently are and how they can strengthen in this dimension.	Administrative Team	August-February with Quarterly Updates	TTESS Rubrics	TTESS goals and action plan feedback cycle

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

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Priority 1 High quality instruction

Goal 1 Increase 3rd & 4th Grade Reading "meets" scores by 30%

Strategies Instructional Coaching, Supervision, PD

Action	Responsible	Timeline	Resource(s)	Evaluate
Utilize Running Records consistently to analyze progress and improve instruction.	Teachers	5x/year including BOY/MOY/EOY	Literacy Continuum	Data updated on the data wall in PLC room with progress monitoring.
Students will individual set goals with teacher to increase reading targets.	Teachers	5x/year	Goal setting template, Myon	Progress on goal setting
Teachers will acquire skills to have purposeful reading conferences with their students during Reading Workshop.	Content and Reading Specialist	September with on-going feedback	Professional learning on conducting purposeful reading conferences.	Feedback from walkthrough visits

Teacher will improve accuracy and consistency with Running Records Training.	Specialists	September 2019	Substitutes	Alignment of running records
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Goal 2 Increase 4th grade Writing "meets" scores by 25%

Strategies Writing Portfolios, vertical alignment, PD

Action	Responsible	Timeline	Resource(s)	Evaluate
Support grade level agreement on Essential Writing Targets through collaborative work.	Grade Level Teams	September	TEKS, Lead4ward Document	Improvement on writing benchmarks and STAAR writing results in fourth grade.
Collect and calibrate writing portfolios	All Staff	Following each benchmark	TISD rubric	Progress on writing benchmarks
Build a campus-wide writing environment	All Staff	Monthly staff meetings		Increase in writing scores on STAAR
Implement vertical meetings to align writing campus-wide	Staff at all grade levels	Monthly staff meetings	Lead4ward document	Vertical writing document

Goal 3 Increase 3rd & 4th Grade Math "meets" scores by 30% and maintain "masters" scores.

Strategies Flexible grouping, improve Tier 1 instruction, PD

Action	Responsible	Timeline	Resource(s)	Evaluate
Each grade level will plan for flexible groups in Math	Teachers	After each math benchmark	Math benchmark results	Progress on STAR Ren from fall to spring.
Work collaboratively to plan instruction for	Teachers	After each math benchmark	Think Up Math	Progress on STAR Ren from fall to spring.

flexible
grouping.

Priority 2 Collaborative practice (PLC)

Goal 1 Increase teacher efficacy in providing targeted and intentional small group instruction to improve scores between formative and reach 100% student mastery by the summative assessment.

Strategies PLC Training, Observations

Action	Responsible	Timeline	Resource(s)	Evaluate
Plan and maintain flexible group instruction	Teachers	Weekly, August through May	Benchmark data	Progress on benchmark data
Visit other campuses' Collaboratives during flex group planning	Administrators	November 2019	Substitutes	Increased progress on benchmarks due to effective flexible grouping.
Attend PLC Institute to strengthen collaborative work.	Administrators	June	Registration, Hotel and travel expenses	Improved collaboration as measured by Learning by Doing assessments.
Design appropriately aligned formative and summative assessments	Teachers	August- May		Rigorous assessments which align with grade level TEKS
Align Collaborative practices vertically,	Administrators and Specialists	Monthly		Lead4ward documents

Goal 2 Increase positive campus culture (Panorama data)

Strategies Teambuilding, positive feedback, celebrations

Action	Responsible	Timeline	Resource(s)	Evaluate
Use Book Study to create dialogue around how to keep focused	Principal	November 2019	Book: Kids Deserve It	Panorama survey

on student success.

Hold Staff Fun Nights to increase a positive culture among staff members	Sunshine Committee	ongoing	Supplies for Fun night activities	Panorama survey
Ensure Culture Building through positive feedback	Principal and Assistant Principals	ongoing		Feedback on Walkthroughs
Require staff to participate in Pop-In Visits to find effective classroom instruction	All Staff	1x/nine weeks	Pop In Notes	Panorama survey
We will highlight staff accomplishments through ABCD Celebrations during monthly staff meetings.	Principal/APs	Once/month	Staff pictures, lapel pins	Panorama survey

Goal 3 *Increase student reading achievement by a year's growth in grades K-4*

Strategies Provide purposeful reading instruction through ongoing professional learning and support

Action	Responsible	Timeline	Resource(s)	Evaluate
Use Reading A to Z in increase reading comprehension	Teachers	ongoing	A to Z Subscription	STAAR growth in reading
Provide intervention training using LLI for ELA and Soluciones for SLA	Specialists	Fall semester	LLI and Soluciones for SLA	Progress of Reading Levels
Calibrate running records	Specialists	Fall semester		Reading Levels as compared to STAAR reading

Priority 3 *Quality feedback & coaching*

Goal 1 *Increase 3rd & 4th Grade Reading "meets" scores by 30%*

Strategies Video coaching/reflection, individual student goal-setting

Action	Responsible	Timeline	Resource(s)	Evaluate
Use video coaching model to provide feedback in reading instruction	Specialists	Monthly	Video camera	Walkthrough feedback
Admin walkthroughs with specific feedback and follow-up	Principal/APs	Weekly		Walkthrough feedback
Student Goal-Setting/ Feedback from teachers	Teachers	Following common formative assessments		Growth on common formative assessments
Use the Seidlitz consultants to facilitate feedback and coaching			Seidlitz Consultant fees	Increased use of Seidlitz based on Instructional Walkthroughs

Goal 2 *Increase 3rd & 4th Grade Math "meets" scores by 30% and maintain "masters" scores.*

Strategies Peer observations and coaching/reflection; video coaching

Action	Responsible	Timeline	Resource(s)	Evaluate
Use video coaching model to provide feedback in math instruction	Specialists	Monthly	Video camera	Walkthrough feedback
Admin walkthroughs and specific feedback and follow-up	Principal/APs	Weekly		Walkthrough feedback
Student Goal-Setting/ Feedback from teachers	Teachers	Following common formative assessments		Growth on common formative assessments

Use the Seidlitz consultants to facilitate feedback and coaching	Seidlitz Consultant fees	Increased use of Seidlitz based on Instructional Walkthroughs
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Goal 3 Increase 4th grade Writing "meets" scores by 25%

Strategies Peer observations and coaching/reflection; video coaching

Action	Responsible	Timeline	Resource(s)	Evaluate
Use video coaching model to provide feedback in math instruction	Specialists	Monthly	Video camera	Walkthrough feedback
Admin walkthroughs and specific feedback and follow-up	Principal/APs	Weekly		Walkthrough feedback
Student Goal-Setting/ Feedback from teachers	Teachers	Following common formative assessments		Growth on common formative assessments
Use the Seidlitz consultants to facilitate feedback and coaching	Administration	Fall and Spring	Seidlitz Consultant fees	Increased use of Seidlitz based on Instructional Walkthroughs

Priority 4 Two Way Dual Language Academy

Goal 1 Increase language acquisition (biliteracy, bilingual, bicultural) through increased reading levels, IPT, and screeners

Strategies Provide purposeful language acquisition strategies through ongoing professional learning and support

Action	Responsible	Timeline	Resource(s)	Evaluate
Provide professional learning opportunities through consultants experience with Two Way Dual	Administration	September-May	Vivian Pratts and Dr. Laurie Weaver consultant fees.	Progress of Language acquisition for Two Way Dual Language based on IPT.

Language
model.

Provide
professional
learning
opportunities
through visits
with schools
with Two Way
Dual Language
model.

Administration

Once in the fall
and once in
spring

Travel
Expenses,
Substitutes

Walkthrough
feedback

Use the Seidlitz
consultants to
facilitate
feedback and
coaching with
Two Way Dual
Language
classrooms

Administration

Fall and spring

Seidlitz
Consultant fees

Increased use
of Seidlitz
based on
Instructional
Walkthroughs

Increase
cultural
awareness of
Spanish and
English
students

Teachers

Fall and spring
family nights

Supplies for
Family Nights

Discipline
referrals

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

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Priority 1 Increase student achievement for ALL students

Goal 1 Reading: By May, 2020, all students will demonstrate at least one year of growth in the area of reading accuracy and fluency as measured by Fountas & Pinnell Running Records or reading inventories.

Strategies Align the work of the collaborative & vertical teams to improve instruction.

Action	Responsible	Timeline	Resource(s)	Evaluate
Establish and Align team SMART Reading Goals that are Strategic, Measureable, Attainable, Result Oriented and Time Bound focused on student growth and achievement in reading.	Administrators, Content Teachers, Instructional Specialists	Nine week period to check on planned action steps and reflection of progress	SMART Goal Template, Data Resources	SMART Goals articulated in writing and submitted to grade level team (Readily available for team review and reflection) STAAR Reading Results for 2020

Develop Master Schedule to provide a TIER II block of uninterrupted time for reading or writing skill support and an additional TIER III block of uninterrupted time for closing the gaps. No new instruction will take place during these designated times of day.	Administrators, Guiding Coalition Team, Instructional Specialists, Content Teachers	Weekly collaborative time to identify students in need of intervention or extensions	Master Schedule, Resources for the intervention	Data analysis of student growth in terms of fluency, accuracy, comprehension, phonological awareness and vocabulary
Collaborative Grade Level Teams will meet weekly to identify Essential Learning Targets (ELT), create Common Formative Assessments (CFA), pace the student learning, analyze assessment results and identify strategies for re-engagement and extentions.	Administrators, Guiding Coalition Team, Instructional Specialists, Content Teachers	Weekly	TEKS Standards, Curriculum Guides, Lead4ward Documents, Pacing Calendars, Learning Design Templates, Common Formative Assessments, Data Reflections, AWARE Documentation, Student Specific Data, Intervention, and Extension Plans	Data analysis of student growth and examine the growth of specific student sub populations
Utilize My-On Reader and News	Administrators, Specialists, Content Teachers, Library	Weekly	Online Subscription	Weekly Data Report of Usage

Goal 2 Writing: By May, 2020, all students will demonstrate at least one year of growth in writing in the area of focus, organization and conventions as measured by district assessment rubrics.

Strategies Align the work of the collaborative & vertical teams to improve instruction

Action	Responsible	Timeline	Resource(s)	Evaluate
Establish and Align team SMART Writing Goals that are Strategic, Measureable, Attainable, Result Oriented, and Time Bound focused on student growth and achievement in writing.	Administrators, Content Teachers, Instructional Specialists	Weekly check in of planned action steps and reflection of progress	SMART Goal Template, Data Resources	SMART Goals articulated in writing and submitted to team (Readily available for team review and reflection) STAAR Reading Results for 2020
Develop Master Schedule to provide a TIER II block of uninterrupted time for writing skill support and an additional TIER III block of uninterrupted time for closing the gaps. No new learning will take place during these designated times of day.	Administrators, Guiding Coalition Team, Instructional Specialists, Content Teachers	Weekly collaboritive time to identify students in need of intervention or extensions	Master Schedule, Resources for the intervention	Data analysis of student growth

Collaborative Grade Level Teams will meet weekly to identify Essential Learning Targets (ELT), create Common Formative Assessments (CFA), pace the learning, analyze assessment results and identify strategies for re-engagement and extensions.	Administrators, Guiding Coalition Team, Instructional Specialists, Content Teachers	Weekly	TEKS Standards, Curriculum Guides, Lead4ward Documents, Pacing Calendars, Learning Design Templates, Common Formative Assessments, Data Reflections, AWARE Documentation, Student Specific Data, Intervention, and Extension Plans	Data analysis of student growth
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Goal 3 Math: *By May, 2020, all students will demonstrate at least one year of growth in the area of math as measured by the Star Renaissance Math Test.*

Strategies Align the work of the collaborative & vertical teams to improve instruction

Action	Responsible	Timeline	Resource(s)	Evaluate
Establish and Align SMART team Math Goals that are Strategic, Measureable, Attainable, Result Oriented and Time Bound focused on student growth and achievement in math.	Administrators, Content Teachers, Instructional Specialists	Weekly check-in of planned action steps and reflection of progress	SMART Goal Template, Data Resources	SMART Goals articulated in writing and submitted to grade level team (Readily available for team review and reflection) STAAR Reading Results for 2020

Develop Master Schedule to provide a TIER II block of uninterrupted time for math skills support and an additional TIER III block of uninterrupted time for closing the gaps. No new instruction will take place during these designated times of day.	Administrators, Guiding Coalition Team, Instructional Specialists, Content Teachers	August-May 2020	Master Schedule, Resources for the intervention determined by the collaborative teams based on student need	Data analysis of student growth
Collaborative Grade Level Teams will meet weekly to identify Essential Learning Targets (ELT), create Common Formative Assessments (CFA), pace the instructional objectives, analyze assessment results and identify strategies for re-engagement and extensions.	Administrators, Guiding Coalition Team, Instructional Specialists, Content Teachers	Weekly	TEKS Standards, Curriculum Guides, Lead4ward Documents, Pacing Calendars, Learning Design Templates, Common Formative Assessments, Data Reflections, AWARE Documentation, Student Specific Data, Intervention, and Extension Plans	Data analysis of student growth

Priority 2 Instructional Design (PLC Collaborative Teamwork)

Goal 1 Improve instructional design through collaborative team work to decrease the achievement gap for special education students by 5% in reading, writing and math as measured by STAAR 2020.

Strategies Provide high quality professional development, set goals and analyze data.

Action	Responsible	Timeline	Resource(s)	Evaluate
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Attend PLC Conference in San Antonio, Texas	Guiding Coalition Team (8), Administrators	October 2019	\$5,352.00 for Registration Fee	Support teams during Weekly Collaborative Meetings
Attend RTI Conference in Houston, Texas	Campus Specialists (7), Administrators	November 2019	\$4,683.00 for Registration Fee, Travel and Substitutes	Support teams during Weekly Collaborative Meetings
Guiding Coalition will meet 2 times per month to analyze data and provide guidance and support for collaborative teams.	Administrators, Guiding Coalition Team, Instructional Specialists	August 2019-May 2020	Agendas, Data Analysis (Common Formative Assessments, Reading Inventories and Running Records, STAR Renaissance Reports etc.)	Guiding Coalition Team Agendas, Data analysis of student growth
Vertical Teams meet 5-6 times per year to analyze learning standards and data to improve alignment the grade above and below for reading, writing and math.	Administrators, Vertical Team, Instructional Specialists	August 2019-May 2020	Agendas, Essential Learning Targets, Lead4ward Resources, Data Analysis	Vertical Team Agendas, Feedback Forms from Teams, Data analysis of student growth
Alignment of goals (DIP, CIP, Team, Teacher and Student) to coordinate schoolwide focused based upon data.	Administrators, Vertical Team, Instructional Specialists, Content Teachers and Students	August 2019-May 2020	District and Campus Plans, T-TESS and T-PESS goals, Student "I can statements"	Vertical alignment of district, campus, team, teacher and student goals along with the success criteria of each goal

Priority 3 Increase Student Attendance

Goal 1 Increase attendance rate from 97% to 98% or better.

Strategies Recognize students for perfect attendance

Action	Responsible	Timeline	Resource(s)	Evaluate
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Recognition of students who have perfect attendance with spirit stick and certificate.	Administrators, Counselor, Teachers, Students	Each 9 Weeks	Certificates, Spirit Sticks	Decrease in number of absences monthly
Parent conferences when students take extended vacations or trips.	Administrators and Counselor	Each 9 Weeks	Meeting notes	Decrease in number of absences monthly

Priority 4 *Attain Great Expectations Model School Status (3rd Year)*

Goal 1 *100% of the teachers will demonstrate the life principles at 90% or better.*

Strategies Provide quality professional development and coaching opportunities.

Action	Responsible	Timeline	Resource(s)	Evaluate
Provide coaching opportunities for teachers	Administrators, Teachers, GE Coach	October 2019, January 2020, February 2020	GE Coach, Agendas, \$1,500 for (1) additional day of coaching	Individual teacher coaching notes with specific feedback
Provide time in the morning for Rise and Shine	Administrators, Teachers, Staff Members	August 2019-May 2020	I-Pad for daily broadcasting of Rise and Shine	Student and teacher participation

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Priority 1 Student Progress

Goal 1 Increase Individual Student Progress Measure for 4th & 5th grade in Math by 20%

Strategies Through the PLC process the student data will be carefully monitored and instruction will be adjusted as needed

Action	Responsible	Timeline	Resource(s)	Evaluate
Data tracking of previous STAAR scores and current assessments to determine student needs	- PLC teams in grades K-5 - Instructional Specialists	all year	STAAR scores - Ongoing Assessments - Star Renaissance - Myon Reading	- Campus and District Assessments - STAAR scores (Measured by Growth Measure)
Collaborative data analysis through the PLC focusing on the individual student and TEKS	- PLC teams in grades K-5 - Instructional Specialists - Admin	all year	-TEKS based tracking sheets -STAAR scores - Ongoing Assessments - Star Renaissance - Individual Reading Levels -Math Progress checks	-PLC agendas with data analysis

Instruction/Intervention based on data analysis through flexible grouping	- PLC teams in grades K-5 - Instructional Specialists - Admin	all year	-TEKS based tracking sheets STAAR scores - Ongoing Assessments - Star Renaissance - Individual Reading Levels -Math Progress checks	-Lesson plans -Small group spreadsheet of students being served
Knowing each student by name, strength and needs	- PLC teams in grades K-5 - Instructional Specialists - Admin	weekly PLC meetings	STAAR scores - Ongoing Assessments - Star Renaissance	-Data tracking forms
Identify & monitor student progress of quarterly essential skills	- PLC teams in grades K-5 - Instructional Specialists - Admin	quarterly during PLC collaboratives	LeadForward, TEKS	-Nine week planning sessions. Submission of grade level essential skills at the beginning of the nine weeks: Teacher data trackers that have evidence of student progress on the identified essential skills

Goal 2 *Increase Individual Student Progress Measure for 4th & 5th grade in Reading by 20%*

Strategies Through the PLC process the student data will be carefully monitored adjusted as needed

Action	Responsible	Timeline	Resource(s)	Evaluate
Data tracking of previous STAAR scores and current assessments to determine student needs	- PLC teams in grades K-5 - Instructional Specialists	all year	STAAR scores - Ongoing Assessments - Star Renaissance -My-On Reading	- Campus and District Assessments - STAAR scores (Measured by Growth Measure)

Collaborative data analysis through the PLC focusing on the individual student and TEKS	- PLC teams in grades K-5 - Instructional Specialists - Admin	all year	-TEKS based tracking sheets STAAR scores - Ongoing Assessments - Star Renaissance - Individual Reading Levels	-PLC agendas with data analysis
Instruction/Intervention based on data analysis through flexible grouping	- PLC teams in grades K-5 - Instructional Specialists - Admin	all year	LeadForward, TEKS, TEA Side by Side TEKS	-Lesson plans -Small group spreadsheet of students being served
Knowing each student by name, strength and needs	- PLC teams in grades K-5 - Instructional Specialists - Admin	weekly PLC meetings	STAAR scores - Ongoing Assessments - Star Renaissance	-Data tracking forms
Identify & monitor student progress of quarterly essential skills	- PLC teams in grades K-5 - Instructional Specialists - Admin	quarterly during PLC collaboratives	LeadForward, TEKS	-Nine week planning sessions. Submission of grade level essential skills at the beginning of the nine weeks: Teacher data trackers that have evidence of student progress on the identified essential skills

Goal 3 *Increase Individual TELPAS Composite Rating of students making progress for 1st-5th by 20%*

Strategies Collaboration, Data Analysis, Professional Development

Action	Responsible	Timeline	Resource(s)	Evaluate
Data tracking of previous TELPAS scores (PLDs) and current assessments to determine	- PLC teams in grades 1-5 - Instructional Specialists - Admin	all year	-TEKS based tracking sheets - Ongoing Assessments - Individual Reading Levels	- Campus and District Assessments - TELPAS scores (Measured by Growth)

student needs				Measure)
Implement listening/speaking activities in general education classrooms	- PLC teams in grades 1-5 - Instructional Specialists	all year	-TEKS based tracking sheets - Ongoing Assessments - Individual Reading Levels -MyOn	- Campus and District Assessments - TELPAS scores (Measured by Growth Measure)
Educate staff on importance of TELPAS domains (PLDs)	TELPAS admin and ESL Specialist	all year	-TELPAS trainings - SIOP re-training/refresher	- Campus and District Assessments - TELPAS scores (Measured by Growth Measure)

Priority 2 Writing STAAR Scores

Goal 1 Maintain 2019 Writing STAAR scores in all three areas of achievement (approaches, meets, masters)

Strategies Collaboration, Data Analysis, Professional Development

Action	Responsible	Timeline	Resource(s)	Evaluate
Analyze previous writing samples to help teachers understand the qualities of good writing. Then teachers will use current writing samples to help plan their instruction ensuring that these characteristics are being met.	Teachers, Reading and ESL Specialists	Quarterly meetings throughout the school year	Previous CFES students' STAAR Writing, current students' writing, STAAR Writing rubrics	Student's Writing Portfolios PLC agendas that include quarterly writing analysis

Provide and Analyze STAAR Formatted Formative Assessments to monitor the students' understanding of the Revising and Editing TEKS.	Teachers	Biweekly September 2018-May 2019	STAAR Release Assessments and other Writing STAAR formatted materials	Walkthroughs, Lesson plans
Conduct Vertical Alignment meeting focusing on new grammar and writing TEKS. Discuss the depth to which concepts are taught at each grade level.	Teachers, Reading and ESL Specialists	Once a Semester	New ELAR Grammar/ Writing TEKS, previous years STAAR test question stems	Student Writing Portfolios, Walkthroughs, lesson plans, Faculty Enrichment agendas that include vertical planning
Analyze STAAR formatted formative assessments to monitor students' understanding of the Revising and Editing TEKS	Teachers, Reading and ESL Specialists	Monthly throughout the school year	STAAR Release Assessments and other Writing STAAR formatted materials	Formative Assessments, Teacher Observations, Students' Writing Portfolios
Use district writing portfolios to focus each grade level on areas of writing strengths and areas of growth for each grade level	Teachers, Reading and ESL Specialists	Quarterly meetings throughout the school year	Tomball ISD curriculum, student writing samples	Grade Level Writing Rubrics, Writing Portfolio growth

Goal 2 Increase revising from 77% to 80% of the items correct in reporting category 2 for all students

Strategies Collaboration, Data Analysis, Professional Development

Action	Responsible	Timeline	Resource(s)	Evaluate
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Teachers will use interactive activities provided by the Writing Academy to help students understand the revising TEKS and strategies to help with revising	Teachers, Reading and ESL Specialists	Quarterly Meetings throughout the year	Writing Academy activities, Released STAAR Writing Revising and Editing passages	Students' Writing Portfolios, Teacher Observations
Provide PD for teachers to provide them with strategies to increase student revising abilities in their own writing.	Teachers, Reading and ESL Specialists	Once a semester	The Writing Academy, The Writing Strategies Book by Jennifer Serravallo, and Revision Decisions Talking Through Sentences and Beyond by Jeff Anderson and Deborah Dean	Students' Writing Portfolios, Teacher Observations
1st and 2nd Grades will focus on revising drafts by adding and deleting words, phrases, or sentences	Teachers, Reading and ESL Specialists	School year	ELAR TEKS, The Writing Academy, The Writing Strategies Book by Jennifer Serravallo, and Revision Decisions Talking Through Sentences and Beyond by Jeff Anderson and Deborah Dean	Students' Writing Portfolios, Teacher Observations

3rd, 4th and 5th Grades will focus on revising drafts to improve sentence structure and word choice by adding deleting, combining and rearranging ideas for coherence and clarity	Teachers, Reading and ESL Specialists	School year	ELAR TEKS, The Writing Academy, The Writing Strategies Book by Jennifer Serravallo, and Revision Decisions Talking Through Sentences and Beyond by Jeff Anderson and Deborah Dean	Students' Writing Portfolios, Teacher Observations
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Priority 3 *Establish the fidelity of Great Expectations practices campus wide*

Goal 1 *100% participation of Call to Greatness*

Strategies Great Expectations Campus wide implementation to Call to Greatness

Action	Responsible	Timeline	Resource(s)	Evaluate
100% staff trained in GE Summer Institute	All staff	Summer 2019	GE Institute	Staff sign in sheets and certificates of training.
Form GE committee on campus to oversee implementation of GE components during Call to Greatness and in classrooms.	Admin	August	People	Names of committee members and agendas from meetings
Staff Development collaboration centered on Call to Greatness	GE Committee	August	time	Back to School PD agenda
Ongoing process to continual implementation of Call to Greatness daily	All Staff	August - May	GE Coach, Mentor Campuses, GE Resources	Ongoing staff and student feedback: agendas from GE Committee meetings

Goal 2 *Campus wide implementation of the eight expectations in 25% of the walk-throughs during the first*

semester and 50% during the second semester

Strategies Documented campus walks centered on Great Expectations

Action	Responsible	Timeline	Resource(s)	Evaluate
100% staff trained in GE Summer Institute	All staff	Summer 2019	GE Institute	Participation and celebrations
Form GE committee on campus	Admin	August	people	Names of committee members and agendas from meetings
Staff Development collaboration centered on GE 8 Expectations	GE Committee	August	time	Ongoing staff and student feedback: agendas from GE Committee meetings
Provide teacher feedback and coaching focused on Great Expectations Life Principles	All Staff	Throughout school year	Great Expectations program and coaching dates	Walk through data, GE Coach feedback, GE committee meetings, Implementation results

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

The Campus will implement the following campuswide reform strategies to address campus needs and provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English learners, and at-risk students) to meet the challenging State academic standards. The Campus will particularly address the needs of those at-risk of not meeting the challenging State academic standards. This Campus will use methods and instructional strategies to strengthen the academic program in the Campus, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education.

Priority 1 Increase student performance in targeted areas

Goal 1 Increase Masters performance in 4th grade writing to a minimum of 50% by evidence of STAAR Assessment data at the end of the year.

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Develop and implement targeted spiral review for daily grammar and conventions practice using mentor texts.	4th Grade ELA Classroom Teachers	September 2019-April 2020	Materials generated by team	Bi-Weekly Evidence Sharing of Student Work Samples
Introduce differentiated writing graphic organizers to encourage more depth and detailed elaboration for strong writers. Team will be consistent for what is being used to target masters performance.	4th Grade ELA Classroom Teachers and Instructional Leadership Team	September 2019-April 2020	Materials generated by team	Bi-Weekly Evidence Sharing of Student Work Samples

Provide push-in support with writing conferences for both GT and other high-performing writers and will support through flex grouping enrichment.	GT Specialist	September 2019-April 2020	Writing conferences	Writing Conference Notes
Boulders, Rocks, Pebbles - analyze STAAR to see where to focus instructional time (MMQ and most frequently asked - refer to STAAR blueprint)	4th Grade ELA Teachers, Instructional Leadership Team	August to September 2019	STAAR Released Test; Lead4Ward; TEA Portal	Mastery Planning Document
Set individual student goal and communicate with parents.	4th Grade ELA Teachers	September 2019-April 2020	Materials generated by team	Student Goal Setting Sheets and Parent Signatures

Goal 2 Increase individual student growth, as measured from 3rd to 4th grade reading and math, resulting in 80% of students performing at or above grade level expectations (Meets or Masters levels), evidenced by STAAR Assessment data at the end of the year.

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Develop individual data tracking standard and goal setting by 100/80/60	Instructional Leadership Team	September 2019-May 2020	Google Sheets	Bi-Weekly Completion and Monitoring of Data Tracking Sheet
Add a biweekly collaborative, facilitated by instructional leadership to review, monitor and adjust based on	Administration	September 2019-May 2020	Calendar	Facilitated Meetings

student data to ensure growth

Boulders, Rocks, Pebbles - analyze STAAR to see where to focus instructional time (MMQ and most frequently asked - refer to STAAR blueprint)	4th Grade Classroom Teachers, Instructional Leadership Team	August to September 2019	STAAR Released Test; Lead4Ward; TEA Portal	Mastery Planning Document
Set individual student goal and communicate with parents.	4th Grade Classroom Teachers	September 2019-May 2020	Materials generated by team	Student Goal Setting Sheets and Parent Signatures
Ensure Guided Reading based on need (100/80 bubble), which will be monitored through biweekly growth meetings	4th Grade Classroom Teachers; Instructional Leadership Team	September 2019-May 2020	Data Tracking Chart; Bi-Weekly; Running Records; BOY/MOY/EOY Reading Levels	Data Tracking Sheet
Develop a plan to challenge students and extend logical problem solving on a weekly basis in response to a shift in mindset from remediation to acceleration	4th Grade Classroom Teachers; Instructional Leadership Team	September 2019-May 2020	Materials generated by team	Student Goal Setting Sheets

Goal 3 Increase individual student growth, as measured from 1st to 2nd grade reading resulting in 100% of students performing at or above grade level expectations, evidenced by Fountas and Pinnell Leveling system at the end of the year.

Strategies

<i>Action</i>	<i>Responsible</i>	<i>Timeline</i>	<i>Resource(s)</i>	<i>Evaluate</i>
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To ensure calibration and vertical alignment with Balanced Literacy and Guided Reading implementation, the reading specialist will provide targeted staff development for K-2 teachers.	Reading Specialist	August 2019 & January 2019	F&P Reading Continuum	Sign In Sheet; Agenda
Establish non-negotiables at Timber Creek of biweekly running records and collaborate to strategically plan for individual student growth.	1st Grade Classroom Teachers, Instructional Leadership Team	August 2019	Running Record Forms; F&P Continuum	Written non-negotiables ; Completed bi-weekly running records
Each first grade teacher will be required to include a T-TESS professional goal focused on planning for and monitoring student growth specific to reading.	1st Grade Classroom Teachers; Administration	August 2019 through April 2020	Strive	T-TESS Goals and Submitted Evidence

Through collaborative process, teachers will increase their expertise in identifying characteristics of different reading levels as outlined in the Continuum and the appropriate response resulting in student growth.	1st Grade Classroom Teachers; Instructional Leadership Team	September 2019 through April 2020	F&P Reading Continuum	PLC LDTs; Mastery Planning Documents; Reading Level Charts (BOY/MOY/EO Y); Aware
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Priority 2 Improve campus social, emotional, and academic culture

Goal 1 At least 85% of staff implement 100% of the Great Expectations classroom practices regularly as evidenced through GE coaching walk throughs at the end of year summary visit.

Strategies

<i>Action</i>	<i>Responsible</i>	<i>Timeline</i>	<i>Resource(s)</i>	<i>Evaluate</i>
Establish GE Collaborative to create implementation plan with set non-negotiables	Campus Administration	July 2019	Calendar; GE Methodology Training	Meeting Notes and Agenda
Create Call to Excellence format and structure, as well as campus creed, and share with community.	GE Collaborative	August 2019	GE Methodology Training; Social Media; iPad, Live Streaming account; Tripod; Microphone	Meeting Notes; Agenda; GE Information Handout; Social Media Posts
Establish and implement plan to recognize students who demonstrate the Life Principles each week.	GE Collaborative	August 2019 to May 2020	Positive Office Referral Forms; Social Media; Call to Excellence	Social Media Posts; Call to Excellence

Share Great Expectations implementation plan with parents through Parent Orientation nights and social media.	Administration	August 2019 to May 2020	Social Media	Social Media Posts; Parent Orientation Presentation
Feedback and monitoring will be incorporated into instructional walks to ensure implementation fidelity.	Administration and GE Coach	August 2019 to May 2020	Walkthrough Forms	Walkthrough documents; Feedback provided from GE Coach

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

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Priority 1 Collaborative Culture (Learning by Doing Rubric)

Goal 1 *Improve 4th Grade Math Growth Measures: 50% of students will make expected growth in 4th grade mathematics*

35% of students will make accelerated growth in 4th grade mathematics.

No more than 15% of students will display limited growth in 4th grade mathematics

Strategies Data Analysis, District Formative Alignment, Instructional Support

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Meeting participants include GT/Math Specialist and Principal	Principal	Aug-May	Master Schedule	Attendance; Goal Scoreboard
All unit assessments will be administered and analyzed	Math Specialist	Sept-May	Eduphoria/Aware	Eduphoria/Aware Report; Agenda
Weekly Walk through 4th Grade Math Team	Admin Team: Principal/Asst. Principal	August-May	Google Feedback Form; Eduphoria/Strive	Walkthrough Scoreboard; Eduphoria Strive

Goal 2 *Increase 4th Grade Team Collaborative Culture self evaluation indicator average (1 point scale) to "Sustaining (5.0)" according the rubric Learning by Doing*

Strategies Professional Development PLC Process, Schedule Collaborative Team Time

Action	Responsible	Timeline	Resource(s)	Evaluate
Design Master Schedule to protect time	Principal	May 2019	Master Schedule	Teacher Schedule Survey; Student Performance
Leadership Team attends Collaborative Team Meetings to support learning design and process	Instructional Leadership Team	Aug-May	Master Schedule	Attendance
Attend the PLC Institute with a focus on Feedback and coaching.	Principal, GT and Math Specialist	October 2019	Budget	Teacher Survey/Panorama re: Feedback and Coaching

Priority 2 Feedback and Coaching (Panorama Survey)

Goal 1 *Improve 4th Grade Math Growth Measures: 50% of students will make expected growth in 4th grade mathematics*

35% of students will make accelerated growth in 4th grade mathematics.

No more than 15% of students will display limited growth in 4th grade mathematics

Strategies Walkthrough, Quality Feedback Design and Tools

Action	Responsible	Timeline	Resource(s)	Evaluate
Design feedback loop	Principal	Aug 2019	Google Forms	Panorama Survey
Design Feedback Scoreboard for Admin Team	Asst. Principal	Aug 2019	Calendar	Weekly check in at Admin Meeting to celebrate/remove barriers
Specific to 4th Grade Math; provide feedback addressing complexity, teacher:student talk ratios and pacing	Admin Team	Aug-May	Feedback form; Eduphoria/Strive	Feedback Responses; Teacher survey

Goal 3 *At least 60% favorable response on Panorama Survey: "How much feedback to you receive from your leaders?"*

Strategies Walk-through tracking to increase # of Walk Throughs with immediate feedback

Action	Responsible	Timeline	Resource(s)	Evaluate
Develop Admin "scoreboard"	Asst Principal	Aug 2019	4 Disciplines of Execution	Google Doc
Monitor Progress of Walk through feedback weekly.	Principal and Asst. Principal	August -May	Scoreboard	Scoreboard
Create formative survey with exact question stem and answer choices	Principal	Oct (Panorama); January; March' May	Panorama; Google Form	Results from Surveys
Design Feedback Tool	Principal	August 2019	Google Form	Teacher Survey

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

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Priority 1 Reading Instructional Design

Goal 1 Increase independent reading levels in K, 2, and 4 to 90% at or above grade level

Strategies professional development, supervision

Action	Responsible	Timeline	Resource(s)	Evaluate
All grade level teachers calibrate on F&P	Administration and reading specialist	September 3, 2019	F&P	alignment of reading levels after BOY, MOY, EOY
Send group of teachers and specialist attend PLC institute to build leadership capacity in our staff to guide reading collaboratives	Administration	October 14-16, 2019	PLC materials from solution tree	PLC group provide PD for staff during faculty meeting in November
Offer vertical alignment PD	Administration and specialists	August	Consultant	monthly vertical planning meetings

Goal 2 Increase independent reading levels in grades 1 & 3 to 85% at or above grade level

Strategies professional development, supervision

Action	Responsible	Timeline	Resource(s)	Evaluate
All grade level teachers calibrate on F&P	Administration and reading specialist	September 3, 2019	F&P	alignment of reading levels after BOY, MOY, EOY
Send group of teachers and specialist attend PLC institute to build leadership capacity in our staff to guide reading collaboratives	Administration	October 14-16, 2019	PLC materials from solution tree	PLC group provide PD for staff during faculty meeting in November
Offer vertical alignment PD	Administration and specialists	August	Consultant	monthly vertical planning meetings

Priority 2 Collaborative Practice**Goal 1** Increase TELPAS progress rate from 44% to 50% in English Language Proficiency.**Strategies** professional development, supervision

Action	Responsible	Timeline	Resource(s)	Evaluate
3rd and 4th ELA Team Leader visit TES collaborative	Administration & Reading Specialist	September 25, 2019	2 hour collaboration at TES	post visit reflection and implementation into collaborations
K, 1 and 2 Team Leaders visit collaborative on other campus	Administration	January 2020	2 hour collaboration at another elementary campus	post visit reflection and implementation into collaborations
Offer vertical alignment PD	Administration and specialists	August	Consultant	monthly vertical planning meetings

Goal 2 Increase all subjects for meets and masters to 70%**Strategies** professional development, supervision

Action	Responsible	Timeline	Resource(s)	Evaluate
3rd and 4th ELA Team Leader visit TES collaborative	Administration & Reading Specialist	September 25, 2019	2 hour collaboration at TES	post visit reflection and implementation into collaborations
K, 1 and 2 Team Leaders visit collaborative on other campus	Administration	January 2020	2 hour collaboration at another elementary campus	post visit reflection and implementation into collaborations
Teachers will provide pre-assessments	all grade level team leaders, administration & specialists	all year	agenda template, LDT, assessment blueprints	review of all pre-assessments before given to students
GT specialist co-teaching with teachers	GT specialist & administration	all year	flex group charts	after CBAs, CFAs and STAAR
Offer vertical alignment PD	Administration and specialists	August	Consultant	monthly vertical planning meetings

Priority 3 Effective Student Support**Goal 1** Decrease discipline by 10% using restorative practices**Strategies** Professional Development of Restorative Practices

Action	Responsible	Timeline	Resource(s)	Evaluate
Attend Restorative Practice training	Hinson, Sebesta	6/13/19	NEDRP conference and website for resources	Present training at staff development and throughout the year
Train staff on Restorative Practices.	Sebesta, Huggins	8/15/19, throughout the year	district trainings, NEDRP resources, Love and Logic	walkthroughs, lesson plans, discipline data at MOY, EOY

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

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Priority 1 PLC

Goal 1 100% of teams will identify essential learning targets that align with the rigor of state assessments.

Strategies 100% of teacher teams will examine design learning templates for alignment to ensure daily rigor of Tier 1 instruction.

Action	Responsible	Timeline	Resource(s)	Evaluate
Teams will utilize learning design template in each collaborative. Teams will revisit, adjust, add to the document as the unit progresses to ensure rigor and alignment.	Teams	19-20	Learning Design Document and TEA TEKS Guide (ELA/SLA only)	Assessment data, walk through data and lesson plans

Goal 2 Improve alignment and rigor of Tier 1 instruction to improve student learning outcomes.

Strategies Teachers will focus on how initial instruction looks through peer practice and feedback

Action	Responsible	Timeline	Resource(s)	Evaluate
Teachers model lesson components including teacher talk and expected	Team members, specialists	2019-2020	learning design template; PLC agenda	CWT and assessment data

student responses.

Teachers give and receive constructive feedback to ensure alignment and rigor of the desired objective.	Team members, specialists	2019-2020	learning design template; PLC agenda	CWT and assessment data
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Priority 2 Evidence of Student Progress

Goal 1 Increase student STAAR Progress Measure of expected or accelerated growth to 85% or higher in Grade 6 Math and Reading.

Strategies Increase teacher awareness of student historical STAAR Progress.

Action	Responsible	Timeline	Resource(s)	Evaluate
Utilize Student Data Tracker to monitor and promote maximum student growth	Teams; Student Learning and Performance Cadre	2019-2020	Student Data Spreadsheet	2019-2020 STAAR Student Progress Measure Data

Goal 2 Increase student STAAR Progress Measure of expected or accelerated growth by 10% in Grade 5 Math and Reading.

Strategies Utilize campus, district and/or state interim assessment data to identify opportunities for student growth.

Action	Responsible	Timeline	Resource(s)	Evaluate
Student intervention and enrichment schedules are reflective of student needs	Teams	2019-2020	AI and I&E Schedules	2019-2020 STAAR Student Progress Measure Data

Priority 3 Coaching Instruction & Action-Oriented Feedback

Goal 1 Target instructional design to improve meets & masters level of academic performance on state assessments

Strategies Design quality instruction with an effective planning protocol

Action	Responsible	Timeline	Resource(s)	Evaluate
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Modify Design Learning Templates to align with rigor of state assessments-similar to Goal 1 PLC	Campus Admin, 2019-20 Specialist, Team Leaders, and Content Teams	DL Templates	Alignment of instructional lesson plans and assessments
Data Analysis Protocol Template to target enrichment and intervention	Campus Admin, 2019-20 Team Leaders, and Content Teams	OIS Designed Data Tracker	Individual student growth
Backwards Design	Campus Admin, 2019-20 Team Leaders, and Content Teams	Teacher Designed Assessments, TISD Curriculum Documents,	Classroom Walkthroughs
Content lesson plan expectations	Campus Admin 2019-20	5E Model for Science, Reader's Writer's Workshop,	Lesson Plans

Goal 2 Action-oriented feedback on first time instruction that improves individual student growth

Strategies Utilize the 6 steps of effective feedback to improve Tier 1 instruction

Action	Responsible	Timeline	Resource(s)	Evaluate
Content Teacher Trend Conferences	Campus Admin	2019-20	CWT Form	Rigorous 1st time instruction evident in CWT's & Lesson Plans
Admin Calibration	Campus Admin	2019-20	CWT Form, GE Feedback Form	Weekly review of CWT data
Align GE 17 Teaching Practices to Teacher actions	Campus Admin	2019-20	GE Feedback, GE Coach, CWT Form	GE Model School Status

Targeted classroom walkthroughs to increase performance in our 3 identified areas of highest need (6th ELA, 5th Science, ELs)	Campus Admin	2019-20	CWT Form, student performance data in the identified areas	CWT, Data Tracker
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Goal 3 Improve 5th Grade Science & 6th Grade ELA scores by at least 10% at the approaches, meets and masters level

Strategies Utilize effective instructional strategies to target key content vocabulary

Action	Responsible	Timeline	Resource(s)	Evaluate
Hands on labs at least 2 times a week in Science	Campus Admin, Science Team, Bilingual Team	2019-20	Stemscopes	Lesson Plans, Student assessment data
Interactive Word Walls	Campus Admin, Science Team, Bilingual Team	2019-20	Lead4ward & DLT	Lesson Plans, CW
Lexicon Strategy for Vocabulary Reinforcement	Campus Admin, Content Teams	2019-20	GE Resources	Lesson Plans, CWT, GE Walkthroughs
Complete sentence response using key academic vocabulary	Campus Admin, Science Team, Bilingual Team	2019-20	GE Resources	Lesson Plans, CWT, GE Walkthroughs
Teacher modeling through think alouds and read alouds with student conferring and feedback	ELA Team	2019-20	Mentor Text	Lesson Plans, CWT, GE Walkthroughs

Comprehensive Glossary

2018–19 Texas Academic Performance Report

Cover Page

2019 Accountability Rating: The overall rating earned by the district or campus for 2019.

2019 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination status based on an evaluation of each district's Results Driven Accountability (RDA) indicators (formerly Performance Based Monitoring Analysis 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: <https://tea.texas.gov/si/SPEDmonitoring/>

Additional resources include the RDA Manual and the State Performance Plan at the following links: <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>
https://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

2019 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated.

Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test.

Performance

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 assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2019/masking.html>.

STAAR Performance

The STAAR Performance section of the TAPR displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

STAAR Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

STAAR Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

STAAR Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

For 2019, 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 the Approaches Grade Level standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met the Approaches Grade Level standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

- (3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the assessments in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the assessment in either of the first two administrations}}{\text{cumulative number of students who took the assessment in either of the first two administrations}}$$

- (4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC):* The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level

number of students who did not pass the assessment in the first, second, or third administrations

- (5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted and Retained:* The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

Promoted to Grade 6 or 9: The percentage of students who passed the STAAR in 2019 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

number of students promoted by their GPC who passed grade 6 reading STAAR in 2019

number of students who were promoted by their GPC and took grade 6 reading STAAR in 2019

Retained in Grade 5 or 8: The percentage of students who passed the STAAR in 2019 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

number of students retained who passed grade 5 reading STAAR in 2019

number of students retained and took grade 5 reading STAAR in 2019

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables English learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the following:

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual One-Way. Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Participation

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O

- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating
 - ♦ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
 - ♦ *Other Exclusions.* The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Data source: STAAR and TELPAS File)

Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2017–18 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2017–18}}{\text{total number of days that students in grades 1–12 were in membership in 2017–18}}$$

This indicator was used in awarding distinction designations in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout

- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2017–18 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2017–18 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2017–18 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2017–18 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2017–18](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2019 Accountability Manual](#) (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (4-Year Longitudinal Rate), after five years in high school (5-Year Extended Longitudinal Rate), or after six years in high school (6-Year Extended Longitudinal Rate).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2017.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2012–13. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2016.

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 2014–15 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2014–15 but takes 5 years to graduate (i.e., graduates in May 2019) is still part of the 2018 cohort; he or she is not switched to the 2019 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2018. 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, 2018 for the 2018 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2018**

number of students in the 2018 cohort*

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

number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2018 cohort*

- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018–19 school year

number of students in the 2018 cohort*

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018–19 school year

number of students in the 2018 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the 2018 cohort who received a high school diploma by August 31, 2018 plus number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2018 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018 plus
number of students from the cohort who received a TxCHSE by August 31, 2018 plus
number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

number of students in the 2018 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2017 cohort*

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2018}}{\text{number of students in the 2017 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort*}}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2018} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2018} \end{array}}{\text{number of students in the 2017 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2018} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2018} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year} \end{array}}{\text{number of students in the 2017 cohort*}}$$

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2016 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2016 cohort*

- (2) *Received TxCHSE*: For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2018

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 2018–19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018–19 school year

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 2018–19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018–19 school year

number of students in the 2016 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018
plus**

number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2016 cohort*

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018
plus**

**number of students from the cohort who received a TxCHSE by August 31, 2018
plus**

**number of students from the cohort who were enrolled in the fall of the 2018–19 school
year**

number of students in the 2016 cohort*

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data

errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2018 cohort **

- (2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2017 cohort**

- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2012–13. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2016. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2016 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2017–18](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2018 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2018 with reported graduation plans
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2018 who complete a 4-year FHSP-E
number of graduates in the Class of 2018 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2018 who complete a 4-year FHSP-DLA
number of graduates in the Class of 2018 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) 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.

**number of graduates from the Class of 2018 who complete a 4-year RHSP or
DAP or FHSP-E or FHSP-DLA**
number of graduates in the Class of 2018 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP
**number of graduates in SY 2017–18 with reported graduation plans (excludes
graduates with FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2017–18 who earn an FHSP-E

number of graduates in SY 2017–18 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2017–18 who earn an FHSP-DLA

number of graduates in school year (SY) 2017–18 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 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.

number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2017–18 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 2017 and the Class of 2018. *(Data source: TSDS PEIMS 40203)*

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

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2017–18 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: TSDS PEIMS 40100)*

number of students in the 2017–18 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree while in high school. *(Data source: TSDS PEIMS 40100/49010)*
- 5) **OnRamps Course Credits:** A graduate completing an OnRamps course and receiving at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. (*Data source: TSDS PEIMS 48011*)
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. (*Data source: TSDS PEIMS 40203*)
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. These graduates receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2019 Accountability Manual](#). (*Data source: TSDS PEIMS 43415 and 40110 [summer]*)
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. (*Data source: TSDS PEIMS 40203*)
- 10) **Current Special Education Students with Advanced Degree Plans:** A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110*)
- 11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. (*Data source: THECB*)

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. (*Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010*)

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

* For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables.

The percentages are calculated as follows:

English Language Arts.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA in 2017-18

number of 2017-18 annual graduates

Mathematics.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics in 2017-18

number of 2017-18 annual graduates

Both Subjects.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics in 2017-18

number of 2017-18 annual graduates

Either Subject.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics in 2017-18

number of 2017-18 annual graduates

Dual Course Credits: The percentage of annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics (Data source: TSDS PEIMS 43415)

$$\frac{\text{number of 2017-18 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2017-18 annual graduates}}$$

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

$$\frac{\text{number of 2017-18 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2017-18 annual graduates}}$$

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

$$\frac{\text{number of 2017-18 annual graduates who earned an associate's degree before graduation}}{\text{number of 2017-18 annual graduates}}$$

Associate's Degree but not Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Associate's Degree and Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps course and qualified for three hours of university or college credit *(Data source: OnRamps program)*

$$\frac{\text{number of 2017-18 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2017-18 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 48011)*

$$\frac{\text{number of 2017-18 annual graduates who earned an approved industry-based certification}}{\text{number of 2017-18 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017-18 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2017-18 annual graduates}}$$

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. (Data source: TSDS PEIMS 43415 and 40110)

$$\frac{\text{number of 2017-18 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2017-18 annual graduates}}$$

U.S. Armed Forces Enlistment: The percentage of annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017-18 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces}}{\text{number of 2017-18 annual graduates}}$$

Current Special Education Students with Advanced Degree Plans: The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 40110)

$$\frac{\text{number of 2017-18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2017-18 annual graduates}}$$

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a Level I or Level II certificate (Data source: THECB)

$$\frac{\text{number of 2017-18 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2017-18 annual graduates}}$$

CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board's TSIA at any point since June 2011. (Data source: THECB)

$$\frac{\text{number of 2017-18 annual graduates who took the TSIA}}{\text{number of 2017-18 annual graduates}}$$

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

Mathematics

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and TSDS PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

$$\frac{\text{number of 2017-18 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2017-18 annual graduates}}$$

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (Data source: TSDS PEIMS 40100, 40203, and 42400)

number of 2017-18 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

$$\frac{\text{number of 2017-18 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2017-18 annual graduates}}$$

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (Data source: TSDS PEIMS 43415)

English Language Arts.

number of 2017-18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

$$\frac{\text{number of 2017-18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2017-18 annual graduates}}$$

Mathematics.

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2017–18 annual graduates

Both Subjects.

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2017–18 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2014–15 to 2017–18 school years. (*Data source: TSDS PIEMS 43415*)

number of 2017–18 annual graduates who completed and earned credit for at least one AP or IB course in the 2014–15 to 2017–18 school years

number of 2017–18 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) Diploma Program examinations. (*Data source: College Board and IB*)

All Subjects

Number of students in grades 11 & 12 in the 2017–18 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

Number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

These indicators were used in determining the 2019 distinction designations for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees \geq Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion

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

English Language Arts

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in ELA

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

Mathematics

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in mathematics

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

Science

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in science

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

Social Studies

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in social studies

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

These indicators were used in determining the 2019 distinction designations for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders \geq Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school

students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

All Subjects

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores. For the class of 2017 and previous years, the scores were based on each student’s most recent examination. Because of the change to using highest score, only the class of 2018 is shown.

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

number of 2017–18 graduates who took either the SAT or the ACT

number of 2017–18 graduates reported

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

**number of 2017–18 graduating examinees who scored at or above the
criterion score on either the SAT or the ACT**

**number of 2017–18 graduating examinees taking either the SAT or the
ACT**

- (3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

**number of 2017–18 graduating examinees who scored at or above the
criterion score on either the SAT or the ACT**

number of 2017–18 graduates reported

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. (*Data source: College Board and TSDS PEIMS 40203*)

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2017-18 graduates who took the SAT

number of 2017-18 graduates who took the SAT

- (2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2017-18 graduates who took the SAT

number of 2017-18 graduates who took the SAT

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

sum of SAT mathematics scores of all 2017-18 graduates who took the SAT

number of 2017-18 graduates who took the SAT

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables. (*Data source: College Board and TSDS PEIMS 40203*)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2017-18 graduates who took the ACT

number of 2017-18 graduates who took the ACT

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

sum of ACT English and Reading combined scores of all 2017-18 graduates who took the ACT

number of 2017-18 graduates who took the ACT

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

sum of ACT mathematics scores of all 2017-18 graduates who took the ACT

number of 2017-18 graduates who took the ACT

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

sum of ACT science scores of all 2017-18 graduates who took the ACT

number of 2017-18 graduates who took the ACT

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps course and earned three hours of college credit (*Data source: OnRamps program*)

number of 2017-18 annual graduates who completed an OnRamps course and earned three hours of college credit before graduation

number of 2017-18 annual graduates

Current Special Education Students with Advanced Degree Plans: The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110*)

number of 2017-18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2017-18 annual graduates

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11-12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11-12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

Any Subject

number of students in grades 11-12 in 2017-18 who received credit for at least one advanced/dual-credit course

number of students in grades 11-12 who received credit for at least one course in 2017-18

English Language Arts

number of students in grades 11-12 in 2017-18 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11-12 who received credit for at least one ELA course in 2017-18

Mathematics

number of students in grades 11-12 in 2017-18 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one mathematics course in 2017–18

Science

**number of students in grades 11–12 in 2017–18 who received credit for at least
one science advanced/dual-credit course**

number of students in grades 11–12 who received credit for at least one science course in 2017–18

Social Studies

**number of students in grades 11–12 in 2017–18 who received credit for at least
one social studies advanced/dual-credit course**

number of students in grades 11–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: TSDS PEIMS 43415)

Any Subject

**number of students in grades 9–12 in 2017–18 who received credit for at least
one advanced/dual-credit course**

number of students in grades 9–12 who received credit for at least one course in 2017–18

English Language Arts

**number of students in grades 9–12 in 2017–18 who received credit for at least
one ELA advanced/dual-credit course**

number of students in grades 9–12 who received credit for at least one ELA course in 2017–18

Mathematics

**number of students in grades 9–12 in 2017–18 who received credit for at least
one mathematics advanced/dual-credit course**

number of students in grades 9–12 who received credit for at least one mathematics course in 2017–18

Science

number of students in grades 9–12 in 2017–18 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2017–18

Social Studies

number of students in grades 9–12 in 2017–18 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#).
(Data source: TSDS PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2016–17 school year who attended a public or independent college or university in Texas in the 2017–18 academic year

number of graduates during the 2016–17 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated
and

met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

Profile

Student Information

Total Students: The total number of public school students who were reported in membership on October 26, 2018, at any grade from early childhood education through grade 12. Membership differs from enrollment as 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 non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district. *(Data source: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: TSDS PEIMS 40100, 30040, 30050, 30090)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

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

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of EL performance varies by indicator:

- EL performance of students who are in year one in U.S. schools is excluded from all STAAR indicators. Exclusion of other EL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of EL performance, see the [2019 Accountability Manual](#).
- EL 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 ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2018–19, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (*Data source: TSDS PEIMS 44425*)

Students with Dyslexia: The count and percentage of students identified with Dyslexia.

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

$$\frac{\text{number of students in the 2018–19 school year considered as at risk}}{\text{total number of students}}$$

(*Data source: TSDS PEIMS 40110*)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

Mobility (*campus profile only*): The count and percentage of students who have been in membership at a campus for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2017–18

**number of students who were in membership at any time during the
2017–18 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. (Data source: TSDS PEIMS 42400)

Retention Rates by Grade (*not on campus profile*): The percentage of students in Texas public schools who enrolled in fall 2018 in the same grade in which they were reported for the last six-week period of the prior school year (2017–18).

the number of students enrolled in the same grade from one school year to the next

the number of students enrolled from one school year who return the next year or who graduate

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2017–18*, available from TEA. (Data source: TSDS PEIMS 40110)

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 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by

the end of the school start window. (For 2017–18 the end of the school-start window was September 28, 2018.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2017–18 school year

(Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

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.

(Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

Auxiliary Staff (not on campus profile): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: TSDS PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcount not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 Part-time Counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: TSDS PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: TSDS PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration. (not on campus profile) Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (district profile only): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2017–18 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers (not on campus profile): The percentage of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19. It is calculated as the total FTE count of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19, divided by the total teacher FTE count for the fall of 2017–18. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30050 and 30090)*

Staff Exclusions (not on campus profile): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note

that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Data source: TSDS PEIMS 30055 and 30060)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

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. (Data source: TSDS PEIMS 40110, 41163 and 41169)

Teachers by Program (population served): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Data source: TSDS PEIMS 30040, 30050 and 30090)

Kindergarten Readiness

Kindergarten (KG) Ready: Assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner's List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013–14 through 2018–19, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#). Students may take multiple assessments.

Eligible Students: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students determined to be kindergarten ready based on assessment results, who were eligible to attend PK and did attend public PK the prior school year.

Eligible Students Who Did Not Attend PK: Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

Student Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

$$\frac{\text{number of kindergarten ready students}}{\text{all kindergarten students who were assessed for kindergarten readiness}}$$

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting.....	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board ...	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
RDA Special Education Monitoring Results Status		
	Results Driven Accountability.....	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine.....	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance.....	(512) 463-9623
School Report Card	Performance Reporting.....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR (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
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment	(512) 463-9536

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004.....	Assistant/Associate/Deputy Superintendent
027.....	Superintendent/CAO/CEO/President
061.....	Asst/Assoc/Deputy Exec Director
062.....	Component/Department Director
063.....	Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003.....	Assistant Principal
020.....	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012.....	Instructional Officer
028.....	Teacher Supervisor
040.....	Athletic Director
043.....	Business Manager
044.....	Tax Assessor and/or Collector
045.....	Director - Personnel/Human Resources
055.....	Registrar
060.....	Executive Director

PROFESSIONAL SUPPORT STAFF

002.....	Art Therapist
005.....	Psychological Associate
006.....	Audiologist
007.....	Corrective Therapist
008.....	Counselor
011.....	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019.....	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant
065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional

107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary

TEACHERS

087	Teacher
047	Substitute Teacher

EDUCATIONAL AIDES

033	Educational Aide
036	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Advanced Academic Courses

2018–19 Texas Academic Performance Report

- All courses shown were for the 2018–19 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

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 (First Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
03580370	Discrete Math for Computer Science
03580395	Robotics Programming and Design
12701410	Applied Math for Tech Professionals
13001000	Math Appl in Ag/Food and Nat/Resources
13016700	Accounting II
13016900	Statistical and Business Decision Making
13018000	Financial Mathematics
13020970	Math for Medical Professionals
13032950	Manufacturing Engineering Technology II
13036700	Engineering Mathematics
13037050	Robotics II
13037600	Digital Electronics
A3100101	AP Calculus AB

Mathematics (cont.)

A3100102	AP Calculus BC
A3100200	AP Statistics
A3580100	AP Computer Science A
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
A3580300	AP Computer Science Principles
N1100014	AP Research
N1130026	AP Seminar
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society, SL
I3580500	IB Information Technology In A Global Society

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Ensemble
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 Portfolio
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio

Fine Arts (cont.)

I3250200	IB Music, Standard Level
I3250300	IB Music, Higher Level
I3600100	IB Visual Art/Design, Higher Level
I3600200	IB Visual Art/Design, Standard Level-A
I3750200	IB Theatre Arts, Standard Level
I3750300	IB Theatre Arts, Higher Level
I3830100	IB Dance, Standard Level
I3830200	IB Dance, Higher Level

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050003	AP Physics I: Algebra Based
A3050004	AP Physics II: Algebra Based
A3050005	AP Physics C: Electricity and Magnetism
A3050006	AP Physics C: Mechanics
I3010201	IB Biology, Standard Level
I3010202	IB Biology, Higher Level
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology, Standard Level
I3030002	IB Design Technology, Higher Level
I3040002	IB Chemistry, Standard Level
I3040003	IB Chemistry, Higher Level
I3050002	IB Physics, Standard Level
I3050003	IB Physics, Higher Level
13000700	Advanced Animal Science
13002100	Advanced Plant and Soil Science
13020600	Anatomy and Physiology
13020700	Medical Microbiology
13020800	Pathophysiology
13023000	Food Science
13029500	Forensic Science
13036400	Biotechnology I
13036450	Biotechnology II
13037100	Principles of Technology
13037200	Scientific Research and Design
13037210	Scientific Research and Design II
13037220	Scientific Research and Design III
13037300	Engineering Design and Problem Solving
13037500	Engineering Science

Social Studies/History

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
A3360200	AP Human Geography (Elective)
A3370100	AP World History
I3301100	IB History, Standard Level
I3301200	IB History: Africa, Higher Level
I3301300	IB History: Americas, Higher Level
I3301400	IB History: East and Southeast Asia, Higher Level
I3301500	IB History: Europe, Higher Level
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
03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03110910	Adv, 1st Time, Arabic
03110920	Adv, 2nd Time, Arabic
03110930	Adv, 3rd Time, Arabic
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03120910	Adv, 1st Time, Japanese

03120920	Adv, 2nd Time, Japanese
03120930	Adv, 3rd Time, Japanese

Advanced Languages (Cont.)

03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03400910	Adv, 1st Time, Italian
03400920	Adv, 2nd Time, Italian
03400930	Adv, 3rd Time, Italian
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03410910	Adv, 1st Time, French
03410920	Adv, 2nd Time, French
03410930	Adv, 3rd Time, French
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03420910	Adv, 1st Time, German
03420920	Adv, 2nd Time, German
03420930	Adv, 3rd Time, German
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03440910	Adv, 1st Time, Spanish
03440920	Adv, 2nd Time, Spanish
03440930	Adv, 3rd Time, Spanish
03450400	Russian IV
03450500	Russian V

Advanced Languages (Cont.)

03450600	Russian VI
03450700	Russian VII
03450910	Adv, 1st Time, Russian
03450920	Adv, 2nd Time, Russian
03450930	Adv, 3rd Time, Russian
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03470910	Adv, 1st Time, Portuguese
03470920	Adv, 2nd Time, Portuguese
03470930	Adv, 3rd Time, Portuguese
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03490910	Adv, 1st Time, Chinese
03490920	Adv, 2nd Time, Chinese
03490930	Adv, 3rd Time, Chinese
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03510910	Adv, 1st Time, Vietnam
03510920	Adv, 2nd Time, Vietnam
03510930	Adv, 3rd Time, Vietnam
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03520910	Adv, 1st Time, Hindi
03520920	Adv, 2nd Time, Hindi
03520930	Adv, 3rd Time, Hindi
03980400	American Sign Language IV
03530910	Adv, 1st Time, Urdu
03530920	Adv, 2nd Time, Urdu
03530930	Adv, 3rd Time, Urdu
11401910	Adv, 1st Time, Turkish

Advanced Languages (Cont.)

11401920	Adv, 2nd Time, Turkish
11401930	Adv, 3rd Time, Turkish
11403610	Adv, 1st Time, Korean
11403620	Adv, 2nd Time, Korean
11403630	Adv, 3rd Time, Korean
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
A3400400	AP Italian 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
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

Advanced Languages (Cont.)

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
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV