# Annual Report

## *2017-2018*

Not just a district, a destination.

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

*www.tomballisd.net*
*tel: 281-357-3100*
*fax: 281-357-3128*

# TOMBALL ISD
# ANNUAL PERFORMANCE REPORT
# 2017-2018


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 2017-2018** (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
Creekside Park Junior High School
Decker Prairie Elementary
Lakewood Elementary
Tomball Intermediate
Willow Creek Elementary
Tomball Elementary
Northpointe Intermediate
Rosehill Elementary
Canyon Pointe Elementary
Creekside Forest Elementary
Timber Creek Elementary
Creekview Elementary
Wildwood Elementary
Oakcrest Intermediate

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## Tomball ISD Non-Discrimination Policies

### General Policies

Tomball ISD Board Policy FFH (LOCAL)

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

Tomball ISD Board Policy DIA (LOCAL)

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

### Vocational Programs

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

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

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

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

### Contacts

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

# TOMBALL ISD

# ANNUAL PERFORMANCE REPORT

## *DISTRICT VISION STATEMENT*

Tomball ISD students will lead in creating the future.

## *DISTRICT MISSION STATEMENT*

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

## *DISTRICT and CAMPUS PERFORMANCE OBJECTIVES*

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

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

District Number: **101921**

2018 Accountability Rating: **A**

*2018 Special Education Determination Status:*

***Meets Requirements***

*2018 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration):*

***Meets Requirements***

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 District STAAR Performance

| | | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 3 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 77% | **92%** | 91% | 90% | 93% | * | 94% | * | 96% | 63% | 85% | 89% |
| | 2017 | 73% | 73% | **89%** | 80% | 87% | 89% | * | 95% | - | 92% | 62% | 78% | 87% |
| At Meets Grade Level or Above | 2018 | 43% | 44% | **64%** | 49% | 60% | 65% | * | 76% | * | 67% | 30% | 47% | 61% |
| | 2017 | 45% | 46% | **66%** | 66% | 60% | 67% | * | 74% | - | 80% | 34% | 45% | 61% |
| At Masters Grade Level | 2018 | 25% | 25% | **42%** | 33% | 38% | 42% | * | 52% | * | 50% | 10% | 24% | 38% |
| | 2017 | 29% | 30% | **46%** | 41% | 39% | 48% | * | 54% | - | 61% | 21% | 27% | 40% |
| **Grade 3 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 79% | **91%** | 88% | 89% | 92% | * | 98% | * | 88% | 57% | 82% | 89% |
| | 2017 | 77% | 78% | **91%** | 80% | 89% | 91% | * | 99% | - | 94% | 69% | 81% | 90% |
| At Meets Grade Level or Above | 2018 | 47% | 48% | **69%** | 52% | 62% | 72% | * | 85% | * | 72% | 31% | 48% | 60% |
| | 2017 | 49% | 50% | **70%** | 52% | 62% | 72% | * | 94% | - | 86% | 37% | 48% | 68% |
| At Masters Grade Level | 2018 | 23% | 24% | **41%** | 18% | 34% | 42% | * | 67% | * | 44% | 8% | 19% | 33% |
| | 2017 | 26% | 27% | **45%** | 34% | 36% | 46% | * | 71% | - | 59% | 16% | 22% | 39% |
| **Grade 4 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 73% | 73% | **92%** | 86% | 89% | 94% | * | 97% | - | 94% | 69% | 85% | 88% |
| | 2017 | 70% | 71% | **87%** | 65% | 83% | 90% | * | 92% | - | 82% | 46% | 73% | 78% |
| At Meets Grade Level or Above | 2018 | 46% | 46% | **72%** | 61% | 63% | 74% | * | 88% | - | 75% | 52% | 51% | 63% |
| | 2017 | 44% | 45% | **63%** | 43% | 59% | 67% | * | 77% | - | 57% | 28% | 43% | 53% |
| At Masters Grade Level | 2018 | 24% | 25% | **43%** | 39% | 35% | 44% | * | 58% | - | 55% | 25% | 25% | 32% |
| | 2017 | 24% | 25% | **40%** | 22% | 33% | 44% | * | 54% | - | 37% | 11% | 20% | 28% |
| **Grade 4 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 80% | **94%** | 83% | 92% | 96% | * | 99% | - | 94% | 72% | 88% | 93% |
| | 2017 | 76% | 77% | **92%** | 76% | 90% | 93% | * | 97% | - | 85% | 56% | 85% | 88% |
| At Meets Grade Level or Above | 2018 | 49% | 51% | **72%** | 56% | 62% | 76% | * | 94% | - | 81% | 40% | 51% | 65% |
| | 2017 | 47% | 50% | **70%** | 48% | 68% | 71% | * | 87% | - | 71% | 31% | 53% | 66% |
| At Masters Grade Level | 2018 | 27% | 29% | **47%** | 30% | 35% | 50% | * | 79% | - | 67% | 18% | 28% | 39% |
| | 2017 | 27% | 30% | **48%** | 35% | 43% | 50% | * | 68% | - | 46% | 19% | 29% | 42% |
| **Grade 4 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 63% | 63% | **82%** | 70% | 79% | 82% | * | 93% | - | 87% | 43% | 68% | 84% |
| | 2017 | 65% | 65% | **80%** | * | 79% | 82% | * | 88% | - | 66% | 31% | 69% | 81% |
| At Meets Grade Level or Above | 2018 | 39% | 40% | **59%** | 50% | 52% | 59% | * | 79% | - | 72% | 32% | 39% | 57% |
| | 2017 | 34% | 35% | **47%** | * | 45% | 49% | * | 62% | - | 40% | 19% | 32% | 50% |
| At Masters Grade Level | 2018 | 11% | 11% | **19%** | 19% | 18% | 17% | * | 39% | - | 25% | 8% | 10% | 19% |
| | 2017 | 11% | 11% | **18%** | * | 18% | 18% | * | 30% | - | 12% | 5% | 11% | 21% |
| **Grade 5 Reading^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 84% | 83% | **95%** | 84% | 95% | 95% | * | 98% | - | 94% | 62% | 90% | 93% |
| | 2017 | 82% | 81% | **95%** | 87% | 91% | 97% | * | 99% | - | 95% | 70% | 85% | 90% |
| At Meets Grade Level or Above | 2018 | 54% | 54% | **74%** | 49% | 75% | 76% | * | 84% | - | 55% | 32% | 57% | 69% |
| | 2017 | 48% | 49% | **70%** | 56% | 61% | 73% | * | 88% | - | 75% | 35% | 48% | 65% |
| At Masters Grade Level | 2018 | 26% | 27% | **43%** | 20% | 39% | 47% | * | 58% | - | 35% | 13% | 21% | 33% |
| | 2017 | 25% | 26% | **43%** | 29% | 36% | 45% | * | 58% | - | 58% | 11% | 21% | 35% |
| **Grade 5 Mathematics^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 91% | 90% | **97%** | 90% | 97% | 98% | * | 99% | - | 98% | 86% | 95% | 96% |
| | 2017 | 87% | 87% | **98%** | 94% | 96% | 99% | * | 100% | - | 100% | 87% | 92% | 95% |
| At Meets Grade Level or Above | 2018 | 58% | 58% | **77%** | 46% | 72% | 80% | * | 91% | - | 76% | 40% | 63% | 70% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 District STAAR Performance

| | | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 50% | 52% | **75%** | 48% | 67% | 78% | * | 95% | - | 83% | 41% | 55% | 70% |
| At Masters Grade Level | 2018 | 30% | 31% | **48%** | 31% | 44% | 49% | * | 73% | - | 41% | 16% | 28% | 45% |
| | 2017 | 24% | 26% | **47%** | 25% | 40% | 49% | * | 76% | - | 48% | 17% | 26% | 44% |
| **Grade 5 Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 76% | 76% | **88%** | 71% | 84% | 91% | * | 93% | - | 92% | 49% | 76% | 80% |
| | 2017 | 74% | 75% | **90%** | 73% | 84% | 93% | * | 96% | - | 95% | 51% | 77% | 82% |
| At Meets Grade Level or Above | 2018 | 41% | 42% | **58%** | 31% | 51% | 62% | * | 74% | - | 56% | 24% | 38% | 47% |
| | 2017 | 42% | 44% | **67%** | 38% | 57% | 72% | * | 86% | - | 82% | 36% | 47% | 59% |
| At Masters Grade Level | 2018 | 17% | 18% | **31%** | 19% | 24% | 33% | * | 43% | - | 33% | 10% | 15% | 25% |
| | 2017 | 18% | 20% | **33%** | 17% | 26% | 35% | * | 57% | - | 49% | 13% | 19% | 27% |
| **Grade 6 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 69% | 71% | **88%** | 72% | 85% | 90% | * | 94% | - | 93% | 52% | 73% | 85% |
| | 2017 | 69% | 70% | **88%** | 86% | 81% | 90% | - | 97% | - | 95% | 50% | 76% | 80% |
| At Meets Grade Level or Above | 2018 | 39% | 41% | **62%** | 43% | 56% | 63% | * | 81% | - | 71% | 25% | 41% | 58% |
| | 2017 | 37% | 39% | **62%** | 52% | 52% | 64% | - | 87% | - | 67% | 24% | 41% | 47% |
| At Masters Grade Level | 2018 | 19% | 20% | **37%** | 19% | 31% | 38% | * | 53% | - | 38% | 8% | 20% | 28% |
| | 2017 | 18% | 19% | **36%** | 26% | 29% | 38% | - | 61% | - | 36% | 10% | 18% | 25% |
| **Grade 6 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 78% | **94%** | 84% | 92% | 96% | * | 100% | - | 93% | 77% | 86% | 90% |
| | 2017 | 76% | 78% | **95%** | 90% | 91% | 96% | - | 100% | - | 93% | 76% | 87% | 89% |
| At Meets Grade Level or Above | 2018 | 44% | 46% | **73%** | 55% | 66% | 75% | * | 95% | - | 76% | 37% | 51% | 67% |
| | 2017 | 43% | 45% | **74%** | 60% | 68% | 75% | - | 97% | - | 84% | 38% | 58% | 69% |
| At Masters Grade Level | 2018 | 18% | 20% | **44%** | 27% | 35% | 45% | * | 76% | - | 48% | 17% | 23% | 39% |
| | 2017 | 18% | 20% | **45%** | 26% | 36% | 48% | - | 82% | - | 44% | 14% | 26% | 38% |
| **Grade 7 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 76% | **90%** | 79% | 85% | 92% | * | 98% | - | 96% | 61% | 81% | 79% |
| | 2017 | 73% | 75% | **87%** | 68% | 86% | 88% | * | 96% | - | 91% | 47% | 71% | 84% |
| At Meets Grade Level or Above | 2018 | 48% | 50% | **71%** | 57% | 60% | 75% | * | 87% | - | 82% | 35% | 53% | 51% |
| | 2017 | 42% | 43% | **61%** | 42% | 56% | 62% | * | 81% | - | 63% | 23% | 41% | 54% |
| At Masters Grade Level | 2018 | 29% | 30% | **51%** | 38% | 44% | 54% | * | 68% | - | 49% | 14% | 33% | 32% |
| | 2017 | 23% | 24% | **39%** | 26% | 32% | 42% | * | 51% | - | 59% | 9% | 17% | 27% |
| **Grade 7 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 72% | 75% | **92%** | 86% | 92% | 92% | * | 100% | - | 92% | 58% | 83% | 91% |
| | 2017 | 70% | 73% | **89%** | 80% | 88% | 89% | * | 99% | - | 91% | 53% | 76% | 86% |
| At Meets Grade Level or Above | 2018 | 40% | 43% | **73%** | 59% | 63% | 78% | * | 91% | - | 75% | 35% | 57% | 62% |
| | 2017 | 40% | 46% | **73%** | 56% | 67% | 76% | * | 92% | - | 72% | 33% | 54% | 65% |
| At Masters Grade Level | 2018 | 18% | 20% | **46%** | 25% | 35% | 50% | * | 80% | - | 47% | 18% | 27% | 34% |
| | 2017 | 17% | 21% | **43%** | 22% | 35% | 46% | * | 66% | - | 41% | 10% | 23% | 32% |
| **Grade 7 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 69% | 69% | **87%** | 82% | 83% | 88% | * | 99% | - | 93% | 43% | 75% | 76% |
| | 2017 | 70% | 71% | **85%** | 76% | 82% | 85% | * | 97% | - | 94% | 46% | 69% | 79% |
| At Meets Grade Level or Above | 2018 | 43% | 44% | **65%** | 56% | 55% | 69% | * | 89% | - | 74% | 24% | 43% | 48% |
| | 2017 | 39% | 40% | **61%** | 45% | 54% | 62% | * | 84% | - | 75% | 22% | 38% | 49% |
| At Masters Grade Level | 2018 | 15% | 16% | **32%** | 25% | 24% | 34% | * | 62% | - | 30% | 7% | 14% | 15% |
| | 2017 | 12% | 13% | **26%** | 24% | 19% | 28% | * | 44% | - | 41% | 8% | 12% | 16% |
| **Grade 8 Reading^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 86% | 86% | **94%** | 88% | 93% | 94% | * | 99% | - | 94% | 66% | 87% | 93% |
| | 2017 | 86% | 86% | **95%** | 98% | 92% | 97% | * | 100% | - | 97% | * | 89% | 89% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 District STAAR Performance

| | | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Meets Grade Level or Above | 2018 | 49% | 51% | **68%** | 60% | 60% | 70% | * | 88% | - | 74% | 34% | 50% | 56% |
| | 2017 | 50% | 52% | **69%** | 68% | 57% | 74% | * | 79% | - | 67% | * | 45% | 46% |
| At Masters Grade Level | 2018 | 27% | 28% | **42%** | 33% | 39% | 42% | * | 53% | - | 53% | 12% | 24% | 29% |
| | 2017 | 23% | 25% | **34%** | 32% | 27% | 38% | * | 48% | - | 25% | * | 14% | 19% |
| **Grade 8 Mathematics^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 86% | 87% | **94%** | 89% | 95% | 94% | * | 100% | - | * | 75% | 91% | 93% |
| | 2017 | 85% | 86% | **97%** | 98% | 95% | 98% | * | 98% | - | 96% | 75% | 94% | 97% |
| At Meets Grade Level or Above | 2018 | 51% | 52% | **69%** | 64% | 65% | 70% | * | 90% | - | * | 39% | 61% | 64% |
| | 2017 | 45% | 47% | **66%** | 63% | 60% | 69% | * | 88% | - | 62% | 33% | 50% | 62% |
| At Masters Grade Level | 2018 | 15% | 16% | **20%** | 11% | 18% | 20% | * | 42% | - | * | 14% | 13% | 22% |
| | 2017 | 13% | 13% | **21%** | 18% | 16% | 23% | * | 44% | - | 19% | 10% | 8% | 16% |
| **Grade 8 Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 76% | 77% | **90%** | 82% | 88% | 91% | * | 95% | - | 86% | 54% | 76% | 82% |
| | 2017 | 76% | 78% | **88%** | 84% | 82% | 91% | * | 98% | - | 88% | 53% | 72% | 78% |
| At Meets Grade Level or Above | 2018 | 52% | 53% | **75%** | 58% | 68% | 78% | * | 89% | - | 77% | 36% | 53% | 61% |
| | 2017 | 48% | 51% | **65%** | 55% | 53% | 71% | * | 81% | - | 58% | 25% | 39% | 48% |
| At Masters Grade Level | 2018 | 28% | 29% | **47%** | 30% | 41% | 49% | * | 67% | - | 46% | 16% | 29% | 33% |
| | 2017 | 19% | 21% | **29%** | 20% | 20% | 34% | * | 39% | - | 21% | 7% | 10% | 19% |
| **Grade 8 Social Studies** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 65% | 66% | **82%** | 72% | 78% | 85% | * | 92% | - | 74% | 49% | 68% | 79% |
| | 2017 | 63% | 65% | **82%** | 80% | 73% | 85% | * | 95% | - | 76% | * | 62% | 72% |
| At Meets Grade Level or Above | 2018 | 36% | 37% | **53%** | 45% | 47% | 55% | * | 68% | - | 63% | 28% | 38% | 43% |
| | 2017 | 33% | 35% | **50%** | 50% | 38% | 54% | * | 66% | - | 53% | * | 23% | 34% |
| At Masters Grade Level | 2018 | 21% | 22% | **35%** | 28% | 28% | 36% | * | 55% | - | 43% | 13% | 21% | 25% |
| | 2017 | 19% | 21% | **30%** | 30% | 23% | 32% | * | 42% | - | 26% | * | 9% | 16% |
| **End of Course English I** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 65% | 65% | **85%** | 74% | 81% | 88% | - | 96% | * | 91% | 42% | 69% | 76% |
| | 2017 | 64% | 64% | **85%** | 67% | 80% | 88% | * | 95% | * | 86% | * | 70% | 68% |
| At Meets Grade Level or Above | 2018 | 44% | 45% | **70%** | 53% | 61% | 73% | - | 92% | * | 70% | 21% | 45% | 47% |
| | 2017 | 43% | 44% | **69%** | 51% | 61% | 73% | * | 82% | * | 77% | * | 41% | 40% |
| At Masters Grade Level | 2018 | 7% | 8% | **17%** | 11% | 12% | 19% | - | 29% | * | 16% | 5% | 7% | 5% |
| | 2017 | 8% | 8% | **15%** | 14% | 13% | 14% | * | 39% | * | 16% | * | 6% | 6% |
| **End of Course English II** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 67% | 67% | **85%** | 73% | 80% | 88% | * | 93% | * | 83% | * | 69% | * |
| | 2017 | 66% | 66% | **83%** | * | 77% | 88% | * | 93% | * | 81% | * | 71% | * |
| At Meets Grade Level or Above | 2018 | 48% | 48% | **74%** | 57% | 67% | 78% | * | 82% | * | 74% | * | 50% | * |
| | 2017 | 45% | 45% | **68%** | * | 57% | 76% | * | 80% | * | 68% | * | 49% | * |
| At Masters Grade Level | 2018 | 8% | 9% | **18%** | 7% | 13% | 20% | * | 46% | * | 19% | * | 5% | * |
| | 2017 | 6% | 7% | **16%** | * | 11% | 18% | * | 42% | * | 19% | * | 5% | * |
| **End of Course Algebra I** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 83% | 83% | **95%** | 88% | 93% | 96% | * | 100% | - | 98% | 66% | 88% | 93% |
| | 2017 | 83% | 82% | **93%** | 85% | 91% | 95% | - | 96% | * | 93% | 57% | 83% | 89% |
| At Meets Grade Level or Above | 2018 | 55% | 55% | **81%** | 67% | 77% | 83% | * | 99% | - | 85% | 29% | 65% | 75% |
| | 2017 | 48% | 50% | **79%** | 47% | 75% | 82% | - | 95% | * | 76% | 19% | 51% | 66% |
| At Masters Grade Level | 2018 | 32% | 34% | **62%** | 47% | 54% | 64% | * | 85% | - | 63% | 12% | 38% | 52% |
| | 2017 | 26% | 29% | **55%** | 29% | 54% | 54% | - | 89% | * | 52% | 8% | 28% | 44% |
| **End of Course Biology** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 87% | 86% | **96%** | 95% | 94% | 96% | - | 100% | - | 98% | 71% | 89% | 92% |
| | 2017 | 86% | 86% | **95%** | 82% | 94% | 96% | * | 96% | * | 98% | * | 86% | 93% |
| At Meets Grade Level or Above | 2018 | 59% | 60% | **79%** | 61% | 72% | 83% | - | 95% | - | 76% | 33% | 57% | 60% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 District STAAR Performance

| | | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 57% | 59% | **78%** | 56% | 72% | 80% | * | 92% | * | 90% | * | 52% | 57% |
| At Masters Grade Level | 2018 | 24% | 26% | **40%** | 24% | 30% | 45% | - | 62% | - | 46% | 9% | 18% | 24% |
| | 2017 | 21% | 23% | **38%** | 25% | 32% | 39% | * | 69% | * | 43% | * | 19% | 18% |
| **End of Course U.S. History** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 92% | 91% | **97%** | 92% | 96% | 98% | * | 97% | * | 96% | 75% | 94% | 89% |
| | 2017 | 91% | 91% | **98%** | 94% | 96% | 98% | * | 98% | - | 100% | 78% | 95% | 89% |
| At Meets Grade Level or Above | 2018 | 70% | 71% | **88%** | 77% | 84% | 91% | * | 90% | * | 81% | 46% | 76% | 64% |
| | 2017 | 66% | 68% | **87%** | 85% | 80% | 91% | * | 94% | - | 90% | 42% | 76% | 56% |
| At Masters Grade Level | 2018 | 40% | 43% | **68%** | 46% | 61% | 73% | * | 75% | * | 63% | 16% | 54% | 38% |
| | 2017 | 35% | 39% | **62%** | 40% | 55% | 66% | * | 74% | - | 70% | 17% | 44% | 31% |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 77% | **91%** | 83% | 88% | 92% | 90% | 97% | * | 92% | 60% | 82% | 86% |
| | 2017 | 75% | 76% | **90%** | 80% | 87% | 92% | 82% | 97% | * | 90% | 56% | 79% | 84% |
| At Meets Grade Level or Above | 2018 | 48% | 49% | **70%** | 55% | 63% | 73% | 74% | 87% | * | 73% | 33% | 51% | 59% |
| | 2017 | 45% | 47% | **68%** | 52% | 60% | 71% | 53% | 84% | * | 72% | 28% | 46% | 56% |
| At Masters Grade Level | 2018 | 22% | 23% | **40%** | 26% | 33% | 42% | 40% | 61% | * | 42% | 12% | 22% | 30% |
| | 2017 | 20% | 22% | **37%** | 24% | 30% | 39% | 20% | 57% | * | 40% | 10% | 19% | 28% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 74% | **90%** | 81% | 87% | 92% | 88% | 96% | * | 93% | 56% | 80% | 85% |
| | 2017 | 72% | 72% | **88%** | 76% | 84% | 91% | * | 96% | * | 90% | 50% | 76% | 81% |
| At Meets Grade Level or Above | 2018 | 46% | 47% | **69%** | 54% | 63% | 72% | 76% | 85% | * | 71% | 30% | 49% | 57% |
| | 2017 | 44% | 45% | **66%** | 53% | 58% | 69% | * | 81% | * | 69% | 25% | 44% | 52% |
| At Masters Grade Level | 2018 | 19% | 20% | **36%** | 24% | 31% | 38% | 40% | 53% | * | 40% | 11% | 20% | 27% |
| | 2017 | 19% | 20% | **34%** | 23% | 27% | 36% | * | 52% | * | 39% | 9% | 16% | 25% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 82% | **94%** | 87% | 93% | 95% | 96% | 99% | * | 93% | 70% | 87% | 92% |
| | 2017 | 79% | 80% | **93%** | 86% | 91% | 94% | * | 99% | * | 93% | 67% | 85% | 90% |
| At Meets Grade Level or Above | 2018 | 50% | 51% | **74%** | 57% | 67% | 77% | 78% | 92% | * | 76% | 36% | 56% | 66% |
| | 2017 | 46% | 49% | **73%** | 53% | 67% | 75% | * | 93% | * | 77% | 33% | 52% | 67% |
| At Masters Grade Level | 2018 | 24% | 25% | **45%** | 28% | 38% | 47% | 41% | 74% | * | 49% | 15% | 26% | 39% |
| | 2017 | 22% | 24% | **45%** | 27% | 37% | 47% | * | 72% | * | 46% | 14% | 24% | 38% |
| **All Grades Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 66% | **84%** | 76% | 81% | 85% | * | 96% | - | 90% | 43% | 71% | 81% |
| | 2017 | 67% | 68% | **82%** | 68% | 80% | 84% | * | 93% | - | 77% | 39% | 69% | 80% |
| At Meets Grade Level or Above | 2018 | 41% | 42% | **62%** | 53% | 53% | 64% | * | 83% | - | 73% | 28% | 41% | 54% |
| | 2017 | 36% | 37% | **54%** | 35% | 49% | 55% | * | 73% | - | 54% | 21% | 35% | 49% |
| At Masters Grade Level | 2018 | 13% | 13% | **26%** | 22% | 21% | 25% | * | 49% | - | 27% | 7% | 12% | 18% |
| | 2017 | 11% | 12% | **22%** | 16% | 18% | 23% | * | 37% | - | 23% | 6% | 11% | 19% |
| **All Grades Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 80% | **91%** | 83% | 89% | 93% | 100% | 95% | - | 92% | 57% | 80% | 84% |
| | 2017 | 79% | 80% | **91%** | 80% | 86% | 94% | * | 97% | * | 94% | 54% | 78% | 84% |
| At Meets Grade Level or Above | 2018 | 51% | 52% | **70%** | 51% | 63% | 74% | 86% | 86% | - | 69% | 31% | 49% | 54% |
| | 2017 | 49% | 52% | **70%** | 50% | 61% | 75% | * | 86% | * | 78% | 27% | 46% | 55% |
| At Masters Grade Level | 2018 | 23% | 24% | **39%** | 25% | 31% | 42% | 86% | 57% | - | 41% | 12% | 21% | 27% |
| | 2017 | 19% | 21% | **34%** | 21% | 26% | 36% | * | 55% | * | 38% | 8% | 16% | 22% |
| **All Grades Social Studies** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 79% | **89%** | 81% | 87% | 91% | * | 94% | * | 84% | 60% | 80% | 82% |
| | 2017 | 77% | 78% | **89%** | 87% | 85% | 91% | * | 96% | - | 88% | 63% | 78% | 78% |
| At Meets Grade Level or Above | 2018 | 53% | 54% | **69%** | 60% | 64% | 72% | * | 78% | * | 71% | 35% | 56% | 50% |
| | 2017 | 49% | 52% | **67%** | 68% | 58% | 71% | * | 78% | - | 70% | 31% | 49% | 41% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 District STAAR Performance

| | | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Masters Grade Level | 2018 | 31% | 32% | **50%** | 37% | 43% | 53% | * | 64% | * | 52% | 14% | 37% | 30% |
| | 2017 | 27% | 30% | **45%** | 35% | 39% | 48% | * | 56% | - | 47% | 11% | 26% | 21% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 District Progress

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

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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 | 2018 | 38% | 38% | **54%** | 51% | 56% | 53% | * | 61% | - | 44% | 35% | 50% | 51% |
| | 2017 | 35% | 34% | **43%** | 31% | 45% | 43% | * | 50% | - | 48% | 25% | 36% | 41% |
| Mathematics | 2018 | 47% | 46% | **61%** | 49% | 60% | 63% | * | 86% | - | 71% | 46% | 55% | 59% |
| | 2017 | 43% | 44% | **58%** | 50% | 60% | 58% | * | 82% | - | 43% | 41% | 53% | 58% |
| **Student Success Initiative** | | | | | | | | | | | | | | |
| **Grade 5 Reading** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 79% | 79% | **92%** | 76% | 91% | 93% | * | 97% | - | 88% | 54% | 86% | 82% |
| Students Requiring Accelerated Instruction | 2018 | 21% | 21% | **8%** | 24% | 9% | 7% | 0% | * | - | 13% | 46% | 14% | 18% |
| STAAR Cumulative Met Standard | 2018 | 84% | 83% | **95%** | 84% | 95% | 95% | * | 99% | - | 94% | 58% | 90% | 89% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2017 | 97% | 97% | **90%** | * | 100% | 85% | - | - | - | * | 91% | 96% | 87% |
| STAAR Met Standard (Non-Proficient in Previous Year) | | | | | | | | | | | | | | |
| Promoted to Grade 6 | 2018 | 10% | 11% | * | * | * | * | - | - | - | * | * | * | * |
| Retained in Grade 5 | 2018 | 53% | 47% | * | * | - | * | - | - | - | - | * | * | * |
| **Grade 5 Mathematics** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 85% | 84% | **95%** | 88% | 93% | 96% | * | 98% | - | 96% | 71% | 90% | 87% |
| Students Requiring Accelerated Instruction | 2018 | 15% | 16% | **5%** | 12% | 7% | 4% | 0% | * | - | * | 29% | 10% | 13% |
| STAAR Cumulative Met Standard | 2018 | 90% | 90% | **97%** | 90% | 97% | 98% | * | 99% | - | 98% | 84% | 95% | 93% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2017 | 96% | 96% | **90%** | * | 100% | * | - | - | - | - | 100% | 94% | 80% |
| STAAR Met Standard (Non-Proficient in Previous Year) | | | | | | | | | | | | | | |
| Promoted to Grade 6 | 2018 | 23% | 24% | **38%** | * | 56% | * | - | - | - | - | * | 38% | * |
| Retained in Grade 5 | 2018 | 69% | 59% | * | * | - | - | - | - | - | - | - | * | * |
| **Grade 8 Reading** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 79% | 80% | **90%** | 84% | 86% | 91% | * | 97% | - | 88% | 44% | 80% | 69% |
| Students Requiring Accelerated Instruction | 2018 | 21% | 20% | **10%** | 16% | 14% | 9% | 0% | * | - | * | 56% | 20% | 31% |
| STAAR Cumulative Met Standard | 2018 | 85% | 86% | **93%** | 88% | 91% | 94% | * | 99% | - | 94% | 58% | 86% | 75% |
| **Grade 8 Mathematics** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 80% | 80% | **89%** | 81% | 87% | 91% | * | 96% | - | 78% | 55% | 82% | 70% |
| Students Requiring Accelerated Instruction | 2018 | 20% | 20% | **11%** | 19% | 13% | 9% | 0% | * | - | * | 45% | 18% | 30% |
| STAAR Cumulative Met Standard | 2018 | 86% | 86% | **94%** | 88% | 94% | 94% | * | 100% | - | 83% | 68% | 89% | 81% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | |
| 2017 | 98% | 98% | * | - | * | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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 | 2018 | 77% | 77% | **91%** | 83% | - | 73% | - | 84% | 76% | 83% | 61% | 97% | 78% | 78% |
| | 2017 | 75% | 76% | **90%** | 79% | - | * | - | 82% | 74% | 79% | 66% | 82% | 76% | 76% |
| At Meets Grade Level or Above | 2018 | 48% | 49% | **70%** | 47% | - | 41% | - | 47% | 42% | 49% | 29% | 56% | 44% | 44% |
| | 2017 | 45% | 47% | **68%** | 46% | - | * | - | 48% | 38% | 46% | 26% | 57% | 41% | 41% |
| At Masters Grade Level | 2018 | 22% | 23% | **40%** | 23% | - | 19% | - | 23% | 16% | 19% | 9% | 25% | 18% | 18% |
| | 2017 | 20% | 22% | **37%** | 23% | - | * | - | 24% | 15% | 20% | 7% | 17% | 18% | 18% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 74% | **90%** | 83% | - | 66% | - | 86% | 70% | 83% | 50% | * | 75% | 76% |
| | 2017 | 72% | 72% | **88%** | 77% | - | * | - | 80% | 69% | 76% | 58% | * | 71% | 71% |
| At Meets Grade Level or Above | 2018 | 46% | 47% | **69%** | 51% | - | 39% | - | 53% | 38% | 48% | 20% | * | 43% | 43% |
| | 2017 | 44% | 45% | **66%** | 42% | - | * | - | 46% | 30% | 40% | 16% | * | 34% | 35% |
| At Masters Grade Level | 2018 | 19% | 20% | **36%** | 25% | - | 12% | - | 27% | 13% | 19% | 3% | * | 18% | 18% |
| | 2017 | 19% | 20% | **34%** | 24% | - | * | - | 26% | 12% | 17% | 4% | * | 16% | 16% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 82% | **94%** | 87% | - | 80% | - | 88% | 88% | 93% | 75% | 100% | 88% | 88% |
| | 2017 | 79% | 80% | **93%** | 83% | - | * | - | 86% | 87% | 89% | 81% | 95% | 85% | 86% |
| At Meets Grade Level or Above | 2018 | 50% | 51% | **74%** | 46% | - | 43% | - | 47% | 56% | 60% | 44% | 60% | 52% | 52% |
| | 2017 | 46% | 49% | **73%** | 48% | - | * | - | 50% | 58% | 64% | 45% | 64% | 54% | 55% |
| At Masters Grade Level | 2018 | 24% | 25% | **45%** | 24% | - | 24% | - | 23% | 23% | 24% | 18% | 50% | 23% | 23% |
| | 2017 | 22% | 24% | **45%** | 24% | - | * | - | 25% | 26% | 32% | 12% | 23% | 25% | 25% |
| **All Grades Writing** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 66% | **84%** | 80% | - | - | - | 80% | 63% | 68% | * | * | 69% | 70% |
| | 2017 | 67% | 68% | **82%** | 83% | - | - | - | 83% | 64% | 71% | * | * | 71% | 70% |
| At Meets Grade Level or Above | 2018 | 41% | 42% | **62%** | 45% | - | - | - | 45% | 35% | 39% | * | * | 39% | 40% |
| | 2017 | 36% | 37% | **54%** | 57% | - | - | - | 57% | 25% | 29% | * | * | 36% | 36% |
| At Masters Grade Level | 2018 | 13% | 13% | **26%** | 15% | - | - | - | 15% | 7% | 8% | * | * | 10% | 10% |
| | 2017 | 11% | 12% | **22%** | 23% | - | - | - | 23% | 5% | 5% | * | * | 11% | 11% |
| **All Grades Science** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 80% | **91%** | 66% | - | - | - | 66% | 72% | 76% | 66% | * | 70% | 70% |
| | 2017 | 79% | 80% | **91%** | 70% | - | - | - | 70% | 71% | 70% | 72% | * | 71% | 71% |
| At Meets Grade Level or Above | 2018 | 51% | 52% | **70%** | 33% | - | - | - | 33% | 33% | 36% | 30% | * | 33% | 33% |
| | 2017 | 49% | 52% | **70%** | 35% | - | - | - | 35% | 32% | 36% | 29% | * | 33% | 35% |
| At Masters Grade Level | 2018 | 23% | 24% | **39%** | 20% | - | - | - | 20% | 14% | 19% | 7% | * | 16% | 15% |
| | 2017 | 19% | 21% | **34%** | 11% | - | - | - | 11% | 9% | 14% | 6% | * | 10% | 9% |
| **All Grades Social Studies** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 79% | **89%** | - | - | - | - | - | 68% | * | 69% | * | 68% | 69% |
| | 2017 | 77% | 78% | **89%** | - | - | - | - | - | 64% | * | 66% | * | 64% | 65% |
| At Meets Grade Level or Above | 2018 | 53% | 54% | **69%** | - | - | - | - | - | 29% | * | 33% | * | 29% | 31% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 49% | 52% | **67%** | - | - | - | - | - | 24% | * | 28% | * | 24% | 24% |
| At Masters Grade Level | 2018 | 31% | 32% | **50%** | - | - | - | - | - | 13% | * | 14% | * | 13% | 13% |
| | 2017 | 27% | 30% | **45%** | - | - | - | - | - | 7% | * | 9% | * | 7% | 8% |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 70 | **77** | 68 | - | 66 | - | 69 | 74 | 74 | 73 | 79 | 72 | 72 |
| All Grades ELA/Reading | 2018 | 69 | 69 | **75** | 61 | - | 52 | - | 63 | 76 | 77 | 73 | 71 | 71 | 71 |
| All Grades Mathematics | 2018 | 70 | 70 | **78** | 73 | - | 74 | - | 72 | 72 | 71 | 73 | 86 | 72 | 72 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 38% | **54%** | 50% | - | * | - | 57% | 50% | 55% | 41% | * | 50% | 51% |
| | 2017 | 35% | 34% | **43%** | 26% | - | * | - | 33% | 44% | 40% | 50% | * | 41% | 41% |
| Mathematics | 2018 | 47% | 46% | **61%** | 52% | - | * | - | 54% | 63% | 81% | 40% | - | 59% | 59% |
| | 2017 | 43% | 44% | **58%** | 55% | - | * | - | 68% | 59% | 51% | 68% | * | 57% | 58% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **99%** | 99% | 99% | 99% | 100% | 100% | * | 99% | 99% | 99% | 99% |
| Included in Accountability | 94% | 94% | **95%** | 86% | 93% | 96% | 96% | 97% | * | 96% | 95% | 95% | 87% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **4%** | 13% | 4% | 3% | 4% | 2% | * | 3% | 3% | 3% | 5% |
| Other Exclusions | 1% | 1% | **1%** | 0% | 2% | 0% | 0% | 1% | * | 0% | 1% | 1% | 7% |
| Not Tested | 1% | 1% | **1%** | 1% | 1% | 1% | 0% | 0% | * | 1% | 1% | 1% | 1% |
| Absent | 1% | 1% | **1%** | 1% | 1% | 1% | 0% | 0% | * | 1% | 1% | 1% | 0% |
| Other | 0% | 0% | **0%** | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 District Attendance, Graduation, and Dropout Rates

| | 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** | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 95.8% | 95.8% | **96.6%** | 96.5% | 96.5% | 96.4% | 95.7% | 98.1% | 96.4% | 96.8% | 95.3% | 95.7% | 96.9% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 0.4% | 0.4% | **0.0%** | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 2.0% | 2.2% | **0.5%** | 0.9% | 1.0% | 0.2% | 0.0% | 0.0% | * | 0.0% | 0.3% | 1.7% | 1.9% |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 88.3% | **96.6%** | 91.7% | 95.0% | 97.5% | * | 100.0% | * | 96.2% | 90.9% | 92.9% | 100.0% |
| Received TxCHSE | 0.5% | 0.4% | **0.5%** | 0.0% | 0.5% | 0.4% | * | 0.0% | * | 3.8% | 0.0% | 0.0% | 0.0% |
| Continued HS | 4.2% | 4.5% | **1.8%** | 6.3% | 2.8% | 1.2% | * | 0.0% | * | 0.0% | 9.1% | 1.9% | 0.0% |
| Dropped Out | 6.2% | 6.8% | **1.1%** | 2.1% | 1.8% | 0.8% | * | 0.0% | * | 0.0% | 0.0% | 5.1% | 0.0% |
| Graduates and TxCHSE | 89.6% | 88.7% | **97.1%** | 91.7% | 95.4% | 97.9% | * | 100.0% | * | 100.0% | 90.9% | 92.9% | 100.0% |
| Graduates, TxCHSE, and Continuers | 93.8% | 93.2% | **98.9%** | 97.9% | 98.2% | 99.2% | * | 100.0% | * | 100.0% | 100.0% | 94.9% | 100.0% |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 90.8% | **97.8%** | 96.3% | 96.4% | 98.6% | * | 100.0% | * | 92.3% | 100.0% | 92.9% | 84.6% |
| Received TxCHSE | 0.8% | 0.7% | **0.5%** | 0.0% | 1.0% | 0.4% | * | 0.0% | * | 0.0% | 0.0% | 1.3% | 0.0% |
| Continued HS | 1.2% | 1.3% | **0.4%** | 0.0% | 1.0% | 0.2% | * | 0.0% | * | 0.0% | 0.0% | 1.3% | 0.0% |
| Dropped Out | 6.7% | 7.1% | **1.4%** | 3.7% | 1.5% | 0.8% | * | 0.0% | * | 7.7% | 0.0% | 4.5% | 15.4% |
| Graduates and TxCHSE | 92.1% | 91.6% | **98.3%** | 96.3% | 97.4% | 99.0% | * | 100.0% | * | 92.3% | 100.0% | 94.2% | 84.6% |
| Graduates, TxCHSE, and Continuers | 93.3% | 92.9% | **98.6%** | 96.3% | 98.5% | 99.2% | * | 100.0% | * | 92.3% | 100.0% | 95.5% | 84.6% |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 District Attendance, Graduation, and Dropout Rates

| | 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 | 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% |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 90.3% | **96.9%** | 100.0% | 97.1% | 96.6% | * | 100.0% | - | 92.6% | 97.7% | 90.2% | 71.4% |
| Received TxCHSE | 1.2% | 1.1% | **1.0%** | 0.0% | 0.5% | 1.3% | * | 0.0% | - | 3.7% | 0.0% | 2.1% | 0.0% |
| Continued HS | 0.6% | 0.6% | **0.0%** | 0.0% | 0.0% | 0.0% | * | 0.0% | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Dropped Out | 7.2% | 7.9% | **2.0%** | 0.0% | 2.4% | 2.1% | * | 0.0% | - | 3.7% | 2.3% | 7.7% | 28.6% |
| Graduates and TxCHSE | 92.2% | 91.5% | **98.0%** | 100.0% | 97.6% | 97.9% | * | 100.0% | - | 96.3% | 97.7% | 92.3% | 71.4% |
| Graduates, TxCHSE, and Continuers | 92.8% | 92.1% | **98.0%** | 100.0% | 97.6% | 97.9% | * | 100.0% | - | 96.3% | 97.7% | 92.3% | 71.4% |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| 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% |
| Class of 2016 | 89.1% | 88.3% | **95.6%** | 89.8% | 92.8% | 97.3% | * | 100.0% | * | 92.6% | 85.1% | 89.5% | 89.5% |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| 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% |
| Class of 2016 | 87.4% | 87.4% | **88.5%** | 75.0% | 84.4% | 91.0% | * | 92.1% | * | 91.7% | 35.9% | 77.8% | 37.5% |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 3.9% | **20.0%** | * | - | * | - | - | - | - | - | * | - |
| Class of 2016 | 5.5% | 2.2% | **0.0%** | - | * | * | - | - | - | * | * | * | * |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 37.6% | **20.0%** | * | - | * | - | - | - | - | - | * | - |
| Class of 2016 | 54.0% | 23.4% | **71.4%** | - | * | * | - | - | - | * | * | * | * |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| 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% |
| Class of 2016 | 85.1% | 83.0% | **88.3%** | 75.0% | 84.1% | 90.9% | * | 92.1% | * | 92.0% | 35.0% | 77.2% | 35.3% |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 86.5% | **87.6%** | 66.7% | 87.3% | 88.9% | * | 97.5% | * | 89.2% | 18.9% | 80.1% | 76.5% |
| 2015-16 | 85.6% | 85.4% | **87.9%** | 75.0% | 83.8% | 90.5% | * | 92.1% | * | 88.0% | 35.0% | 77.8% | 45.0% |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 5.5% | **18.2%** | * | * | 40.0% | - | * | - | - | - | * | - |
| 2015-16 | 5.6% | 2.1% | **0.0%** | - | * | * | - | - | - | * | * | * | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 36.5% | **27.3%** | * | * | 40.0% | - | * | - | - | - | * | - |
| 2015-16 | 51.9% | 22.4% | **71.4%** | - | * | * | - | - | - | * | * | * | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 81.8% | **87.0%** | 64.3% | 87.0% | 88.8% | * | 92.9% | * | 89.2% | 18.9% | 79.8% | 76.5% |
| 2015-16 | 83.3% | 80.9% | **87.8%** | 75.0% | 83.5% | 90.4% | * | 92.1% | * | 88.5% | 34.1% | 77.2% | 45.0% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 District Graduation Profile

| | District Count | District Percent | State Count | State Percent |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | 903 | 100.0% | 334,424 | 100.0% |
| By Ethnicity: | | | | |
| African American | 56 | 6.2% | 42,132 | 12.6% |
| Hispanic | 238 | 26.4% | 164,446 | 49.2% |
| White | 526 | 58.3% | 105,748 | 31.6% |
| American Indian | 3 | 0.3% | 1,254 | 0.4% |
| Asian | 42 | 4.7% | 14,036 | 4.2% |
| Pacific Islander | 1 | 0.1% | 525 | 0.2% |
| Two or More Races | 37 | 4.1% | 6,283 | 1.9% |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 111 | 12.3% | 37,072 | 11.1% |
| Recommended H.S. Program/Distinguished Achievement Program | 781 | 86.5% | 252,091 | 75.4% |
| Foundation H.S. Program (No Endorsement) | 6 | 0.7% | 16,650 | 5.0% |
| Foundation H.S. Program (Endorsement) | 2 | 0.2% | 3,212 | 1.0% |
| Foundation H.S. Program (DLA) | 3 | 0.3% | 25,399 | 7.6% |
| Special Education Graduates | 53 | 5.9% | 25,105 | 7.5% |
| Economically Disadvantaged Graduates | 168 | 18.6% | 159,476 | 47.7% |
| LEP Graduates | 17 | 1.9% | 17,579 | 5.3% |
| At-Risk Graduates | 255 | 28.2% | 132,112 | 39.5% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 55.7% | **74.2%** | 50.9% | 69.1% | 76.9% | * | 95.2% | * | 79.7% | 67.0% | 59.5% | 23.5% |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 48.8% | **67.3%** | 37.5% | 60.9% | 70.5% | * | 95.2% | * | 75.7% | 7.5% | 49.4% | 5.9% |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 54.9% | **70.0%** | 50.0% | 61.8% | 73.8% | * | 92.9% | * | 73.0% | 13.2% | 54.2% | 5.9% |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 46.1% | **63.2%** | 37.5% | 57.1% | 65.8% | * | 92.9% | * | 73.0% | 9.4% | 46.4% | 17.6% |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 40.8% | **58.8%** | 30.4% | 51.7% | 62.0% | * | 90.5% | * | 67.6% | 5.7% | 40.5% | 5.9% |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.9% | **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) | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 14.0% | **10.7%** | 8.9% | 11.3% | 9.9% | * | 16.7% | * | 16.2% | 17.0% | 13.1% | 0.0% |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.3% | **2.7%** | 1.8% | 3.8% | 2.3% | * | 0.0% | * | 5.4% | 1.9% | 4.8% | 0.0% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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 (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 18.3% | **22.5%** | 17.9% | 24.8% | 21.9% | * | 26.2% | * | 21.6% | 7.5% | 21.4% | 0.0% |
| 2015-16 | 22.6% | 21.5% | **18.1%** | 18.2% | 17.9% | 18.4% | * | 5.3% | * | 30.8% | 17.1% | 17.3% | 5.0% |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 18.8% | **27.8%** | 19.6% | 29.4% | 27.2% | * | 28.6% | * | 35.1% | 7.5% | 28.0% | 11.8% |
| 2015-16 | 18.1% | 18.5% | **14.4%** | 18.2% | 15.1% | 13.8% | * | 5.3% | * | 23.1% | 4.9% | 11.8% | 5.0% |
| Both Subjects | | | | | | | | | | | | | |
| 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)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 41.5% | **34.7%** | 32.1% | 30.7% | 37.1% | * | 26.2% | * | 40.5% | 37.7% | 33.9% | 17.6% |
| 2015-16 | 47.8% | 40.4% | **33.1%** | 22.7% | 29.2% | 36.8% | * | 18.4% | * | 34.6% | 26.8% | 19.7% | 20.0% |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 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 |
| 2016 | 25.5% | 26.9% | **33.9%** | 22.2% | 27.2% | 35.0% | * | 72.5% | * | 31.7% | n/a | 20.6% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 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 |
| 2016 | 15.5% | 15.7% | **10.0%** | 10.1% | 8.3% | 8.7% | * | 35.0% | * | 12.7% | n/a | 6.9% | n/a |
| Mathematics | | | | | | | | | | | | | |
| 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 |
| 2016 | 6.8% | 7.4% | **7.2%** | 6.1% | 6.5% | 6.6% | * | 22.5% | * | 4.8% | n/a | 3.4% | n/a |
| Science | | | | | | | | | | | | | |
| 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 |
| 2016 | 10.4% | 11.0% | **12.0%** | 5.1% | 9.8% | 11.3% | * | 45.0% | * | 9.5% | n/a | 7.8% | n/a |
| Social Studies | | | | | | | | | | | | | |
| 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 |
| 2016 | 14.8% | 16.6% | **26.8%** | 14.1% | 20.7% | 27.9% | * | 62.5% | * | 27.0% | n/a | 17.1% | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 52.5% | **73.6%** | 81.3% | 70.3% | 73.4% | * | 78.1% | * | 81.5% | n/a | 63.1% | n/a |
| 2016 | 49.5% | 52.7% | **74.3%** | 77.3% | 75.2% | 72.4% | * | 86.2% | * | 60.0% | n/a | 78.8% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 44.0% | **73.2%** | 87.5% | 64.2% | 75.2% | - | 73.5% | - | 91.7% | n/a | 40.7% | n/a |
| 2016 | 43.3% | 46.3% | **78.0%** | 70.0% | 78.9% | 80.9% | - | 71.4% | - | 75.0% | n/a | 81.8% | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 54.3% | **66.9%** | * | 58.1% | 65.9% | - | 75.0% | - | 81.8% | n/a | 72.7% | n/a |
| 2016 | 54.0% | 57.4% | **70.4%** | 66.7% | 66.7% | 67.6% | - | 88.9% | - | * | n/a | 63.6% | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.1% | **43.5%** | 33.3% | 42.9% | 37.9% | * | 58.5% | * | 66.7% | n/a | 32.0% | n/a |
| 2016 | 35.1% | 37.5% | **38.0%** | 60.0% | 33.3% | 39.7% | - | 38.9% | - | 16.7% | n/a | 40.0% | n/a |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 46.1% | **78.1%** | 80.0% | 75.4% | 77.9% | * | 80.7% | * | 90.5% | n/a | 68.8% | n/a |
| 2016 | 41.6% | 45.8% | **80.0%** | 92.9% | 77.9% | 79.4% | * | 88.0% | * | 64.7% | n/a | 74.5% | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 80.1% | **69.9%** | 67.9% | 59.2% | 72.8% | * | 92.9% | * | 70.3% | n/a | 53.1% | n/a |
| Class of 2016 | 71.6% | 78.3% | **67.5%** | 65.9% | 52.4% | 72.2% | * | 86.8% | * | 76.9% | n/a | 44.0% | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 22.7% | **39.6%** | 13.2% | 27.0% | 43.6% | * | 74.4% | * | 42.3% | n/a | 20.2% | n/a |
| Class of 2016 | 22.5% | 22.7% | **44.3%** | 27.6% | 36.9% | 46.7% | * | 57.6% | * | 45.0% | n/a | 38.7% | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1017 | **1122** | 977 | 1077 | 1139 | * | 1265 | * | 1142 | n/a | 1057 | n/a |
| Class of 2016 | 1375 | 1367 | **1553** | 1420 | 1508 | 1569 | * | 1680 | * | 1491 | n/a | 1514 | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 509 | **562** | 494 | 537 | 571 | * | 627 | * | 585 | n/a | 533 | n/a |
| Class of 2016 | 903 | 897 | **1019** | 935 | 983 | 1032 | * | 1084 | * | 1006 | n/a | 990 | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 508 | **559** | 483 | 539 | 567 | * | 640 | * | 557 | n/a | 524 | n/a |
| Class of 2016 | 472 | 471 | **534** | 486 | 525 | 537 | * | 596 | * | 486 | n/a | 521 | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 20.8 | **23.5** | 18.9 | 22.0 | 23.9 | * | 27.2 | - | 24.7 | n/a | 21.8 | n/a |
| Class of 2016 | 20.3 | 20.7 | **23.3** | 18.7 | 23.1 | 23.5 | * | 26.7 | - | 22.1 | n/a | 22.3 | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 20.3 | **23.1** | 18.2 | 21.1 | 23.5 | * | 27.1 | - | 24.7 | n/a | 21.3 | n/a |
| Class of 2016 | 19.8 | 20.2 | **23.0** | 18.0 | 22.6 | 23.4 | * | 25.5 | - | 22.1 | n/a | 21.6 | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 21.1 | **24.0** | 19.5 | 23.0 | 24.3 | * | 27.3 | - | 23.8 | n/a | 22.0 | n/a |
| Class of 2016 | 20.5 | 21.1 | **23.5** | 19.1 | 23.9 | 23.5 | * | 27.7 | - | 21.7 | n/a | 22.5 | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 20.9 | **23.5** | 19.3 | 22.4 | 23.8 | * | 26.8 | - | 24.8 | n/a | 22.0 | n/a |
| Class of 2016 | 20.5 | 20.9 | **23.3** | 19.1 | 23.2 | 23.3 | * | 27.5 | - | 21.8 | n/a | 22.8 | n/a |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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 | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 35.9% | 37.9% | **42.0%** | 28.8% | 39.0% | 43.1% | 35.7% | 54.4% | * | 53.0% | 10.3% | 32.2% | 23.4% |
| English Language Arts | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 16.2% | 17.5% | **20.4%** | 13.2% | 15.8% | 22.3% | 23.1% | 27.7% | * | 27.7% | 3.9% | 11.6% | 10.9% |
| Mathematics | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 19.3% | 20.4% | **26.9%** | 18.5% | 21.5% | 29.4% | 23.1% | 34.0% | * | 33.0% | 3.9% | 16.0% | 4.7% |
| Science | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 5.1% | 5.2% | **2.9%** | 1.7% | 2.4% | 2.4% | 0.0% | 12.9% | * | 0.0% | 0.0% | 1.2% | 0.0% |
| Social Studies | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 20.8% | 21.1% | **23.8%** | 10.8% | 19.2% | 24.9% | 30.8% | 43.2% | * | 35.7% | 0.4% | 14.2% | 2.3% |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 52.8% | **57.4%** | 54.5% | 48.1% | 60.7% | * | 65.8% | * | 61.5% | 40.5% | 41.8% | 9.5% |
| 2014-15 | 56.1% | 58.4% | **62.3%** | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 57.2% | **73.1%** | 55.0% | 66.7% | 75.1% | * | 87.5% | * | 76.5% | 5.9% | 64.9% | * |
| 2014-15 | 55.6% | 56.3% | **72.2%** | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 District Student Information

| Student Information | District Count | District Percent | State Count | State Percent |
|---|---|---|---|---|
| Total Students | 15,884 | 100.0% | 5,385,012 | 100.0% |
| Students by Grade: | | | | |
| Early Childhood Education | 60 | 0.4% | 14,684 | 0.3% |
| Pre-Kindergarten | 216 | 1.4% | 231,297 | 4.3% |
| Kindergarten | 1,218 | 7.7% | 371,145 | 6.9% |
| Grade 1 | 1,275 | 8.0% | 388,362 | 7.2% |
| Grade 2 | 1,225 | 7.7% | 394,137 | 7.3% |
| Grade 3 | 1,299 | 8.2% | 409,763 | 7.6% |
| Grade 4 | 1,315 | 8.3% | 413,654 | 7.7% |
| Grade 5 | 1,292 | 8.1% | 414,218 | 7.7% |
| Grade 6 | 1,285 | 8.1% | 402,451 | 7.5% |
| Grade 7 | 1,225 | 7.7% | 402,350 | 7.5% |
| Grade 8 | 1,192 | 7.5% | 398,479 | 7.4% |
| Grade 9 | 1,214 | 7.6% | 432,724 | 8.0% |
| Grade 10 | 1,114 | 7.0% | 396,968 | 7.4% |
| Grade 11 | 993 | 6.3% | 371,606 | 6.9% |
| Grade 12 | 961 | 6.1% | 343,174 | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 760 | 4.8% | 679,472 | 12.6% |
| Hispanic | 4,812 | 30.3% | 2,821,189 | 52.4% |
| White | 8,471 | 53.3% | 1,498,643 | 27.8% |
| American Indian | 42 | 0.3% | 20,521 | 0.4% |
| Asian | 1,164 | 7.3% | 235,095 | 4.4% |
| Pacific Islander | 8 | 0.1% | 8,008 | 0.1% |
| Two or More Races | 627 | 3.9% | 122,084 | 2.3% |
| Economically Disadvantaged | 3,464 | 21.8% | 3,164,349 | 58.8% |
| Non-Educationally Disadvantaged | 12,420 | 78.2% | 2,220,663 | 41.2% |
| English Learners (EL) | 1,624 | 10.2% | 1,014,830 | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 111 | 0.7% | 73,713 | 1.3% |
| At-Risk | 4,568 | 28.8% | 2,736,547 | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities | 1,233 | | 488,463 | |
| By Type of Primary Disability | | | | |
| Students with Intellectual Disabilities | 385 | 31.2% | 211,650 | 43.3% |
| Students with Physical Disabilities | 255 | 20.7% | 107,029 | 21.9% |
| Students with Autism | 191 | 15.5% | 64,238 | 13.2% |
| Students with Behavioral Disabilities | 364 | 29.5% | 98,927 | 20.3% |
| Students with Non-Categorical Early Childhood | 38 | 3.1% | 6,619 | 1.4% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 District Student Information

| Student Information | - Non-Special Education Rates - District | State | - Special Education Rates - District | State |
|---|---|---|---|---|
| Retention Rates by Grade: | | | | |
| Kindergarten | 1.7% | 1.8% | 3.8% | 6.9% |
| Grade 1 | 2.1% | 3.4% | 7.8% | 6.2% |
| Grade 2 | 1.0% | 2.1% | 2.0% | 2.6% |
| Grade 3 | 0.9% | 1.3% | 1.6% | 1.0% |
| Grade 4 | 0.6% | 0.6% | 1.7% | 0.5% |
| Grade 5 | 0.4% | 0.7% | 1.1% | 0.6% |
| Grade 6 | 0.5% | 0.5% | 0.0% | 0.6% |
| Grade 7 | 0.1% | 0.7% | 0.0% | 0.6% |
| Grade 8 | 0.1% | 0.6% | 0.0% | 0.8% |
| Grade 9 | 2.2% | 8.0% | 1.3% | 13.5% |

| | District | | State | |
|---|---|---|---|---|
| | Count | Percent | Count | Percent |
| Data Quality: | | | | |
| Underreported Students | 1 | 0.0% | 5,588 | 0.2% |

| Class Size Information | District | State |
|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | |
| Elementary: | | |
| Kindergarten | 19.8 | 18.7 |
| Grade 1 | 19.8 | 18.8 |
| Grade 2 | 18.9 | 18.8 |
| Grade 3 | 20.5 | 19.0 |
| Grade 4 | 19.6 | 19.2 |
| Grade 5 | 23.2 | 21.2 |
| Grade 6 | 23.9 | 20.3 |
| Secondary: | | |
| English/Language Arts | 20.7 | 16.7 |
| Foreign Languages | 21.1 | 18.6 |
| Mathematics | 24.1 | 17.9 |
| Science | 24.3 | 19.0 |
| Social Studies | 24.9 | 19.3 |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 District Staff Information

| Staff Information | District Count | District Percent | State Count | State Percent |
|---|---|---|---|---|
| **Total Staff** | 2,107.3 | 100.0% | 711,768.0 | 100.0% |
| Professional Staff: | 1,234.1 | 58.6% | 456,057.2 | 64.1% |
| Teachers | 989.2 | 46.9% | 356,838.1 | 50.1% |
| Professional Support | 164.9 | 7.8% | 69,681.8 | 9.8% |
| Campus Administration (School Leadership) | 54.5 | 2.6% | 21,435.0 | 3.0% |
| Central Administration | 25.5 | 1.2% | 8,102.4 | 1.1% |
| Educational Aides: | 210.5 | 10.0% | 71,858.8 | 10.1% |
| Auxiliary Staff: | 662.8 | 31.4% | 183,852.0 | 25.8% |
| Librarians & Counselors (Professional Support Headcount): | | | | |
| Librarians | | | | |
| Full-time | 18.0 | n/a | 4,429.0 | n/a |
| Part-time | 0.0 | n/a | 578.0 | n/a |
| Counselors | | | | |
| Full-time | 31.0 | n/a | 12,131.0 | n/a |
| Part-time | 1.0 | n/a | 1,148.0 | n/a |
| Total Minority Staff: | 585.8 | 27.8% | 355,077.7 | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 30.6 | 3.1% | 37,167.9 | 10.4% |
| Hispanic | 125.9 | 12.7% | 97,091.5 | 27.2% |
| White | 801.9 | 81.1% | 210,286.3 | 58.9% |
| American Indian | 5.0 | 0.5% | 1,247.6 | 0.3% |
| Asian | 14.8 | 1.5% | 5,714.6 | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 1,278.4 | 0.4% |
| Two or More Races | 11.0 | 1.1% | 4,051.8 | 1.1% |
| Males | 175.4 | 17.7% | 84,692.8 | 23.7% |
| Females | 813.8 | 82.3% | 272,145.3 | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 3.0 | 0.3% | 5,127.0 | 1.4% |
| Bachelors | 729.2 | 73.7% | 264,252.5 | 74.1% |
| Masters | 253.3 | 25.6% | 85,077.3 | 23.8% |
| Doctorate | 3.7 | 0.4% | 2,381.2 | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 25.9 | 2.6% | 29,351.3 | 8.2% |
| 1-5 Years Experience | 246.9 | 25.0% | 103,862.8 | 29.1% |
| 6-10 Years Experience | 244.4 | 24.7% | 68,263.7 | 19.1% |
| 11-20 Years Experience | 338.1 | 34.2% | 100,698.4 | 28.2% |
| Over 20 Years Experience | 133.9 | 13.5% | 54,661.9 | 15.3% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 District Staff Information

| Staff Information | District Count | District Percent | State Count | State Percent |
|---|---|---|---|---|
| Number of Students per Teacher | 16.1 | n/a | 15.1 | n/a |

| Staff Information | District | State |
|---|---|---|
| Experience of Campus Leadership: | | |
| Average Years Experience of Principals | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | |
| Beginning Teachers | $53,917 | $47,667 |
| 1-5 Years Experience | $54,166 | $49,663 |
| 6-10 Years Experience | $55,437 | $52,056 |
| 11-20 Years Experience | $59,147 | $55,246 |
| Over 20 Years Experience | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | |
| Teachers | $57,818 | $53,334 |
| Professional Support | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $86,014 | $77,712 |
| Central Administration | $115,466 | $102,300 |
| Instructional Staff Percent: | 60.9% | 64.4% |
| Turnover Rate for Teachers: | 12.7% | 16.6% |
| Staff Exclusions: | | |
| Shared Services Arrangement Staff: | | |
| Professional Staff | 0.0 | 1,070.9 |
| Educational Aides | 0.0 | 208.7 |
| Auxiliary Staff | 0.0 | 384.2 |
| Contracted Instructional Staff: | 4.4 | 6,218.9 |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 District Staff Information

| Program Information | District Count | District Percent | State Count | State Percent |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 1,586 | 10.0% | 1,015,456 | 18.9% |
| Career & Technical Education | 4,543 | 28.6% | 1,391,689 | 25.8% |
| Gifted & Talented Education | 1,423 | 9.0% | 426,953 | 7.9% |
| Special Education | 1,233 | 7.8% | 488,463 | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 57.3 | 5.8% | 21,647.8 | 6.1% |
| Career & Technical Education | 40.9 | 4.1% | 16,795.1 | 4.7% |
| Compensatory Education | 11.3 | 1.1% | 9,854.5 | 2.8% |
| Gifted & Talented Education | 10.3 | 1.0% | 6,501.2 | 1.8% |
| Regular Education | 701.3 | 70.9% | 257,851.7 | 72.3% |
| Special Education | 74.4 | 7.5% | 31,950.9 | 9.0% |
| Other | 93.6 | 9.5% | 12,237.0 | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL H S**

Campus Number: **101921001**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in Social Studies**

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **End of Course English I** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 65% | 85% | **79%** | * | 75% | 82% | - | * | - | * | * | 59% | 76% |
| | 2017 | 64% | 85% | **80%** | * | 77% | 84% | * | * | - | * | * | 65% | 71% |
| At Meets Grade Level or Above | 2018 | 44% | 70% | **60%** | * | 53% | 66% | - | * | - | * | * | 33% | 44% |
| | 2017 | 43% | 69% | **62%** | * | 58% | 67% | * | * | - | * | * | 35% | 47% |
| At Masters Grade Level | 2018 | 7% | 17% | **13%** | * | 11% | 14% | - | * | - | * | * | 4% | 7% |
| | 2017 | 8% | 15% | **12%** | * | 11% | 12% | * | * | - | * | * | 3% | 8% |
| **End of Course English II** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 67% | 85% | **79%** | * | 74% | 83% | * | * | - | * | * | 61% | * |
| | 2017 | 66% | 83% | **79%** | * | 73% | 84% | * | * | - | * | * | 68% | * |
| At Meets Grade Level or Above | 2018 | 48% | 74% | **67%** | * | 64% | 71% | * | * | - | * | * | 42% | * |
| | 2017 | 45% | 68% | **62%** | * | 50% | 72% | * | * | - | * | * | 45% | * |
| At Masters Grade Level | 2018 | 8% | 18% | **13%** | * | 8% | 16% | * | * | - | * | * | 3% | * |
| | 2017 | 6% | 16% | **13%** | * | 9% | 16% | * | * | - | * | * | 4% | * |
| **End of Course Algebra I** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 83% | 95% | **86%** | * | 86% | 87% | - | * | - | * | * | 79% | 87% |
| | 2017 | 83% | 93% | **84%** | * | 82% | 86% | - | * | - | * | * | 75% | 86% |
| At Meets Grade Level or Above | 2018 | 55% | 81% | **56%** | * | 57% | 57% | - | * | - | * | * | 46% | 56% |
| | 2017 | 48% | 79% | **57%** | * | 58% | 61% | - | * | - | * | * | 35% | 57% |
| At Masters Grade Level | 2018 | 32% | 62% | **29%** | * | 31% | 30% | - | * | - | * | * | 15% | 31% |
| | 2017 | 26% | 55% | **26%** | * | 32% | 24% | - | * | - | * | * | 13% | 29% |
| **End of Course Biology** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 87% | 96% | **91%** | * | 91% | 92% | - | * | - | * | * | 82% | 90% |
| | 2017 | 86% | 95% | **92%** | * | 92% | 94% | * | * | - | * | * | 83% | 95% |
| At Meets Grade Level or Above | 2018 | 59% | 79% | **71%** | * | 65% | 78% | - | * | - | * | * | 46% | 61% |
| | 2017 | 57% | 78% | **69%** | * | 68% | 71% | * | * | - | * | * | 46% | 61% |
| At Masters Grade Level | 2018 | 24% | 40% | **32%** | * | 25% | 38% | - | * | - | * | * | 10% | 23% |
| | 2017 | 21% | 38% | **31%** | * | 27% | 33% | * | * | - | * | * | 13% | 21% |
| **End of Course U.S. History** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 92% | 97% | **96%** | * | 95% | 97% | * | 100% | - | 91% | 76% | 93% | 90% |
| | 2017 | 91% | 98% | **96%** | * | 93% | 98% | * | 100% | - | 100% | 72% | 92% | 85% |
| At Meets Grade Level or Above | 2018 | 70% | 88% | **85%** | * | 81% | 89% | * | 100% | - | 64% | 44% | 76% | 74% |
| | 2017 | 66% | 87% | **86%** | * | 78% | 93% | * | 90% | - | 80% | 38% | 74% | 54% |
| At Masters Grade Level | 2018 | 40% | 68% | **68%** | * | 62% | 72% | * | 100% | - | 55% | 12% | 57% | 45% |
| | 2017 | 35% | 62% | **57%** | * | 48% | 65% | * | 80% | - | 60% | 17% | 41% | 36% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance

Total Students: 1,930
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **85%** | 74% | 83% | 88% | * | 97% | - | 86% | 49% | 74% | 80% |
| | 2017 | 75% | 90% | **86%** | 66% | 83% | 89% | * | 92% | - | 82% | 41% | 76% | 80% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **68%** | 38% | 63% | 73% | * | 87% | - | 61% | 24% | 47% | 53% |
| | 2017 | 45% | 68% | **67%** | 36% | 62% | 72% | * | 77% | - | 61% | 15% | 47% | 51% |
| At Masters Grade Level | 2018 | 22% | 40% | **29%** | 11% | 24% | 32% | * | 54% | - | 22% | 5% | 16% | 19% |
| | 2017 | 20% | 37% | **26%** | 9% | 25% | 28% | * | 44% | - | 24% | 4% | 14% | 17% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **79%** | * | 74% | 82% | * | 94% | - | * | * | 60% | 70% |
| | 2017 | 72% | 88% | **80%** | * | 75% | 84% | * | 95% | - | * | * | 67% | 70% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **64%** | * | 58% | 68% | * | 83% | - | * | * | 37% | 44% |
| | 2017 | 44% | 66% | **62%** | * | 54% | 69% | * | 75% | - | * | * | 40% | 43% |
| At Masters Grade Level | 2018 | 19% | 36% | **13%** | * | 9% | 15% | * | 44% | - | * | * | 4% | 6% |
| | 2017 | 19% | 34% | **12%** | * | 10% | 14% | * | 25% | - | * | * | 4% | 5% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **86%** | * | 86% | 87% | - | * | - | * | * | 79% | 87% |
| | 2017 | 79% | 93% | **84%** | * | 82% | 86% | - | * | - | * | * | 75% | 86% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **56%** | * | 57% | 57% | - | * | - | * | * | 46% | 56% |
| | 2017 | 46% | 73% | **57%** | * | 58% | 61% | - | * | - | * | * | 35% | 57% |
| At Masters Grade Level | 2018 | 24% | 45% | **29%** | * | 31% | 30% | - | * | - | * | * | 15% | 31% |
| | 2017 | 22% | 45% | **26%** | * | 32% | 24% | - | * | - | * | * | 13% | 29% |
| **All Grades Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **91%** | * | 91% | 92% | - | * | - | * | * | 82% | 90% |
| | 2017 | 79% | 91% | **92%** | * | 92% | 94% | * | * | - | * | * | 83% | 95% |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **71%** | * | 65% | 78% | - | * | - | * | * | 46% | 61% |
| | 2017 | 49% | 70% | **69%** | * | 68% | 71% | * | * | - | * | * | 46% | 61% |
| At Masters Grade Level | 2018 | 23% | 39% | **32%** | * | 25% | 38% | - | * | - | * | * | 10% | 23% |
| | 2017 | 19% | 34% | **31%** | * | 27% | 33% | * | * | - | * | * | 13% | 21% |
| **All Grades Social Studies** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 89% | **96%** | * | 95% | 97% | * | 100% | - | 91% | 76% | 93% | 90% |
| | 2017 | 77% | 89% | **96%** | * | 93% | 98% | * | 100% | - | 100% | 72% | 92% | 85% |
| At Meets Grade Level or Above | 2018 | 53% | 69% | **85%** | * | 81% | 89% | * | 100% | - | 64% | 44% | 76% | 74% |
| | 2017 | 49% | 67% | **86%** | * | 78% | 93% | * | 90% | - | 80% | 38% | 74% | 54% |
| At Masters Grade Level | 2018 | 31% | 50% | **68%** | * | 62% | 72% | * | 100% | - | 55% | 12% | 57% | 45% |
| | 2017 | 27% | 45% | **57%** | * | 48% | 65% | * | 80% | - | 60% | 17% | 41% | 36% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 1,930
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| End of Course English II | 2018 | 67 | 75 | **72** | 71 | 65 | 74 | * | 81 | - | 85 | 51 | 62 | 63 |
| End of Course Algebra I | 2018 | 72 | 86 | **72** | 47 | 71 | 74 | - | * | - | 69 | 40 | 62 | 75 |
| All Grades Both Subjects | 2018 | 69 | 77 | **72** | 59 | 68 | 74 | * | 88 | - | 79 | 45 | 62 | 69 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **72** | 71 | 65 | 74 | * | 81 | - | 85 | 51 | 62 | 63 |
| All Grades Mathematics | 2018 | 70 | 78 | **72** | 47 | 71 | 74 | - | * | - | 69 | 40 | 62 | 75 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 | 2018 | 77% | 91% | **85%** | - | - | - | - | - | 65% | - | 65% | - | 65% | 65% |
| | 2017 | 75% | 90% | **86%** | - | - | - | - | - | * | - | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **68%** | - | - | - | - | - | 31% | - | 31% | - | 31% | 31% |
| | 2017 | 45% | 68% | **67%** | - | - | - | - | - | * | - | * | - | * | * |
| At Masters Grade Level | 2018 | 22% | 40% | **29%** | - | - | - | - | - | 9% | - | 9% | - | 9% | 9% |
| | 2017 | 20% | 37% | **26%** | - | - | - | - | - | * | - | * | - | * | * |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **79%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 72% | 88% | **80%** | - | - | - | - | - | * | - | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **64%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 44% | 66% | **62%** | - | - | - | - | - | * | - | * | - | * | * |
| At Masters Grade Level | 2018 | 19% | 36% | **13%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 19% | 34% | **12%** | - | - | - | - | - | * | - | * | - | * | * |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **86%** | - | - | - | - | - | 81% | - | 81% | - | 81% | 81% |
| | 2017 | 79% | 93% | **84%** | - | - | - | - | - | * | - | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **56%** | - | - | - | - | - | 44% | - | 44% | - | 44% | 44% |
| | 2017 | 46% | 73% | **57%** | - | - | - | - | - | * | - | * | - | * | * |
| At Masters Grade Level | 2018 | 24% | 45% | **29%** | - | - | - | - | - | 22% | - | 22% | - | 22% | 22% |
| | 2017 | 22% | 45% | **26%** | - | - | - | - | - | * | - | * | - | * | * |
| **All Grades Science** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **91%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 79% | 91% | **92%** | - | - | - | - | - | * | - | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **71%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 49% | 70% | **69%** | - | - | - | - | - | * | - | * | - | * | * |
| At Masters Grade Level | 2018 | 23% | 39% | **32%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 19% | 34% | **31%** | - | - | - | - | - | * | - | * | - | * | * |
| **All Grades Social Studies** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 89% | **96%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 77% | 89% | **96%** | - | - | - | - | - | * | - | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 53% | 69% | **85%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 49% | 67% | **86%** | - | - | - | - | - | * | - | * | - | * | * |
| At Masters Grade Level | 2018 | 31% | 50% | **68%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 27% | 45% | **57%** | - | - | - | - | - | * | - | * | - | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **72** | - | - | - | - | - | 53 | - | 53 | - | 53 | 53 |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 1,930
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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Grades ELA/Reading | 2018 | 69 | 75 | **72** | - | - | - | - | - | * | - | * | - | * | * |
| All Grades Mathematics | 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
## 2017-18 Campus STAAR Participation

Total Students: 1,930
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **99%** | 97% | 99% | 98% | 100% | 100% | - | 96% | 98% | 99% | 99% |
| Included in Accountability | 94% | 95% | **93%** | 84% | 91% | 95% | 67% | 100% | - | 87% | 94% | 93% | 65% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **4%** | 13% | 4% | 3% | 33% | 0% | - | 9% | 3% | 3% | 11% |
| Other Exclusions | 1% | 1% | **2%** | 0% | 4% | 0% | 0% | 0% | - | 0% | 2% | 3% | 22% |
| Not Tested | 1% | 1% | **1%** | 3% | 1% | 2% | 0% | 0% | - | 4% | 2% | 1% | 1% |
| Absent | 1% | 1% | **1%** | 3% | 1% | 2% | 0% | 0% | - | 4% | 2% | 1% | 1% |
| Other | 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
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,930
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** | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 95.8% | 96.6% | **94.9%** | 93.0% | 94.6% | 95.1% | 97.1% | 97.6% | * | 95.1% | 92.4% | 93.5% | 94.5% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | **-** | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | **-** | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 2.0% | 0.5% | **0.8%** | 2.4% | 1.8% | 0.3% | 0.0% | 0.0% | * | 0.0% | 0.6% | 2.1% | 3.3% |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | **94.4%** | 85.7% | 92.1% | 95.9% | * | 100.0% | - | 88.9% | 92.0% | 88.9% | 100.0% |
| Received TxCHSE | 0.5% | 0.5% | **0.8%** | 0.0% | 0.0% | 0.8% | * | 0.0% | - | 11.1% | 0.0% | 0.0% | 0.0% |
| Continued HS | 4.2% | 1.8% | **2.7%** | 7.1% | 4.0% | 2.0% | * | 0.0% | - | 0.0% | 8.0% | 3.3% | 0.0% |
| Dropped Out | 6.2% | 1.1% | **2.1%** | 7.1% | 4.0% | 1.2% | * | 0.0% | - | 0.0% | 0.0% | 7.8% | 0.0% |
| Graduates and TxCHSE | 89.6% | 97.1% | **95.2%** | 85.7% | 92.1% | 96.7% | * | 100.0% | - | 100.0% | 92.0% | 88.9% | 100.0% |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | **97.9%** | 92.9% | 96.0% | 98.8% | * | 100.0% | - | 100.0% | 100.0% | 92.2% | 100.0% |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | **96.4%** | 90.0% | 94.8% | 98.3% | * | * | - | 77.8% | 100.0% | 92.1% | 80.0% |
| Received TxCHSE | 0.8% | 0.5% | **0.8%** | 0.0% | 1.0% | 0.9% | * | * | - | 0.0% | 0.0% | 1.1% | 0.0% |
| Continued HS | 1.2% | 0.4% | **0.3%** | 0.0% | 1.0% | 0.0% | * | * | - | 0.0% | 0.0% | 1.1% | 0.0% |
| Dropped Out | 6.7% | 1.4% | **2.5%** | 10.0% | 3.1% | 0.9% | * | * | - | 22.2% | 0.0% | 5.6% | 20.0% |
| Graduates and TxCHSE | 92.1% | 98.3% | **97.2%** | 90.0% | 95.9% | 99.1% | * | * | - | 77.8% | 100.0% | 93.3% | 80.0% |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | **97.5%** | 90.0% | 96.9% | 99.1% | * | * | - | 77.8% | 100.0% | 94.4% | 80.0% |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | **96.4%** | 86.4% | 95.8% | 98.3% | * | * | - | 77.8% | 95.7% | 92.1% | 81.8% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | **95.5%** | 100.0% | 96.0% | 95.5% | * | * | - | 85.7% | 95.8% | 89.1% | * |
| Received TxCHSE | 1.2% | 1.0% | **1.3%** | 0.0% | 1.0% | 1.2% | * | * | - | 7.1% | 0.0% | 2.2% | * |
| Continued HS | 0.6% | 0.0% | **0.0%** | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Dropped Out | 7.2% | 2.0% | **3.2%** | 0.0% | 3.0% | 3.3% | * | * | - | 7.1% | 4.2% | 8.7% | * |
| Graduates and TxCHSE | 92.2% | 98.0% | **96.8%** | 100.0% | 97.0% | 96.7% | * | * | - | 92.9% | 95.8% | 91.3% | * |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | **96.8%** | 100.0% | 97.0% | 96.7% | * | * | - | 92.9% | 95.8% | 91.3% | * |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| 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% |
| Class of 2016 | 89.1% | 95.6% | **93.1%** | 80.0% | 90.3% | 95.5% | * | 100.0% | - | 80.0% | 82.1% | 86.0% | 88.9% |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| 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% |
| Class of 2016 | 87.4% | 88.5% | **87.7%** | 66.7% | 85.9% | 90.0% | * | 60.0% | - | 87.5% | 36.4% | 79.7% | 42.9% |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | * | * | - | * | - | - | - | - | - | * | - |
| Class of 2016 | 5.5% | 0.0% | * | - | * | * | - | - | - | - | * | * | * |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | * | * | - | * | - | - | - | - | - | * | - |
| Class of 2016 | 54.0% | 71.4% | * | - | * | * | - | - | - | - | * | * | * |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| 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% |
| Class of 2016 | 85.1% | 88.3% | **87.3%** | 66.7% | 84.9% | 89.7% | * | 60.0% | - | 87.5% | 34.8% | 78.8% | 37.5% |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | **88.4%** | 54.2% | 87.0% | 91.4% | * | 100.0% | * | 94.1% | 26.9% | 82.2% | 88.9% |
| 2015-16 | 85.6% | 87.9% | **87.2%** | 66.7% | 84.5% | 89.8% | * | 60.0% | - | 87.5% | 33.3% | 80.3% | 54.5% |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | **25.0%** | * | * | * | - | * | - | - | - | * | - |
| 2015-16 | 5.6% | 0.0% | * | - | * | * | - | - | - | - | * | * | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | **12.5%** | * | * | * | - | * | - | - | - | * | - |
| 2015-16 | 51.9% | 71.4% | * | - | * | * | - | - | - | - | * | * | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | **87.4%** | 50.0% | 86.3% | 91.1% | * | 88.9% | * | 94.1% | 26.9% | 81.6% | 88.9% |
| 2015-16 | 83.3% | 87.8% | **86.7%** | 66.7% | 83.7% | 89.5% | * | 60.0% | - | 87.5% | 32.0% | 79.2% | 54.5% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 1,930
Grade Span: 09 - 12
School Type: High School

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | 430 | 100.0% | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | 26 | 6.0% | 56 | 42,132 |
| Hispanic | 117 | 27.2% | 238 | 164,446 |
| White | 258 | 60.0% | 526 | 105,748 |
| American Indian | 2 | 0.5% | 3 | 1,254 |
| Asian | 9 | 2.1% | 42 | 14,036 |
| Pacific Islander | 1 | 0.2% | 1 | 525 |
| Two or More Races | 17 | 4.0% | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 49 | 11.4% | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | 373 | 86.7% | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | 5 | 1.2% | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | 2 | 0.5% | 2 | 3,212 |
| Foundation H.S. Program (DLA) | 1 | 0.2% | 3 | 25,399 |
| Special Education Graduates | 26 | 6.0% | 53 | 25,105 |
| Economically Disadvantaged Graduates | 103 | 24.0% | 168 | 159,476 |
| LEP Graduates | 9 | 2.1% | 17 | 17,579 |
| At-Risk Graduates | 154 | 35.8% | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | **67.4%** | 34.6% | 62.4% | 70.7% | * | 100.0% | * | 79.4% | 57.7% | 51.9% | 11.1% |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | **60.0%** | 19.2% | 53.8% | 64.3% | * | 100.0% | * | 70.6% | 7.7% | 42.7% | 0.0% |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | **63.7%** | 38.5% | 53.0% | 69.0% | * | 88.9% | * | 76.5% | 15.4% | 49.5% | 0.0% |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | **56.0%** | 19.2% | 49.6% | 60.5% | * | 88.9% | * | 70.6% | 7.7% | 38.8% | 11.1% |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | **51.4%** | 11.5% | 44.4% | 55.8% | * | 88.9% | * | 70.6% | 7.7% | 35.0% | 0.0% |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 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) | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | **11.9%** | 11.5% | 13.7% | 10.1% | * | 33.3% | * | 17.6% | 15.4% | 13.6% | 0.0% |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | **2.6%** | 0.0% | 6.0% | 1.2% | * | 0.0% | * | 5.9% | 0.0% | 2.9% | 0.0% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **TSIA Results (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | **20.0%** | 7.7% | 19.7% | 21.3% | * | 33.3% | * | 17.6% | 11.5% | 22.3% | 0.0% |
| 2015-16 | 22.6% | 18.1% | **14.6%** | 8.3% | 11.2% | 16.4% | * | 0.0% | - | 25.0% | 8.0% | 11.1% | 0.0% |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | **25.8%** | 7.7% | 25.6% | 26.4% | * | 33.3% | * | 35.3% | 7.7% | 27.2% | 11.1% |
| 2015-16 | 18.1% | 14.4% | **14.4%** | 16.7% | 15.3% | 13.9% | * | 0.0% | - | 25.0% | 8.0% | 8.3% | 0.0% |
| Both Subjects | | | | | | | | | | | | | |
| 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)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | **43.3%** | 38.5% | 36.8% | 46.5% | * | 44.4% | * | 47.1% | 38.5% | 35.9% | 11.1% |
| 2015-16 | 47.8% | 33.1% | **29.8%** | 25.0% | 21.4% | 34.0% | * | 0.0% | - | 37.5% | 24.0% | 11.1% | 27.3% |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | **27.8%** | 4.9% | 24.6% | 30.8% | * | 52.6% | * | 21.4% | n/a | 11.9% | n/a |
| 2016 | 25.5% | 33.9% | **28.1%** | 15.4% | 22.7% | 29.6% | * | 57.1% | * | 45.5% | n/a | 13.7% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | **8.4%** | 2.4% | 7.2% | 9.5% | * | 15.8% | * | 7.1% | n/a | 3.7% | n/a |
| 2016 | 15.5% | 10.0% | **5.7%** | 5.1% | 4.5% | 5.3% | * | 28.6% | * | 13.6% | n/a | 1.5% | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | **3.6%** | 0.0% | 2.0% | 4.5% | * | 10.5% | * | 7.1% | n/a | 0.8% | n/a |
| 2016 | 6.8% | 7.2% | **5.1%** | 5.1% | 3.2% | 5.7% | * | 14.3% | * | 4.5% | n/a | 1.0% | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | **9.8%** | 0.0% | 9.2% | 9.7% | * | 36.8% | * | 10.7% | n/a | 3.7% | n/a |
| 2016 | 10.4% | 12.0% | **5.1%** | 0.0% | 3.6% | 5.5% | * | 28.6% | * | 4.5% | n/a | 2.0% | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | **24.4%** | 4.9% | 21.5% | 27.0% | * | 47.4% | * | 17.9% | n/a | 9.8% | n/a |
| 2016 | 14.8% | 26.8% | **26.2%** | 10.3% | 20.9% | 27.6% | * | 57.1% | * | 45.5% | n/a | 12.7% | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | **71.3%** | * | 70.8% | 71.1% | * | 70.0% | * | 83.3% | n/a | 58.6% | n/a |
| 2016 | 49.5% | 74.3% | **69.7%** | 50.0% | 72.0% | 70.2% | * | 75.0% | * | 50.0% | n/a | 66.7% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | **60.8%** | * | 47.6% | 66.0% | - | * | - | * | n/a | 22.2% | n/a |
| 2016 | 43.3% | 78.0% | **65.2%** | * | 80.0% | 66.7% | - | * | - | * | n/a | * | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | **40.6%** | - | 16.7% | 50.0% | - | * | - | * | n/a | * | n/a |
| 2016 | 54.0% | 70.4% | **48.8%** | * | 28.6% | 51.7% | - | * | - | * | n/a | * | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | **47.7%** | - | 44.4% | 47.9% | - | 57.1% | * | * | n/a | 22.2% | n/a |
| 2016 | 35.1% | 38.0% | **61.0%** | - | 50.0% | 64.3% | - | * | - | * | n/a | * | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | **73.4%** | * | 71.4% | 72.9% | * | 77.8% | * | 100.0% | n/a | 58.3% | n/a |
| 2016 | 41.6% | 80.0% | **69.8%** | * | 71.7% | 70.2% | * | 62.5% | * | 50.0% | n/a | 68.0% | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | **64.4%** | 65.4% | 55.6% | 66.3% | * | 100.0% | * | 70.6% | n/a | 51.9% | n/a |
| Class of 2016 | 71.6% | 67.5% | **59.4%** | 50.0% | 50.0% | 63.9% | * | 60.0% | - | 50.0% | n/a | 38.0% | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | **31.8%** | 11.8% | 21.5% | 36.3% | * | 77.8% | * | 25.0% | n/a | 10.9% | n/a |
| Class of 2016 | 22.5% | 44.3% | **38.6%** | 50.0% | 24.5% | 41.4% | * | * | - | * | n/a | 26.7% | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | **1091** | 919 | 1053 | 1115 | * | 1244 | * | 1098 | n/a | 1008 | n/a |
| Class of 2016 | 1375 | 1553 | **1499** | 1530 | 1412 | 1524 | * | * | - | * | n/a | 1437 | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | **546** | 468 | 525 | 557 | * | 614 | * | 571 | n/a | 508 | n/a |
| Class of 2016 | 903 | 1019 | **981** | 998 | 925 | 998 | * | * | - | * | n/a | 935 | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | **544** | 452 | 527 | 557 | * | 639 | * | 527 | n/a | 500 | n/a |
| Class of 2016 | 472 | 534 | **518** | 532 | 486 | 526 | * | * | - | * | n/a | 497 | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | **22.4** | 19.2 | 21.3 | 22.9 | * | * | - | * | n/a | 18.6 | n/a |
| Class of 2016 | 20.3 | 23.3 | **22.4** | * | 20.4 | 22.9 | * | * | - | * | n/a | 20.3 | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | **21.9** | 19.4 | 20.4 | 22.4 | * | * | - | * | n/a | 17.8 | n/a |
| Class of 2016 | 19.8 | 23.0 | **22.0** | * | 19.7 | 22.6 | * | * | - | * | n/a | 19.5 | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | **23.0** | 18.4 | 22.4 | 23.5 | * | * | - | * | n/a | 19.3 | n/a |
| Class of 2016 | 20.5 | 23.5 | **22.8** | * | 21.0 | 23.2 | * | * | - | * | n/a | 20.6 | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | **22.4** | 19.6 | 21.5 | 22.8 | * | * | - | * | n/a | 18.8 | n/a |
| Class of 2016 | 20.5 | 23.3 | **22.6** | * | 20.9 | 22.8 | * | * | - | * | n/a | 21.0 | n/a |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 1,930
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 | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 35.9% | 42.0% | **41.2%** | 26.3% | 38.8% | 42.7% | 44.4% | 44.1% | * | 61.0% | 14.8% | 30.4% | 27.5% |
| English Language Arts | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 16.2% | 20.4% | **18.3%** | 13.2% | 13.1% | 20.4% | 33.3% | 26.5% | * | 35.0% | 7.4% | 9.4% | 9.2% |
| Mathematics | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 19.3% | 26.9% | **24.3%** | 10.8% | 20.0% | 27.1% | 33.3% | 26.7% | * | 35.0% | 5.0% | 14.0% | 7.0% |
| Science | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 5.1% | 2.9% | **2.0%** | 0.0% | 0.9% | 2.6% | 0.0% | 10.0% | * | 0.0% | 0.0% | 0.3% | 0.0% |
| Social Studies | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 20.8% | 23.8% | **26.7%** | 7.8% | 22.4% | 28.8% | 33.3% | 41.2% | * | 50.0% | 0.8% | 15.5% | 4.3% |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | **53.3%** | 66.7% | 45.9% | 55.0% | * | 60.0% | - | 62.5% | 24.0% | 35.4% | 0.0% |
| 2014-15 | 56.1% | 62.3% | **62.7%** | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | **66.5%** | 57.1% | 61.7% | 67.7% | * | * | - | 60.0% | 0.0% | 51.9% | * |
| 2014-15 | 55.6% | 72.2% | **66.8%** | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 1,930 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 1.4% | 4.3% |
| Kindergarten | 0 | 0.0% | 7.7% | 6.9% |
| Grade 1 | 0 | 0.0% | 8.0% | 7.2% |
| Grade 2 | 0 | 0.0% | 7.7% | 7.3% |
| Grade 3 | 0 | 0.0% | 8.2% | 7.6% |
| Grade 4 | 0 | 0.0% | 8.3% | 7.7% |
| Grade 5 | 0 | 0.0% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 534 | 27.7% | 7.6% | 8.0% |
| Grade 10 | 532 | 27.6% | 7.0% | 7.4% |
| Grade 11 | 442 | 22.9% | 6.3% | 6.9% |
| Grade 12 | 422 | 21.9% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 82 | 4.2% | 4.8% | 12.6% |
| Hispanic | 626 | 32.4% | 30.3% | 52.4% |
| White | 1,124 | 58.2% | 53.3% | 27.8% |
| American Indian | 3 | 0.2% | 0.3% | 0.4% |
| Asian | 39 | 2.0% | 7.3% | 4.4% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.1% |
| Two or More Races | 56 | 2.9% | 3.9% | 2.3% |
| Economically Disadvantaged | 478 | 24.8% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 1,452 | 75.2% | 78.2% | 41.2% |
| English Learners (EL) | 72 | 3.7% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 66 | 3.3% | 0.7% | 1.3% |
| At-Risk | 664 | 34.4% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 171 | | | |
| Students with Intellectual Disabilities | 98 | 57.3% | 31.2% | 43.3% |
| Students with Physical Disabilities | 5 | 2.9% | 20.7% | 21.9% |
| Students with Autism | 23 | 13.5% | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 45 | 26.3% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 186 | 9.5% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 23 | 1.2% | | |
| Hispanic | 62 | 3.2% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 91 | 4.6% | | |
| American Indian | 2 | 0.1% | | |
| Asian | 2 | 0.1% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 6 | 0.3% | | |

| Student Information | Non-Special Education Rates Campus | Non-Special Education Rates District | Non-Special Education Rates State | Special Education Rates Campus | Special Education Rates District | Special Education Rates State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 1.7% | 1.8% | - | 3.8% | 6.9% |
| Grade 1 | - | 2.1% | 3.4% | - | 7.8% | 6.2% |
| Grade 2 | - | 1.0% | 2.1% | - | 2.0% | 2.6% |
| Grade 3 | - | 0.9% | 1.3% | - | 1.6% | 1.0% |
| Grade 4 | - | 0.6% | 0.6% | - | 1.7% | 0.5% |
| Grade 5 | - | 0.4% | 0.7% | - | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | 2.5% | 2.2% | 8.0% | 2.1% | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.8 | 18.7 |
| Grade 1 | - | 19.8 | 18.8 |
| Grade 2 | - | 18.9 | 18.8 |
| Grade 3 | - | 20.5 | 19.0 |
| Grade 4 | - | 19.6 | 19.2 |
| Grade 5 | - | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | 20.4 | 20.7 | 16.7 |
| Foreign Languages | 20.6 | 21.1 | 18.6 |
| Mathematics | 22.7 | 24.1 | 17.9 |
| Science | 24.1 | 24.3 | 19.0 |
| Social Studies | 24.9 | 24.9 | 19.3 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | ---------- Campus ---------- Count/Average | Percent | District | State |
|---|---|---|---|---|
| Total Staff | 150.5 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 134.6 | 89.4% | 58.6% | 64.1% |
| Teachers | 113.9 | 75.7% | 46.9% | 50.1% |
| Professional Support | 13.7 | 9.1% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 7.0 | 4.6% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 5.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 16.0 | 10.6% | 10.0% | 10.1% |
| Total Minority Staff: | 28.7 | 19.1% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 5.0 | 4.4% | 3.1% | 10.4% |
| Hispanic | 13.6 | 11.9% | 12.7% | 27.2% |
| White | 91.7 | 80.5% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 1.6 | 1.4% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 2.0 | 1.8% | 1.1% | 1.1% |
| Males | 41.8 | 36.6% | 17.7% | 23.7% |
| Females | 72.2 | 63.4% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 1.0 | 0.9% | 0.3% | 1.4% |
| Bachelors | 76.9 | 67.5% | 73.7% | 74.1% |
| Masters | 35.2 | 30.9% | 25.6% | 23.8% |
| Doctorate | 0.9 | 0.8% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 11.0 | 9.7% | 2.6% | 8.2% |
| 1-5 Years Experience | 29.3 | 25.7% | 25.0% | 29.1% |
| 6-10 Years Experience | 23.0 | 20.2% | 24.7% | 19.1% |
| 11-20 Years Experience | 33.2 | 29.1% | 34.2% | 28.2% |
| Over 20 Years Experience | 17.5 | 15.3% | 13.5% | 15.3% |
| Number of Students per Teacher | 16.9 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 7.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 2.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 7.3 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 6.2 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 11.2 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 5.5 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $54,303 | $53,917 | $47,667 |
| 1-5 Years Experience | $54,341 | $54,166 | $49,663 |
| 6-10 Years Experience | $56,943 | $55,437 | $52,056 |
| 11-20 Years Experience | $59,464 | $59,147 | $55,246 |
| Over 20 Years Experience | $66,825 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $58,268 | $57,818 | $53,334 |
| Professional Support | $71,729 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $89,148 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.1 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 71 | 3.7% | 10.0% | 18.9% |
| Career & Technical Education | 1,271 | 65.9% | 28.6% | 25.8% |
| Gifted & Talented Education | 147 | 7.6% | 9.0% | 7.9% |
| Special Education | 171 | 8.9% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.9 | 1.7% | 5.8% | 6.1% |
| Career & Technical Education | 13.4 | 11.7% | 4.1% | 4.7% |
| Compensatory Education | 0.0 | 0.0% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.0 | 0.0% | 1.0% | 1.8% |
| Regular Education | 64.9 | 57.0% | 70.9% | 72.3% |
| Special Education | 9.9 | 8.7% | 7.5% | 9.0% |
| Other | 23.8 | 20.9% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL MEMORIAL H S**

Campus Number: **101921002**

2018 Accountability Rating: **Met Standard**

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**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **End of Course English I** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 65% | 85% | **90%** | 79% | 85% | 92% | - | 94% | * | 92% | * | 79% | * |
| | 2017 | 64% | 85% | **90%** | 74% | 84% | 93% | - | 96% | * | 93% | * | 77% | * |
| At Meets Grade Level or Above | 2018 | 44% | 70% | **76%** | 58% | 67% | 79% | - | 94% | * | 81% | * | 61% | * |
| | 2017 | 43% | 69% | **75%** | 59% | 65% | 79% | - | 85% | * | 89% | * | 50% | * |
| At Masters Grade Level | 2018 | 7% | 17% | **20%** | 16% | 13% | 22% | - | 32% | * | 23% | * | 12% | * |
| | 2017 | 8% | 15% | **18%** | 18% | 16% | 16% | - | 43% | * | 21% | * | 9% | * |
| **End of Course English II** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 67% | 85% | **91%** | * | 87% | 93% | - | 94% | * | 93% | * | 79% | * |
| | 2017 | 66% | 83% | **86%** | * | 81% | 91% | * | 92% | * | * | * | 75% | * |
| At Meets Grade Level or Above | 2018 | 48% | 74% | **80%** | * | 72% | 84% | - | 84% | * | 79% | * | 60% | * |
| | 2017 | 45% | 68% | **74%** | * | 64% | 80% | * | 79% | * | * | * | 55% | * |
| At Masters Grade Level | 2018 | 8% | 18% | **23%** | * | 18% | 23% | - | 45% | * | 24% | * | 8% | * |
| | 2017 | 6% | 16% | **19%** | * | 14% | 21% | * | 46% | * | * | * | 6% | * |
| **End of Course Algebra I** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 83% | 95% | **98%** | 92% | 97% | 99% | - | 100% | - | 94% | 80% | 99% | 97% |
| | 2017 | 83% | 93% | **98%** | 88% | 97% | 99% | - | 95% | * | 100% | 78% | 91% | 88% |
| At Meets Grade Level or Above | 2018 | 55% | 81% | **88%** | 79% | 86% | 89% | - | 100% | - | 83% | 33% | 88% | 82% |
| | 2017 | 48% | 79% | **85%** | 55% | 83% | 88% | - | 95% | * | 89% | 37% | 67% | 66% |
| At Masters Grade Level | 2018 | 32% | 62% | **63%** | 54% | 53% | 66% | - | 88% | - | 61% | 17% | 55% | 44% |
| | 2017 | 26% | 55% | **53%** | 33% | 55% | 53% | - | 85% | * | 53% | 12% | 40% | 38% |
| **End of Course Biology** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 87% | 96% | **99%** | 100% | 97% | 100% | - | 100% | - | 100% | * | 99% | 94% |
| | 2017 | 86% | 95% | **97%** | 86% | 96% | 98% | * | 97% | * | 100% | * | 90% | * |
| At Meets Grade Level or Above | 2018 | 59% | 79% | **84%** | 81% | 76% | 86% | - | 98% | - | 83% | * | 70% | 50% |
| | 2017 | 57% | 78% | **84%** | 63% | 76% | 88% | * | 92% | * | 92% | * | 60% | * |
| At Masters Grade Level | 2018 | 24% | 40% | **44%** | 29% | 31% | 47% | - | 65% | - | 57% | * | 27% | 14% |
| | 2017 | 21% | 38% | **40%** | 23% | 35% | 41% | * | 65% | * | 46% | * | 27% | * |
| **End of Course U.S. History** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 92% | 97% | **98%** | 95% | 97% | 99% | * | 96% | * | 100% | 73% | 94% | 87% |
| | 2017 | 91% | 98% | **99%** | 94% | 100% | 99% | * | 98% | - | 100% | 83% | 100% | 96% |
| At Meets Grade Level or Above | 2018 | 70% | 88% | **90%** | 82% | 87% | 93% | * | 88% | * | 94% | 46% | 76% | 50% |
| | 2017 | 66% | 87% | **89%** | 91% | 83% | 91% | * | 95% | - | 95% | 46% | 79% | 60% |
| At Masters Grade Level | 2018 | 40% | 68% | **68%** | 54% | 60% | 74% | * | 71% | * | 69% | 23% | 52% | 30% |
| | 2017 | 35% | 62% | **66%** | 53% | 63% | 67% | * | 72% | - | 75% | 17% | 48% | 24% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **95%** | 88% | 92% | 96% | * | 96% | * | 96% | 67% | 89% | 81% |
| | 2017 | 75% | 90% | **93%** | 81% | 91% | 96% | * | 95% | * | 96% | 61% | 85% | 75% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **83%** | 72% | 77% | 86% | * | 92% | * | 83% | 33% | 70% | 51% |
| | 2017 | 45% | 68% | **81%** | 66% | 73% | 85% | * | 88% | * | 90% | 29% | 61% | 40% |
| At Masters Grade Level | 2018 | 22% | 40% | **41%** | 30% | 34% | 44% | * | 57% | * | 43% | 13% | 29% | 16% |
| | 2017 | 20% | 37% | **38%** | 25% | 34% | 38% | * | 58% | * | 43% | 8% | 24% | 11% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **90%** | 78% | 86% | 93% | - | 94% | * | 93% | 51% | 79% | * |
| | 2017 | 72% | 88% | **88%** | 72% | 82% | 92% | * | 94% | * | 91% | * | 76% | * |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **78%** | 62% | 70% | 82% | - | 89% | * | 80% | 26% | 60% | * |
| | 2017 | 44% | 66% | **75%** | 62% | 64% | 80% | * | 82% | * | 86% | * | 52% | * |
| At Masters Grade Level | 2018 | 19% | 36% | **21%** | 12% | 15% | 23% | - | 38% | * | 24% | 7% | 10% | * |
| | 2017 | 19% | 34% | **19%** | 11% | 15% | 18% | * | 44% | * | 23% | * | 8% | * |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **98%** | 92% | 97% | 99% | - | 100% | - | 94% | 80% | 99% | 97% |
| | 2017 | 79% | 93% | **98%** | 88% | 97% | 99% | - | 95% | * | 100% | 78% | 91% | 88% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **88%** | 79% | 86% | 89% | - | 100% | - | 83% | 33% | 88% | 82% |
| | 2017 | 46% | 73% | **85%** | 55% | 83% | 88% | - | 95% | * | 89% | 37% | 67% | 66% |
| At Masters Grade Level | 2018 | 24% | 45% | **63%** | 54% | 53% | 66% | - | 88% | - | 61% | 17% | 55% | 44% |
| | 2017 | 22% | 45% | **53%** | 33% | 55% | 53% | - | 85% | * | 53% | 12% | 40% | 38% |
| **All Grades Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **99%** | 100% | 97% | 100% | - | 100% | - | 100% | * | 99% | 94% |
| | 2017 | 79% | 91% | **97%** | 86% | 96% | 98% | * | 97% | * | 100% | * | 90% | * |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **84%** | 81% | 76% | 86% | - | 98% | - | 83% | * | 70% | 50% |
| | 2017 | 49% | 70% | **84%** | 63% | 76% | 88% | * | 92% | * | 92% | * | 60% | * |
| At Masters Grade Level | 2018 | 23% | 39% | **44%** | 29% | 31% | 47% | - | 65% | - | 57% | * | 27% | 14% |
| | 2017 | 19% | 34% | **40%** | 23% | 35% | 41% | * | 65% | * | 46% | * | 27% | * |
| **All Grades Social Studies** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 89% | **98%** | 95% | 97% | 99% | * | 96% | * | 100% | 73% | 94% | 87% |
| | 2017 | 77% | 89% | **99%** | 94% | 100% | 99% | * | 98% | - | 100% | 83% | 100% | 96% |
| At Meets Grade Level or Above | 2018 | 53% | 69% | **90%** | 82% | 87% | 93% | * | 88% | * | 94% | 46% | 76% | 50% |
| | 2017 | 49% | 67% | **89%** | 91% | 83% | 91% | * | 95% | - | 95% | 46% | 79% | 60% |
| At Masters Grade Level | 2018 | 31% | 50% | **68%** | 54% | 60% | 74% | * | 71% | * | 69% | 23% | 52% | 30% |
| | 2017 | 27% | 45% | **66%** | 53% | 63% | 67% | * | 72% | - | 75% | 17% | 48% | 24% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| End of Course English II | 2018 | 67 | 75 | **78** | 65 | 76 | 79 | - | 83 | * | 78 | 69 | 72 | 75 |
| End of Course Algebra I | 2018 | 72 | 86 | **92** | 89 | 90 | 92 | - | 98 | - | 97 | 69 | 92 | 88 |
| All Grades Both Subjects | 2018 | 69 | 77 | **83** | 73 | 82 | 84 | - | 89 | * | 85 | 69 | 80 | 83 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **78** | 65 | 76 | 79 | - | 83 | * | 78 | 69 | 72 | 75 |
| All Grades Mathematics | 2018 | 70 | 78 | **92** | 89 | 90 | 92 | - | 98 | - | 97 | 69 | 92 | 88 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 | 2018 | 77% | 91% | **95%** | - | - | - | - | - | 59% | - | 59% | * | 59% | 62% |
| | 2017 | 75% | 90% | **93%** | - | - | - | - | - | 65% | - | 65% | * | 65% | 65% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **83%** | - | - | - | - | - | 25% | - | 25% | * | 25% | 26% |
| | 2017 | 45% | 68% | **81%** | - | - | - | - | - | 23% | - | 23% | * | 23% | 25% |
| At Masters Grade Level | 2018 | 22% | 40% | **41%** | - | - | - | - | - | 10% | - | 10% | * | 10% | 9% |
| | 2017 | 20% | 37% | **38%** | - | - | - | - | - | 7% | - | 7% | * | 7% | 7% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **90%** | - | - | - | - | - | * | - | * | * | * | * |
| | 2017 | 72% | 88% | **88%** | - | - | - | - | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **78%** | - | - | - | - | - | * | - | * | * | * | * |
| | 2017 | 44% | 66% | **75%** | - | - | - | - | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 19% | 36% | **21%** | - | - | - | - | - | * | - | * | * | * | * |
| | 2017 | 19% | 34% | **19%** | - | - | - | - | - | * | - | * | * | * | * |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **98%** | - | - | - | - | - | 100% | - | 100% | - | 100% | 100% |
| | 2017 | 79% | 93% | **98%** | - | - | - | - | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **88%** | - | - | - | - | - | 75% | - | 75% | - | 75% | 75% |
| | 2017 | 46% | 73% | **85%** | - | - | - | - | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 24% | 45% | **63%** | - | - | - | - | - | 63% | - | 63% | - | 63% | 63% |
| | 2017 | 22% | 45% | **53%** | - | - | - | - | - | * | - | * | * | * | * |
| **All Grades Science** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **99%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 79% | 91% | **97%** | - | - | - | - | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **84%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 49% | 70% | **84%** | - | - | - | - | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 23% | 39% | **44%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 19% | 34% | **40%** | - | - | - | - | - | * | - | * | * | * | * |
| **All Grades Social Studies** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 89% | **98%** | - | - | - | - | - | * | - | * | * | * | * |
| | 2017 | 77% | 89% | **99%** | - | - | - | - | - | * | - | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 53% | 69% | **90%** | - | - | - | - | - | * | - | * | * | * | * |
| | 2017 | 49% | 67% | **89%** | - | - | - | - | - | * | - | * | - | * | * |
| At Masters Grade Level | 2018 | 31% | 50% | **68%** | - | - | - | - | - | * | - | * | * | * | * |
| | 2017 | 27% | 45% | **66%** | - | - | - | - | - | * | - | * | - | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **83** | - | - | - | - | - | 84 | - | 84 | * | 84 | 85 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Grades ELA/Reading | 2018 | 69 | 75 | **78** | - | - | - | - | - | 78 | - | 78 | * | 78 | 80 |
| All Grades Mathematics | 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
## 2017-18 Campus STAAR Participation

Total Students: 2,247
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **100%** | 100% | 99% | 100% | 100% | 100% | * | 100% | 97% | 99% | 98% |
| Included in Accountability | 94% | 95% | **96%** | 90% | 92% | 98% | 100% | 97% | * | 99% | 93% | 93% | 78% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **3%** | 9% | 5% | 2% | 0% | 2% | * | 1% | 3% | 3% | 5% |
| Other Exclusions | 1% | 1% | **1%** | 0% | 2% | 0% | 0% | 1% | * | 0% | 2% | 2% | 16% |
| Not Tested | 1% | 1% | **0%** | 0% | 1% | 0% | 0% | 0% | * | 0% | 3% | 1% | 2% |
| Absent | 1% | 1% | **0%** | 0% | 1% | 0% | 0% | 0% | * | 0% | 3% | 1% | 2% |
| 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
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,247
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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **96.4%** | 96.6% | 96.0% | 96.4% | * | 98.1% | * | 97.0% | 94.9% | 95.6% | 95.9% |
| 2015-16 | 95.8% | 96.6% | **96.7%** | 96.7% | 96.4% | 96.6% | * | 97.8% | * | 96.3% | 95.2% | 95.6% | 96.3% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | **-** | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | **-** | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | **0.3%** | 0.0% | 0.2% | 0.5% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2015-16 | 2.0% | 0.5% | **0.1%** | 0.0% | 0.2% | 0.2% | 0.0% | 0.0% | * | 0.0% | 0.0% | 1.0% | 0.0% |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | **98.4%** | 94.1% | 97.4% | 99.2% | - | 100.0% | * | 100.0% | 89.5% | 98.5% | 100.0% |
| Received TxCHSE | 0.5% | 0.5% | **0.2%** | 0.0% | 0.9% | 0.0% | - | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| Continued HS | 4.2% | 1.8% | **1.1%** | 5.9% | 1.7% | 0.4% | - | 0.0% | * | 0.0% | 10.5% | 0.0% | 0.0% |
| Dropped Out | 6.2% | 1.1% | **0.2%** | 0.0% | 0.0% | 0.4% | - | 0.0% | * | 0.0% | 0.0% | 1.5% | 0.0% |
| Graduates and TxCHSE | 89.6% | 97.1% | **98.6%** | 94.1% | 98.3% | 99.2% | - | 100.0% | * | 100.0% | 89.5% | 98.5% | 100.0% |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | **99.8%** | 100.0% | 100.0% | 99.6% | - | 100.0% | * | 100.0% | 100.0% | 98.5% | 100.0% |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | **-** | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | **-** | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | **-** | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | **-** | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | **-** | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | **-** | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | **-** | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| 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% |
| Class of 2016 | 89.1% | 95.6% | **97.8%** | 94.1% | 95.0% | 99.2% | - | 100.0% | * | 100.0% | 89.5% | 94.2% | 90.0% |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| 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% |
| Class of 2016 | 87.4% | 88.5% | **89.1%** | 78.1% | 83.2% | 92.0% | - | 97.0% | * | 93.8% | 35.3% | 75.4% | 33.3% |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | * | - | - | * | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | * | - | * | * | - | - | - | * | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | * | - | - | * | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | * | - | * | * | - | - | - | * | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| 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% |
| Class of 2016 | 85.1% | 88.3% | **89.2%** | 78.1% | 83.3% | 92.0% | - | 97.0% | * | 94.1% | 35.3% | 75.4% | 33.3% |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | **86.8%** | 76.7% | 87.6% | 86.5% | * | 96.9% | - | 85.0% | 11.1% | 76.9% | 62.5% |
| 2015-16 | 85.6% | 87.9% | **88.5%** | 78.1% | 83.2% | 91.2% | - | 97.0% | * | 88.2% | 37.5% | 74.5% | 33.3% |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | * | - | - | * | - | * | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | * | - | * | * | - | - | - | * | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | * | - | - | * | - | * | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | * | - | * | * | - | - | - | * | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | **86.7%** | 76.7% | 87.6% | 86.6% | * | 93.9% | - | 85.0% | 11.1% | 76.9% | 62.5% |
| 2015-16 | 83.3% | 87.8% | **88.6%** | 78.1% | 83.3% | 91.3% | - | 97.0% | * | 88.9% | 37.5% | 74.5% | 33.3% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 2,247
Grade Span: 09 - 12
School Type: High School

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | 473 | 100.0% | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | 30 | 6.3% | 56 | 42,132 |
| Hispanic | 121 | 25.6% | 238 | 164,446 |
| White | 268 | 56.7% | 526 | 105,748 |
| American Indian | 1 | 0.2% | 3 | 1,254 |
| Asian | 33 | 7.0% | 42 | 14,036 |
| Pacific Islander | 0 | 0.0% | 1 | 525 |
| Two or More Races | 20 | 4.2% | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 62 | 13.1% | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | 408 | 86.3% | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | 1 | 0.2% | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | 0 | 0.0% | 2 | 3,212 |
| Foundation H.S. Program (DLA) | 2 | 0.4% | 3 | 25,399 |
| Special Education Graduates | 27 | 5.7% | 53 | 25,105 |
| Economically Disadvantaged Graduates | 65 | 13.7% | 168 | 159,476 |
| LEP Graduates | 8 | 1.7% | 17 | 17,579 |
| At-Risk Graduates | 101 | 21.4% | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | **80.3%** | 65.0% | 75.6% | 82.8% | * | 93.9% | - | 80.0% | 75.9% | 71.5% | 37.5% |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | **74.0%** | 53.3% | 67.8% | 76.5% | * | 93.9% | - | 80.0% | 7.4% | 60.0% | 12.5% |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | **75.7%** | 60.0% | 70.2% | 78.4% | * | 93.9% | - | 70.0% | 11.1% | 61.5% | 12.5% |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | **69.8%** | 53.3% | 64.5% | 70.9% | * | 93.9% | - | 75.0% | 11.1% | 58.5% | 25.0% |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | **65.5%** | 46.7% | 58.7% | 67.9% | * | 90.9% | - | 65.0% | 3.7% | 49.2% | 12.5% |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 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) | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | **9.7%** | 6.7% | 9.1% | 9.7% | * | 12.1% | - | 15.0% | 18.5% | 12.3% | 0.0% |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | **2.7%** | 3.3% | 1.7% | 3.4% | * | 0.0% | - | 5.0% | 3.7% | 7.7% | 0.0% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **TSIA Results (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | **24.7%** | 26.7% | 29.8% | 22.4% | * | 24.2% | - | 25.0% | 3.7% | 20.0% | 0.0% |
| 2015-16 | 22.6% | 18.1% | **21.0%** | 21.9% | 23.7% | 20.4% | - | 6.1% | * | 33.3% | 31.3% | 25.5% | 11.1% |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | **29.6%** | 30.0% | 33.1% | 28.0% | * | 27.3% | - | 35.0% | 7.4% | 29.2% | 12.5% |
| 2015-16 | 18.1% | 14.4% | **14.4%** | 18.8% | 14.9% | 13.8% | - | 6.1% | * | 22.2% | 0.0% | 16.4% | 11.1% |
| Both Subjects | | | | | | | | | | | | | |
| 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)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | **26.8%** | 26.7% | 24.8% | 28.0% | * | 21.2% | - | 35.0% | 37.0% | 30.8% | 25.0% |
| 2015-16 | 47.8% | 33.1% | **35.8%** | 21.9% | 36.0% | 39.6% | - | 21.2% | * | 33.3% | 31.3% | 30.9% | 11.1% |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | **38.8%** | 21.9% | 30.7% | 39.6% | * | 67.5% | - | 50.0% | n/a | 23.4% | n/a |
| 2016 | 25.5% | 33.9% | **38.9%** | 26.7% | 31.3% | 40.4% | - | 75.8% | * | 24.4% | n/a | 31.5% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | **17.2%** | 10.9% | 17.0% | 14.5% | * | 38.8% | - | 23.8% | n/a | 11.7% | n/a |
| 2016 | 15.5% | 10.0% | **13.8%** | 13.3% | 11.7% | 12.0% | - | 36.4% | * | 12.2% | n/a | 15.3% | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | **12.2%** | 4.7% | 9.3% | 11.7% | * | 27.5% | - | 21.4% | n/a | 5.8% | n/a |
| 2016 | 6.8% | 7.2% | **9.1%** | 6.7% | 9.6% | 7.6% | - | 24.2% | * | 4.9% | n/a | 7.3% | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | **17.0%** | 9.4% | 10.7% | 16.3% | * | 42.5% | - | 28.6% | n/a | 10.4% | n/a |
| 2016 | 10.4% | 12.0% | **18.1%** | 8.3% | 15.4% | 17.1% | - | 48.5% | * | 12.2% | n/a | 16.9% | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | **28.7%** | 20.3% | 20.4% | 28.5% | * | 60.0% | - | 38.1% | n/a | 15.6% | n/a |
| 2016 | 14.8% | 26.8% | **27.4%** | 16.7% | 20.4% | 28.2% | - | 63.6% | * | 17.1% | n/a | 24.2% | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | **75.1%** | 78.6% | 69.9% | 75.0% | * | 79.6% | - | 81.0% | n/a | 66.7% | n/a |
| 2016 | 49.5% | 74.3% | **77.2%** | 87.5% | 77.3% | 74.0% | - | 88.0% | - | 70.0% | n/a | 87.2% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | **78.4%** | 100.0% | 71.7% | 80.5% | - | 74.2% | - | 90.0% | n/a | 50.0% | n/a |
| 2016 | 43.3% | 78.0% | **82.7%** | 75.0% | 78.6% | 87.1% | - | 75.0% | - | 100.0% | n/a | 89.5% | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | **73.6%** | * | 68.0% | 71.2% | - | 77.3% | - | 100.0% | n/a | 88.9% | n/a |
| 2016 | 54.0% | 70.4% | **81.0%** | * | 78.3% | 79.5% | - | 87.5% | - | * | n/a | 77.8% | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | **41.4%** | 33.3% | 41.4% | 32.6% | * | 58.8% | - | 66.7% | n/a | 37.5% | n/a |
| 2016 | 35.1% | 38.0% | **32.3%** | 60.0% | 29.7% | 31.8% | - | 34.4% | - | 20.0% | n/a | 33.3% | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | **81.6%** | 76.9% | 80.0% | 82.0% | * | 81.3% | - | 87.5% | n/a | 79.2% | n/a |
| 2016 | 41.6% | 80.0% | **88.5%** | 100.0% | 83.7% | 88.3% | - | 92.9% | - | 85.7% | n/a | 80.0% | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | **74.8%** | 70.0% | 62.8% | 79.1% | * | 90.9% | - | 70.0% | n/a | 54.9% | n/a |
| Class of 2016 | 71.6% | 67.5% | **74.2%** | 71.9% | 54.4% | 80.4% | - | 90.9% | * | 88.9% | n/a | 51.6% | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | **45.8%** | 14.3% | 31.6% | 49.5% | * | 73.3% | - | 57.1% | n/a | 33.3% | n/a |
| Class of 2016 | 22.5% | 44.3% | **48.0%** | 21.7% | 46.8% | 50.8% | - | 56.7% | * | 43.8% | n/a | 50.0% | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | **1149** | 1026 | 1099 | 1160 | * | 1272 | - | 1181 | n/a | 1127 | n/a |
| Class of 2016 | 1375 | 1553 | **1588** | 1393 | 1585 | 1604 | - | 1681 | * | 1506 | n/a | 1575 | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | **576** | 516 | 548 | 583 | * | 630 | - | 596 | n/a | 567 | n/a |
| Class of 2016 | 903 | 1019 | **1044** | 919 | 1030 | 1059 | - | 1090 | * | 1016 | n/a | 1035 | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | **572** | 510 | 550 | 576 | * | 640 | - | 582 | n/a | 559 | n/a |
| Class of 2016 | 472 | 534 | **544** | 475 | 556 | 545 | - | 591 | * | 489 | n/a | 541 | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | **24.2** | 18.8 | 22.6 | 24.5 | - | 27.8 | - | 25.7 | n/a | 24.2 | n/a |
| Class of 2016 | 20.3 | 23.3 | **23.9** | 18.8 | 24.8 | 23.9 | - | 26.8 | - | 21.6 | n/a | 25.1 | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | **23.7** | 17.7 | 21.6 | 24.2 | - | 27.7 | - | 25.4 | n/a | 24.0 | n/a |
| Class of 2016 | 19.8 | 23.0 | **23.6** | 18.1 | 24.4 | 23.9 | - | 25.9 | - | 21.6 | n/a | 24.4 | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | **24.6** | 20.0 | 23.5 | 24.9 | - | 27.8 | - | 25.0 | n/a | 24.1 | n/a |
| Class of 2016 | 20.5 | 23.5 | **24.0** | 19.2 | 25.6 | 23.7 | - | 27.4 | - | 21.3 | n/a | 25.1 | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | **24.2** | 19.2 | 23.0 | 24.4 | - | 27.2 | - | 26.0 | n/a | 24.3 | n/a |
| Class of 2016 | 20.5 | 23.3 | **23.7** | 19.2 | 24.6 | 23.6 | - | 27.2 | - | 21.1 | n/a | 25.4 | n/a |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 2,247
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | **40.9%** | 26.2% | 37.3% | 41.7% | * | 60.5% | * | 40.7% | 9.2% | 33.7% | 13.8% |
| 2015-16 | 35.9% | 42.0% | **42.6%** | 30.3% | 39.2% | 43.5% | 20.0% | 56.5% | * | 48.7% | 5.5% | 35.0% | 18.5% |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | **23.5%** | 13.9% | 19.6% | 24.4% | * | 35.1% | * | 31.3% | 1.0% | 14.8% | 0.0% |
| 2015-16 | 16.2% | 20.4% | **22.0%** | 13.2% | 18.4% | 24.0% | * | 28.0% | * | 23.6% | 0.0% | 15.2% | 12.9% |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | **27.4%** | 18.2% | 21.7% | 28.1% | * | 44.9% | * | 34.2% | 5.4% | 18.8% | 3.8% |
| 2015-16 | 19.3% | 26.9% | **28.9%** | 23.0% | 22.9% | 31.5% | * | 35.4% | * | 31.9% | 2.8% | 19.4% | 1.8% |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | **4.6%** | 4.0% | 3.0% | 3.2% | * | 17.4% | * | 8.7% | 0.0% | 3.6% | 0.0% |
| 2015-16 | 5.1% | 2.9% | **3.6%** | 2.7% | 3.9% | 2.2% | * | 13.6% | * | 0.0% | 0.0% | 2.8% | 0.0% |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | **22.8%** | 14.8% | 16.4% | 23.0% | * | 47.9% | * | 27.5% | 1.0% | 13.2% | 0.0% |
| 2015-16 | 20.8% | 23.8% | **21.4%** | 12.6% | 16.1% | 21.4% | * | 43.6% | * | 27.8% | 0.0% | 12.1% | 0.0% |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | **60.7%** | 50.0% | 50.0% | 66.3% | - | 66.7% | * | 61.1% | 64.7% | 50.0% | 22.2% |
| 2014-15 | 56.1% | 62.3% | **62.0%** | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | **78.1%** | 53.8% | 70.9% | 81.5% | - | 85.0% | * | 83.3% | 9.1% | 76.7% | * |
| 2014-15 | 55.6% | 72.2% | **76.7%** | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information

Total Students: 2,247
Grade Span: 09 - 12
School Type: High School

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 2,247 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 1.4% | 4.3% |
| Kindergarten | 0 | 0.0% | 7.7% | 6.9% |
| Grade 1 | 0 | 0.0% | 8.0% | 7.2% |
| Grade 2 | 0 | 0.0% | 7.7% | 7.3% |
| Grade 3 | 0 | 0.0% | 8.2% | 7.6% |
| Grade 4 | 0 | 0.0% | 8.3% | 7.7% |
| Grade 5 | 0 | 0.0% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 575 | 25.6% | 7.6% | 8.0% |
| Grade 10 | 582 | 25.9% | 7.0% | 7.4% |
| Grade 11 | 551 | 24.5% | 6.3% | 6.9% |
| Grade 12 | 539 | 24.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 139 | 6.2% | 4.8% | 12.6% |
| Hispanic | 603 | 26.8% | 30.3% | 52.4% |
| White | 1,217 | 54.2% | 53.3% | 27.8% |
| American Indian | 2 | 0.1% | 0.3% | 0.4% |
| Asian | 194 | 8.6% | 7.3% | 4.4% |
| Pacific Islander | 3 | 0.1% | 0.1% | 0.1% |
| Two or More Races | 89 | 4.0% | 3.9% | 2.3% |
| Economically Disadvantaged | 352 | 15.7% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 1,895 | 84.3% | 78.2% | 41.2% |
| English Learners (EL) | 50 | 2.2% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 23 | 1.0% | 0.7% | 1.3% |
| At-Risk | 532 | 23.7% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 130 | | | |
| Students with Intellectual Disabilities | 70 | 53.8% | 31.2% | 43.3% |
| Students with Physical Disabilities | 5 | 3.8% | 20.7% | 21.9% |
| Students with Autism | 15 | 11.5% | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 40 | 30.8% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 141 | 6.4% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 15 | 0.7% | | |
| Hispanic | 44 | 2.0% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 71 | 3.2% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 7 | 0.3% | | |
| Pacific Islander | 2 | 0.1% | | |
| Two or More Races | 2 | 0.1% | | |

| Student Information | Non-Special Education Rates: Campus | Non-Special Education Rates: District | Non-Special Education Rates: State | Special Education Rates: Campus | Special Education Rates: District | Special Education Rates: State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 1.7% | 1.8% | - | 3.8% | 6.9% |
| Grade 1 | - | 2.1% | 3.4% | - | 7.8% | 6.2% |
| Grade 2 | - | 1.0% | 2.1% | - | 2.0% | 2.6% |
| Grade 3 | - | 0.9% | 1.3% | - | 1.6% | 1.0% |
| Grade 4 | - | 0.6% | 0.6% | - | 1.7% | 0.5% |
| Grade 5 | - | 0.4% | 0.7% | - | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | 1.8% | 2.2% | 8.0% | 0.0% | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.8 | 18.7 |
| Grade 1 | - | 19.8 | 18.8 |
| Grade 2 | - | 18.9 | 18.8 |
| Grade 3 | - | 20.5 | 19.0 |
| Grade 4 | - | 19.6 | 19.2 |
| Grade 5 | - | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | 21.0 | 20.7 | 16.7 |
| Foreign Languages | 21.6 | 21.1 | 18.6 |
| Mathematics | 26.3 | 24.1 | 17.9 |
| Science | 25.5 | 24.3 | 19.0 |
| Social Studies | 25.7 | 24.9 | 19.3 |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information

Total Students: 2,247
Grade Span: 09 - 12
School Type: High School

| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 153.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 141.7 | 92.4% | 58.6% | 64.1% |
| Teachers | 120.6 | 78.7% | 46.9% | 50.1% |
| Professional Support | 14.1 | 9.2% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 7.0 | 4.6% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 6.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 11.6 | 7.6% | 10.0% | 10.1% |
| Total Minority Staff: | 30.0 | 19.6% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 6.0 | 5.0% | 3.1% | 10.4% |
| Hispanic | 11.0 | 9.1% | 12.7% | 27.2% |
| White | 96.4 | 79.9% | 81.1% | 58.9% |
| American Indian | 1.0 | 0.8% | 0.5% | 0.3% |
| Asian | 2.2 | 1.8% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 4.0 | 3.3% | 1.1% | 1.1% |
| Males | 43.6 | 36.2% | 17.7% | 23.7% |
| Females | 77.0 | 63.8% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 1.0 | 0.8% | 0.3% | 1.4% |
| Bachelors | 75.4 | 62.5% | 73.7% | 74.1% |
| Masters | 44.2 | 36.6% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 1.7% | 2.6% | 8.2% |
| 1-5 Years Experience | 38.6 | 32.0% | 25.0% | 29.1% |
| 6-10 Years Experience | 28.3 | 23.5% | 24.7% | 19.1% |
| 11-20 Years Experience | 40.5 | 33.6% | 34.2% | 28.2% |
| Over 20 Years Experience | 11.1 | 9.2% | 13.5% | 15.3% |
| Number of Students per Teacher | 18.6 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 9.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 2.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 13.5 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 10.0 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 10.1 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 4.3 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $53,200 | $53,917 | $47,667 |
| 1-5 Years Experience | $54,726 | $54,166 | $49,663 |
| 6-10 Years Experience | $55,996 | $55,437 | $52,056 |
| 11-20 Years Experience | $60,420 | $59,147 | $55,246 |
| Over 20 Years Experience | $66,290 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $57,980 | $57,818 | $53,334 |
| Professional Support | $70,563 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $92,774 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.2 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 47 | 2.1% | 10.0% | 18.9% |
| Career & Technical Education | 1,717 | 76.4% | 28.6% | 25.8% |
| Gifted & Talented Education | 206 | 9.2% | 9.0% | 7.9% |
| Special Education | 130 | 5.8% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.2 | 1.0% | 5.8% | 6.1% |
| Career & Technical Education | 15.8 | 13.1% | 4.1% | 4.7% |
| Compensatory Education | 0.0 | 0.0% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.0 | 0.0% | 1.0% | 1.8% |
| Regular Education | 68.1 | 56.4% | 70.9% | 72.3% |
| Special Education | 7.9 | 6.6% | 7.5% | 9.0% |
| Other | 27.5 | 22.8% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

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

Campus Number: **101921003**

2018 Accountability Rating: **Not Rated**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



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

TEXAS EDUCATION AGENCY
**Texas Academic Performance Report**
**2017-18 Campus Progress**



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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



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

TEXAS EDUCATION AGENCY
**Texas Academic Performance Report**
**2017-18 Campus STAAR Performance**
Bilingual Education/English as a Second Language



**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
## 2017-18 Campus STAAR Participation

Total Students: 1
Grade Span: 09 - 09
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% | - | - | - | - | - | - | - | - | - | - | - |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | - | - | - | - | - | - | - | - | - | - | - |
| Included in Accountability | 94% | 95% | - | - | - | - | - | - | - | - | - | - | - |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | - | - | - | - | - | - | - | - | - | - | - |
| Other Exclusions | 1% | 1% | - | - | - | - | - | - | - | - | - | - | - |
| Not Tested | 1% | 1% | - | - | - | - | - | - | - | - | - | - | - |
| Absent | 1% | 1% | - | - | - | - | - | - | - | - | - | - | - |
| 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
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1
Grade Span: 09 - 09
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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | * | - | * | - | - | * | - | - | - | * | - |
| 2015-16 | 95.8% | 96.6% | * | - | * | * | - | * | - | * | * | * | - |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | * | - | * | - | - | * | - | - | - | * | - |
| 2015-16 | 2.0% | 0.5% | **0.0%** | - | * | * | - | * | - | * | * | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 1
Grade Span: 09 - 09
School Type: High School

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators

Total Students: 1
Grade Span: 09 - 09
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 (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | 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
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 1
Grade Span: 09 - 09
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | * | - | * | - | - | - | - | - | - | * | - |
| 2015-16 | 35.9% | 42.0% | **0.0%** | - | * | * | - | * | - | * | * | * | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | * | - | * | - | - | - | - | - | - | * | - |
| 2015-16 | 16.2% | 20.4% | * | - | * | * | - | * | - | * | - | * | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | * | - | * | - | - | - | - | - | - | * | - |
| 2015-16 | 19.3% | 26.9% | * | - | * | * | - | * | - | * | - | * | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | * | - | * | - | - | - | - | - | - | * | - |
| 2015-16 | 5.1% | 2.9% | * | - | * | * | - | - | - | * | - | * | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | * | - | * | - | - | - | - | - | - | * | - |
| 2015-16 | 20.8% | 23.8% | **0.0%** | - | * | * | - | * | - | * | * | * | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 1 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 1.4% | 4.3% |
| Kindergarten | 0 | 0.0% | 7.7% | 6.9% |
| Grade 1 | 0 | 0.0% | 8.0% | 7.2% |
| Grade 2 | 0 | 0.0% | 7.7% | 7.3% |
| Grade 3 | 0 | 0.0% | 8.2% | 7.6% |
| Grade 4 | 0 | 0.0% | 8.3% | 7.7% |
| Grade 5 | 0 | 0.0% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 1 | 100.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 0 | 0.0% | 4.8% | 12.6% |
| Hispanic | 1 | 100.0% | 30.3% | 52.4% |
| White | 0 | 0.0% | 53.3% | 27.8% |
| American Indian | 0 | 0.0% | 0.3% | 0.4% |
| Asian | 0 | 0.0% | 7.3% | 4.4% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.1% |
| Two or More Races | 0 | 0.0% | 3.9% | 2.3% |
| Economically Disadvantaged | 1 | 100.0% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 0 | 0.0% | 78.2% | 41.2% |
| English Learners (EL) | 0 | 0.0% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 1 | 50.0% | 0.7% | 1.3% |
| At-Risk | 1 | 100.0% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 0 | | | |
| Students with Intellectual Disabilities | 0 | 0.0% | 31.2% | 43.3% |
| Students with Physical Disabilities | 0 | 0.0% | 20.7% | 21.9% |
| Students with Autism | 0 | 0.0% | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 0 | 0.0% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 2 | 100.0% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 0 | 0.0% | | |
| Hispanic | 1 | 50.0% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 0 | 0.0% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 1 | 50.0% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 0 | 0.0% | | |

| Student Information | Non-Special Education Rates Campus | Non-Special Education Rates District | Non-Special Education Rates State | Special Education Rates Campus | Special Education Rates District | Special Education Rates State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 1.7% | 1.8% | - | 3.8% | 6.9% |
| Grade 1 | - | 2.1% | 3.4% | - | 7.8% | 6.2% |
| Grade 2 | - | 1.0% | 2.1% | - | 2.0% | 2.6% |
| Grade 3 | - | 0.9% | 1.3% | - | 1.6% | 1.0% |
| Grade 4 | - | 0.6% | 0.6% | - | 1.7% | 0.5% |
| Grade 5 | - | 0.4% | 0.7% | - | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | 100.0% | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.8 | 18.7 |
| Grade 1 | - | 19.8 | 18.8 |
| Grade 2 | - | 18.9 | 18.8 |
| Grade 3 | - | 20.5 | 19.0 |
| Grade 4 | - | 19.6 | 19.2 |
| Grade 5 | - | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | - | 20.7 | 16.7 |
| Foreign Languages | - | 21.1 | 18.6 |
| Mathematics | - | 24.1 | 17.9 |
| Science | - | 24.3 | 19.0 |
| Social Studies | - | 24.9 | 19.3 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | - | 100.0% | 100.0% | 100.0% |
| Professional Staff: | - | - | 58.6% | 64.1% |
| Teachers | - | - | 46.9% | 50.1% |
| Professional Support | - | - | 7.8% | 9.8% |
| Campus Administration (School Leadership) | - | - | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | - | n/a | 18.0 | 4,429.0 |
| Part-time | - | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | - | n/a | 31.0 | 12,131.0 |
| Part-time | - | n/a | 1.0 | 1,148.0 |
| Educational Aides: | - | - | 10.0% | 10.1% |
| Total Minority Staff: | - | - | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | - | - | 3.1% | 10.4% |
| Hispanic | - | - | 12.7% | 27.2% |
| White | - | - | 81.1% | 58.9% |
| American Indian | - | - | 0.5% | 0.3% |
| Asian | - | - | 1.5% | 1.6% |
| Pacific Islander | - | - | 0.0% | 0.4% |
| Two or More Races | - | - | 1.1% | 1.1% |
| Males | - | - | 17.7% | 23.7% |
| Females | - | - | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | - | - | 0.3% | 1.4% |
| Bachelors | - | - | 73.7% | 74.1% |
| Masters | - | - | 25.6% | 23.8% |
| Doctorate | - | - | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | - | - | 2.6% | 8.2% |
| 1-5 Years Experience | - | - | 25.0% | 29.1% |
| 6-10 Years Experience | - | - | 24.7% | 19.1% |
| 11-20 Years Experience | - | - | 34.2% | 28.2% |
| Over 20 Years Experience | - | - | 13.5% | 15.3% |
| Number of Students per Teacher | - | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | - | 7.0 | 6.3 |
| Average Years Experience of Principals with District | - | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | - | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | - | 5.7 | 4.6 |
| Average Years Experience of Teachers: | - | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | - | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | $53,917 | $47,667 |
| 1-5 Years Experience | - | $54,166 | $49,663 |
| 6-10 Years Experience | - | $55,437 | $52,056 |
| 11-20 Years Experience | - | $59,147 | $55,246 |
| Over 20 Years Experience | - | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | - | $57,818 | $53,334 |
| Professional Support | - | $68,644 | $63,165 |
| Campus Administration (School Leadership) | - | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | - | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 0 | 0.0% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 0 | 0.0% | 9.0% | 7.9% |
| Special Education | 0 | 0.0% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | - | - | 5.8% | 6.1% |
| Career & Technical Education | - | - | 4.1% | 4.7% |
| Compensatory Education | - | - | 1.1% | 2.8% |
| Gifted & Talented Education | - | - | 1.0% | 1.8% |
| Regular Education | - | - | 70.9% | 72.3% |
| Special Education | - | - | 7.5% | 9.0% |
| Other | - | - | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL STAR ACADEMY**

Campus Number: **101921005**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Science**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **End of Course English I** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 65% | 85% | **99%** | * | * | 100% | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 44% | 70% | **91%** | * | * | 94% | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 7% | 17% | **19%** | * | * | 29% | - | * | - | * | * | * | * |
| **End of Course Algebra I** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 83% | 95% | **98%** | * | 95% | 100% | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 55% | 81% | **62%** | * | 59% | 54% | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 32% | 62% | **28%** | * | 23% | 31% | - | * | - | * | * | * | * |
| **End of Course Biology** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 87% | 96% | **100%** | * | 100% | 100% | - | 100% | - | * | * | 100% | 100% |
| At Meets Grade Level or Above | 2018 | 59% | 79% | **99%** | * | 97% | 100% | - | 100% | - | * | * | 94% | 89% |
| At Masters Grade Level | 2018 | 24% | 40% | **59%** | * | 47% | 68% | - | 58% | - | * | * | 39% | 78% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **99%** | * | 98% | 100% | - | 100% | - | * | * | 98% | 96% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **87%** | * | 83% | 88% | - | 94% | - | * | * | 78% | 80% |
| At Masters Grade Level | 2018 | 22% | 40% | **36%** | * | 27% | 45% | - | 31% | - | * | * | 28% | 36% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **99%** | * | * | 100% | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **91%** | * | * | 94% | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 19% | 36% | **19%** | * | * | 29% | - | * | - | * | * | * | * |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **98%** | * | 95% | 100% | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **62%** | * | 59% | 54% | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 24% | 45% | **28%** | * | 23% | 31% | - | * | - | * | * | * | * |
| **All Grades Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **100%** | * | 100% | 100% | - | 100% | - | * | * | 100% | 100% |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **99%** | * | 97% | 100% | - | 100% | - | * | * | 94% | 89% |
| At Masters Grade Level | 2018 | 23% | 39% | **59%** | * | 47% | 68% | - | 58% | - | * | * | 39% | 78% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 104
Grade Span: 09 - 09
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| End of Course Algebra I | 2018 | 72 | 86 | **60** | * | 64 | 48 | - | 92 | - | * | * | 61 | 71 |
| All Grades Both Subjects | 2018 | 69 | 77 | **60** | * | 64 | 48 | - | 92 | - | * | * | 61 | 71 |
| All Grades Mathematics | 2018 | 70 | 78 | **60** | * | 64 | 48 | - | 92 | - | * | * | 61 | 71 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



**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
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 104
Grade Span: 09 - 09
(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 | 2018 | 77% | 91% | **99%** | - | - | - | - | - | * | - | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **87%** | - | - | - | - | - | * | - | * | - | * | * |
| At Masters Grade Level | 2018 | 22% | 40% | **36%** | - | - | - | - | - | * | - | * | - | * | * |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **99%** | - | - | - | - | - | * | - | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **91%** | - | - | - | - | - | * | - | * | - | * | * |
| At Masters Grade Level | 2018 | 19% | 36% | **19%** | - | - | - | - | - | * | - | * | - | * | * |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **98%** | - | - | - | - | - | * | - | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **62%** | - | - | - | - | - | * | - | * | - | * | * |
| At Masters Grade Level | 2018 | 24% | 45% | **28%** | - | - | - | - | - | * | - | * | - | * | * |
| **All Grades Science** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **100%** | - | - | - | - | - | * | - | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **99%** | - | - | - | - | - | * | - | * | - | * | * |
| At Masters Grade Level | 2018 | 23% | 39% | **59%** | - | - | - | - | - | * | - | * | - | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **60** | - | - | - | - | - | * | - | * | - | * | * |
| All Grades Mathematics | 2018 | 70 | 78 | **60** | - | - | - | - | - | * | - | * | - | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 104
Grade Span: 09 - 09
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **-** | - | - | - | - | - | - | - | - | - | - |
| Included in Accountability | 94% | 95% | **-** | - | - | - | - | - | - | - | - | - | - |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **-** | - | - | - | - | - | - | - | - | - | - |
| Other Exclusions | 1% | 1% | **-** | - | - | - | - | - | - | - | - | - | - |
| Not Tested | 1% | 1% | **-** | - | - | - | - | - | - | - | - | - | - |
| Absent | 1% | 1% | **-** | - | - | - | - | - | - | - | - | - | - |
| Other | 0% | 0% | **-** | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Attendance Rate** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 95.8% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 104
Grade Span: 09 - 09
School Type: High School

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **TSIA Results (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 104
Grade Span: 09 - 09
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information

Total Students: 104
Grade Span: 09 - 09
School Type: High School

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 104 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 1.4% | 4.3% |
| Kindergarten | 0 | 0.0% | 7.7% | 6.9% |
| Grade 1 | 0 | 0.0% | 8.0% | 7.2% |
| Grade 2 | 0 | 0.0% | 7.7% | 7.3% |
| Grade 3 | 0 | 0.0% | 8.2% | 7.6% |
| Grade 4 | 0 | 0.0% | 8.3% | 7.7% |
| Grade 5 | 0 | 0.0% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 104 | 100.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 5 | 4.8% | 4.8% | 12.6% |
| Hispanic | 33 | 31.7% | 30.3% | 52.4% |
| White | 50 | 48.1% | 53.3% | 27.8% |
| American Indian | 0 | 0.0% | 0.3% | 0.4% |
| Asian | 14 | 13.5% | 7.3% | 4.4% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.1% |
| Two or More Races | 2 | 1.9% | 3.9% | 2.3% |
| Economically Disadvantaged | 18 | 17.3% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 86 | 82.7% | 78.2% | 41.2% |
| English Learners (EL) | 2 | 1.9% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 0 | 0.0% | 0.7% | 1.3% |
| At-Risk | 18 | 17.3% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | * | | | |
| Students with Intellectual Disabilities | 0 | 0.0% | 31.2% | 43.3% |
| Students with Physical Disabilities | * | * | 20.7% | 21.9% |
| Students with Autism | 0 | 0.0% | 15.5% | 13.2% |
| Students with Behavioral Disabilities | * | * | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 0 | 0.0% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 0 | 0.0% | | |
| Hispanic | 0 | 0.0% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 0 | 0.0% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 0 | 0.0% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 0 | 0.0% | | |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.8 | 18.7 |
| Grade 1 | - | 19.8 | 18.8 |
| Grade 2 | - | 18.9 | 18.8 |
| Grade 3 | - | 20.5 | 19.0 |
| Grade 4 | - | 19.6 | 19.2 |
| Grade 5 | - | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | 21.0 | 20.7 | 16.7 |
| Foreign Languages | 21.0 | 21.1 | 18.6 |
| Mathematics | 17.5 | 24.1 | 17.9 |
| Science | 21.0 | 24.3 | 19.0 |
| Social Studies | 21.0 | 24.9 | 19.3 |

| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 11.0 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 9.0 | 82.2% | 58.6% | 64.1% |
| Teachers | 7.0 | 63.9% | 46.9% | 50.1% |
| Professional Support | 1.0 | 9.1% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 1.0 | 9.1% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 0.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 2.0 | 17.8% | 10.0% | 10.1% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Minority Staff: | 3.0 | 27.2% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 1.0 | 14.3% | 3.1% | 10.4% |
| Hispanic | 1.0 | 14.3% | 12.7% | 27.2% |
| White | 5.0 | 71.5% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 0.0 | 0.0% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 0.0 | 0.0% | 1.1% | 1.1% |
| Males | 4.0 | 57.1% | 17.7% | 23.7% |
| Females | 3.0 | 42.9% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 1.0 | 14.3% | 0.3% | 1.4% |
| Bachelors | 3.0 | 42.9% | 73.7% | 74.1% |
| Masters | 3.0 | 42.8% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 28.5% | 2.6% | 8.2% |
| 1-5 Years Experience | 3.0 | 42.8% | 25.0% | 29.1% |
| 6-10 Years Experience | 1.0 | 14.3% | 24.7% | 19.1% |
| 11-20 Years Experience | 1.0 | 14.3% | 34.2% | 28.2% |
| Over 20 Years Experience | 0.0 | 0.1% | 13.5% | 15.3% |
| Number of Students per Teacher | 14.8 | n/a | 16.1 | 15.1 |

| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 1.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 1.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 0.0 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 0.0 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 7.6 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 1.3 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $54,483 | $53,917 | $47,667 |
| 1-5 Years Experience | $41,984 | $54,166 | $49,663 |
| 6-10 Years Experience | $55,766 | $55,437 | $52,056 |
| 11-20 Years Experience | $60,866 | $59,147 | $55,246 |
| Over 20 Years Experience | $66,466 | $66,291 | $61,428 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $50,243 | $57,818 | $53,334 |
| Professional Support | $66,607 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $93,781 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 2 | 1.9% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 7 | 6.7% | 9.0% | 7.9% |
| Special Education | 2 | 1.9% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 5.8% | 6.1% |
| Career & Technical Education | 0.0 | 0.0% | 4.1% | 4.7% |
| Compensatory Education | 0.0 | 0.0% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.0 | 0.0% | 1.0% | 1.8% |
| Regular Education | 2.5 | 35.3% | 70.9% | 72.3% |
| Special Education | 0.0 | 0.1% | 7.5% | 9.0% |
| Other | 4.5 | 64.6% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL J H**

Campus Number: **101921042**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Top 25 Percent: Comparative Closing the Gaps**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 7 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **84%** | 80% | 75% | 87% | * | * | - | 100% | 68% | 75% | 64% |
| | 2017 | 73% | 87% | **77%** | * | 78% | 79% | * | * | - | * | * | 67% | 73% |
| At Meets Grade Level or Above | 2018 | 48% | 71% | **60%** | 47% | 45% | 66% | * | * | - | 85% | 44% | 49% | 28% |
| | 2017 | 42% | 61% | **47%** | * | 47% | 49% | * | * | - | * | * | 39% | 38% |
| At Masters Grade Level | 2018 | 29% | 51% | **41%** | 33% | 30% | 45% | * | * | - | 60% | 24% | 32% | 20% |
| | 2017 | 23% | 39% | **25%** | * | 17% | 30% | * | * | - | * | * | 14% | 13% |
| **Grade 7 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 72% | 92% | **84%** | * | 83% | 85% | * | * | - | 84% | 57% | 73% | 80% |
| | 2017 | 70% | 89% | **81%** | * | 80% | 83% | * | * | - | * | * | 68% | 78% |
| At Meets Grade Level or Above | 2018 | 40% | 73% | **55%** | * | 45% | 61% | * | * | - | 58% | 37% | 44% | 42% |
| | 2017 | 40% | 73% | **60%** | * | 53% | 64% | * | * | - | * | * | 47% | 51% |
| At Masters Grade Level | 2018 | 18% | 46% | **31%** | * | 24% | 37% | * | * | - | 32% | 26% | 21% | 18% |
| | 2017 | 17% | 43% | **25%** | * | 14% | 30% | * | * | - | * | * | 15% | 10% |
| **Grade 7 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 69% | 87% | **79%** | * | 75% | 81% | * | * | - | * | * | 71% | * |
| | 2017 | 70% | 85% | **75%** | * | 74% | 76% | * | * | - | * | * | 63% | * |
| At Meets Grade Level or Above | 2018 | 43% | 65% | **47%** | * | 35% | 53% | * | * | - | * | * | 34% | * |
| | 2017 | 39% | 61% | **41%** | * | 37% | 44% | * | * | - | * | * | 32% | * |
| At Masters Grade Level | 2018 | 15% | 32% | **17%** | * | 11% | 20% | * | * | - | * | * | 11% | * |
| | 2017 | 12% | 26% | **12%** | * | 13% | 13% | * | * | - | * | * | 10% | * |
| **Grade 8 Reading^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 86% | 94% | **90%** | * | 90% | 91% | * | * | - | * | 56% | 82% | 88% |
| | 2017 | 86% | 95% | **93%** | * | 87% | 95% | - | * | - | 100% | * | 87% | 86% |
| At Meets Grade Level or Above | 2018 | 49% | 68% | **52%** | * | 47% | 55% | * | * | - | * | 30% | 39% | 40% |
| | 2017 | 50% | 69% | **62%** | * | 42% | 72% | - | * | - | 71% | * | 38% | 35% |
| At Masters Grade Level | 2018 | 27% | 42% | **25%** | * | 25% | 27% | * | * | - | * | 16% | 18% | 14% |
| | 2017 | 23% | 34% | **26%** | * | 17% | 31% | - | * | - | 36% | * | 8% | 11% |
| **Grade 8 Mathematics^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 86% | 94% | **87%** | * | 89% | 89% | * | - | - | * | 54% | 82% | 85% |
| | 2017 | 85% | 97% | **95%** | * | 97% | 94% | - | * | - | * | * | 94% | 100% |
| At Meets Grade Level or Above | 2018 | 51% | 69% | **53%** | * | 53% | 56% | * | - | - | * | 29% | 48% | 46% |
| | 2017 | 45% | 66% | **58%** | * | 57% | 60% | - | * | - | * | * | 51% | 56% |
| At Masters Grade Level | 2018 | 15% | 20% | **11%** | * | 14% | 11% | * | - | - | * | 17% | 11% | 17% |
| | 2017 | 13% | 21% | **13%** | * | 11% | 13% | - | * | - | * | * | 8% | 15% |
| **Grade 8 Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 76% | 90% | **78%** | * | 76% | 81% | * | * | - | * | 40% | 64% | 68% |
| | 2017 | 76% | 88% | **79%** | * | 67% | 86% | - | * | - | * | * | 64% | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Meets Grade Level or Above | 2018 | 52% | 75% | **56%** | * | 47% | 62% | * | * | - | * | 29% | 39% | 36% |
| | 2017 | 48% | 65% | **52%** | * | 37% | 61% | - | * | - | * | * | 34% | * |
| At Masters Grade Level | 2018 | 28% | 47% | **28%** | * | 21% | 32% | * | * | - | * | 19% | 20% | 16% |
| | 2017 | 19% | 29% | **22%** | * | 7% | 29% | - | * | - | * | * | 9% | * |
| **Grade 8 Social Studies** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 65% | 82% | **75%** | * | 73% | 78% | * | * | - | * | * | 63% | 71% |
| | 2017 | 63% | 82% | **75%** | * | 62% | 82% | - | * | - | * | * | 56% | 61% |
| At Meets Grade Level or Above | 2018 | 36% | 53% | **42%** | * | 38% | 45% | * | * | - | * | * | 33% | 37% |
| | 2017 | 33% | 50% | **46%** | * | 32% | 53% | - | * | - | * | * | 21% | 27% |
| At Masters Grade Level | 2018 | 21% | 35% | **26%** | * | 19% | 30% | * | * | - | * | * | 17% | 14% |
| | 2017 | 19% | 30% | **28%** | * | 20% | 31% | - | * | - | * | * | 9% | 14% |
| **End of Course Algebra I** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 83% | 95% | **100%** | * | 100% | 100% | * | * | - | * | * | 100% | 100% |
| | 2017 | 83% | 93% | **100%** | * | 100% | 100% | - | * | - | * | - | 100% | 100% |
| At Meets Grade Level or Above | 2018 | 55% | 81% | **99%** | * | 100% | 99% | * | * | - | * | * | 100% | 100% |
| | 2017 | 48% | 79% | **98%** | * | 100% | 97% | - | * | - | * | - | 100% | 100% |
| At Masters Grade Level | 2018 | 32% | 62% | **88%** | * | 77% | 90% | * | * | - | * | * | 84% | 89% |
| | 2017 | 26% | 55% | **86%** | * | 100% | 85% | - | * | - | * | - | 88% | 100% |
| **End of Course Biology** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 87% | 96% | * | - | - | * | - | - | - | - | - | - | - |
| | 2017 | 86% | 95% | **100%** | - | * | 100% | - | - | - | - | - | - | * |
| At Meets Grade Level or Above | 2018 | 59% | 79% | * | - | - | * | - | - | - | - | - | - | - |
| | 2017 | 57% | 78% | **100%** | - | * | 100% | - | - | - | - | - | - | * |
| At Masters Grade Level | 2018 | 24% | 40% | * | - | - | * | - | - | - | - | - | - | - |
| | 2017 | 21% | 38% | **88%** | - | * | 100% | - | - | - | - | - | - | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **83%** | 67% | 80% | 85% | 86% | 100% | - | 80% | 51% | 73% | 75% |
| | 2017 | 75% | 90% | **83%** | 62% | 78% | 85% | * | 85% | - | 87% | 51% | 71% | 76% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **54%** | 33% | 46% | 59% | 57% | 77% | - | 60% | 31% | 42% | 38% |
| | 2017 | 45% | 68% | **54%** | 33% | 45% | 59% | * | 70% | - | 57% | 24% | 38% | 40% |
| At Masters Grade Level | 2018 | 22% | 40% | **29%** | 12% | 23% | 33% | 36% | 62% | - | 29% | 18% | 20% | 17% |
| | 2017 | 20% | 37% | **24%** | 11% | 16% | 29% | * | 30% | - | 30% | 7% | 11% | 11% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **87%** | 77% | 83% | 89% | * | * | - | 93% | 61% | 79% | 76% |
| | 2017 | 72% | 88% | **86%** | * | 83% | 87% | * | * | - | 95% | 55% | 77% | 79% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **56%** | 40% | 46% | 60% | * | * | - | 72% | 36% | 44% | 34% |
| | 2017 | 44% | 66% | **55%** | * | 45% | 61% | * | * | - | 59% | 23% | 38% | 37% |
| At Masters Grade Level | 2018 | 19% | 36% | **33%** | 20% | 28% | 36% | * | * | - | 45% | 19% | 25% | 17% |
| | 2017 | 19% | 34% | **26%** | * | 17% | 31% | * | * | - | 36% | 6% | 11% | 12% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **87%** | * | 87% | 89% | * | * | - | 79% | 56% | 79% | 84% |
| | 2017 | 79% | 93% | **89%** | * | 89% | 89% | * | * | - | 91% | 58% | 81% | 88% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **61%** | * | 55% | 66% | * | * | - | 55% | 35% | 49% | 49% |
| | 2017 | 46% | 73% | **64%** | * | 58% | 68% | * | * | - | 68% | 31% | 51% | 55% |
| At Masters Grade Level | 2018 | 24% | 45% | **33%** | * | 26% | 37% | * | * | - | 31% | 22% | 21% | 24% |
| | 2017 | 22% | 45% | **28%** | * | 19% | 33% | * | * | - | 36% | 9% | 14% | 16% |
| **All Grades Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **79%** | * | 75% | 81% | * | * | - | * | * | 71% | * |
| | 2017 | 67% | 82% | **75%** | * | 74% | 76% | * | * | - | * | * | 63% | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **47%** | * | 35% | 53% | * | * | - | * | * | 34% | * |
| | 2017 | 36% | 54% | **41%** | * | 37% | 44% | * | * | - | * | * | 32% | * |
| At Masters Grade Level | 2018 | 13% | 26% | **17%** | * | 11% | 20% | * | * | - | * | * | 11% | * |
| | 2017 | 11% | 22% | **12%** | * | 13% | 13% | * | * | - | * | * | 10% | * |
| **All Grades Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **78%** | * | 76% | 81% | * | * | - | * | 40% | 64% | 68% |
| | 2017 | 79% | 91% | **79%** | * | 68% | 87% | - | * | - | * | * | 64% | * |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **57%** | * | 47% | 62% | * | * | - | * | 29% | 39% | 36% |
| | 2017 | 49% | 70% | **54%** | * | 38% | 63% | - | * | - | * | * | 34% | * |
| At Masters Grade Level | 2018 | 23% | 39% | **29%** | * | 21% | 33% | * | * | - | * | 19% | 20% | 16% |
| | 2017 | 19% | 34% | **23%** | * | 8% | 31% | - | * | - | * | * | 9% | * |
| **All Grades Social Studies** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 89% | **75%** | * | 73% | 78% | * | * | - | * | * | 63% | 71% |
| | 2017 | 77% | 89% | **75%** | * | 62% | 82% | - | * | - | * | * | 56% | 61% |
| At Meets Grade Level or Above | 2018 | 53% | 69% | **42%** | * | 38% | 45% | * | * | - | * | * | 33% | 37% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 49% | 67% | **46%** | * | 32% | 53% | - | * | - | * | * | 21% | 27% |
| At Masters Grade Level | 2018 | 31% | 50% | **26%** | * | 19% | 30% | * | * | - | * | * | 17% | 14% |
| | 2017 | 27% | 45% | **28%** | * | 20% | 31% | - | * | - | * | * | 9% | 14% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 740
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 7 ELA/Reading | 2018 | 76 | 81 | **80** | 79 | 76 | 81 | * | * | - | 85 | 81 | 78 | 73 |
| Grade 7 Mathematics | 2018 | 67 | 76 | **63** | 46 | 61 | 67 | * | * | - | 55 | 69 | 60 | 61 |
| Grade 8 ELA/Reading | 2018 | 79 | 80 | **74** | 88 | 76 | 72 | * | * | - | 61 | 83 | 75 | 71 |
| Grade 8 Mathematics | 2018 | 81 | 78 | **76** | 88 | 79 | 73 | * | - | - | 79 | 70 | 82 | 79 |
| End of Course Algebra I | 2018 | 72 | 86 | **94** | * | 86 | 96 | * | * | - | * | * | 95 | 100 |
| All Grades Both Subjects | 2018 | 69 | 77 | **75** | 75 | 73 | 75 | 81 | 88 | - | 72 | 75 | 74 | 72 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **77** | 83 | 76 | 76 | * | * | - | 78 | 82 | 76 | 72 |
| All Grades Mathematics | 2018 | 70 | 78 | **73** | 67 | 71 | 75 | * | * | - | 66 | 69 | 72 | 72 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | **47%** | 45% | 48% | 46% | * | * | - | * | 34% | 42% | 38% |
| | 2017 | 35% | 43% | **48%** | * | 53% | 43% | - | * | - | * | 26% | 48% | 49% |
| Mathematics | 2018 | 47% | 61% | **45%** | * | 46% | 46% | * | - | - | * | 25% | 41% | 37% |
| | 2017 | 43% | 58% | **52%** | * | 64% | 41% | - | * | - | * | 26% | 48% | 68% |
| **Student Success Initiative** | | | | | | | | | | | | | | |
| **Grade 8 Reading** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 79% | 90% | **84%** | 67% | 80% | 86% | * | * | - | 78% | 46% | 72% | 59% |
| Students Requiring Accelerated Instruction | 2018 | 21% | 10% | **16%** | 33% | 20% | 14% | * | * | - | * | 54% | 28% | 41% |
| STAAR Cumulative Met Standard | 2018 | 85% | 93% | **89%** | 73% | 87% | 91% | * | * | - | 78% | 49% | 80% | 64% |
| **Grade 8 Mathematics** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 80% | 89% | **81%** | 64% | 75% | 86% | * | - | - | * | 34% | 70% | 50% |
| Students Requiring Accelerated Instruction | 2018 | 20% | 11% | **19%** | 36% | 25% | 14% | * | - | - | * | 66% | 30% | 50% |
| STAAR Cumulative Met Standard | 2018 | 86% | 94% | **86%** | 71% | 85% | 89% | * | - | - | * | 46% | 79% | 63% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2017 | 98% | * | * | - | * | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 | 2018 | 77% | 91% | **83%** | - | - | - | - | - | 55% | - | 55% | * | 55% | 56% |
| | 2017 | 75% | 90% | **83%** | - | - | - | - | - | 59% | - | 59% | * | 59% | 59% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **54%** | - | - | - | - | - | 25% | - | 25% | * | 25% | 26% |
| | 2017 | 45% | 68% | **54%** | - | - | - | - | - | 18% | - | 18% | * | 18% | 18% |
| At Masters Grade Level | 2018 | 22% | 40% | **29%** | - | - | - | - | - | 7% | - | 7% | * | 7% | 8% |
| | 2017 | 20% | 37% | **24%** | - | - | - | - | - | 4% | - | 4% | * | 4% | 4% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **87%** | - | - | - | - | - | * | - | * | * | * | * |
| | 2017 | 72% | 88% | **86%** | - | - | - | - | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **56%** | - | - | - | - | - | * | - | * | * | * | * |
| | 2017 | 44% | 66% | **55%** | - | - | - | - | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 19% | 36% | **33%** | - | - | - | - | - | * | - | * | * | * | * |
| | 2017 | 19% | 34% | **26%** | - | - | - | - | - | * | - | * | * | * | * |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **87%** | - | - | - | - | - | 70% | - | 70% | * | 70% | 71% |
| | 2017 | 79% | 93% | **89%** | - | - | - | - | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **61%** | - | - | - | - | - | 38% | - | 38% | * | 38% | 38% |
| | 2017 | 46% | 73% | **64%** | - | - | - | - | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 24% | 45% | **33%** | - | - | - | - | - | 13% | - | 13% | * | 13% | 13% |
| | 2017 | 22% | 45% | **28%** | - | - | - | - | - | * | - | * | * | * | * |
| **All Grades Writing** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **79%** | - | - | - | - | - | * | - | * | * | * | * |
| | 2017 | 67% | 82% | **75%** | - | - | - | - | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **47%** | - | - | - | - | - | * | - | * | * | * | * |
| | 2017 | 36% | 54% | **41%** | - | - | - | - | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **17%** | - | - | - | - | - | * | - | * | * | * | * |
| | 2017 | 11% | 22% | **12%** | - | - | - | - | - | * | - | * | * | * | * |
| **All Grades Science** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **78%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 79% | 91% | **79%** | - | - | - | - | - | * | - | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **57%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 49% | 70% | **54%** | - | - | - | - | - | * | - | * | - | * | * |
| At Masters Grade Level | 2018 | 23% | 39% | **29%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 19% | 34% | **23%** | - | - | - | - | - | * | - | * | - | * | * |
| **All Grades Social Studies** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 89% | **75%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 77% | 89% | **75%** | - | - | - | - | - | * | - | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 53% | 69% | **42%** | - | - | - | - | - | * | - | * | - | * | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 49% | 67% | **46%** | - | - | - | - | - | * | - | * | - | * | * |
| At Masters Grade Level | 2018 | 31% | 50% | **26%** | - | - | - | - | - | * | - | * | - | * | * |
| | 2017 | 27% | 45% | **28%** | - | - | - | - | - | * | - | * | - | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **75** | - | - | - | - | - | 77 | - | 77 | * | 77 | 77 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **77** | - | - | - | - | - | 82 | - | 82 | * | 82 | 83 |
| All Grades Mathematics | 2018 | 70 | 78 | **73** | - | - | - | - | - | 72 | - | 72 | * | 72 | 72 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | **47%** | - | - | - | - | - | 36% | - | 36% | * | 36% | 38% |
| | 2017 | 35% | 43% | **48%** | - | - | - | - | - | 49% | - | 49% | - | 49% | 49% |
| Mathematics | 2018 | 47% | 61% | **45%** | - | - | - | - | - | 37% | - | 37% | - | 37% | 37% |
| | 2017 | 43% | 58% | **52%** | - | - | - | - | - | 68% | - | 68% | - | 68% | 68% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 740
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **99%** | 99% | 98% | 99% | 100% | 100% | - | 99% | 98% | 98% | 96% |
| Included in Accountability | 94% | 95% | **95%** | 73% | 95% | 96% | 100% | 100% | - | 94% | 96% | 96% | 90% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **4%** | 26% | 3% | 3% | 0% | 0% | - | 5% | 2% | 2% | 6% |
| Other Exclusions | 1% | 1% | **0%** | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | **1%** | 1% | 2% | 1% | 0% | 0% | - | 1% | 2% | 2% | 4% |
| Absent | 1% | 1% | **1%** | 1% | 0% | 1% | 0% | 0% | - | 1% | 1% | 1% | 0% |
| Other | 0% | 0% | **0%** | 0% | 1% | 0% | 0% | 0% | - | 0% | 1% | 1% | 4% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 740
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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **95.6%** | 95.2% | 96.1% | 95.3% | * | 97.3% | - | 95.5% | 93.3% | 94.6% | 95.8% |
| 2015-16 | 95.8% | 96.6% | **96.0%** | 95.2% | 96.7% | 95.5% | * | 98.1% | - | 96.0% | 94.5% | 95.1% | 96.2% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | **0.1%** | 0.0% | 0.4% | 0.0% | * | 0.0% | - | 0.0% | 0.0% | 0.3% | 1.5% |
| 2015-16 | 0.4% | 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)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 740
Grade Span: 07 - 08
School Type: Middle

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 740
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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **TSIA Results (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 740
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 740 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 1.4% | 4.3% |
| Kindergarten | 0 | 0.0% | 7.7% | 6.9% |
| Grade 1 | 0 | 0.0% | 8.0% | 7.2% |
| Grade 2 | 0 | 0.0% | 7.7% | 7.3% |
| Grade 3 | 0 | 0.0% | 8.2% | 7.6% |
| Grade 4 | 0 | 0.0% | 8.3% | 7.7% |
| Grade 5 | 0 | 0.0% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 365 | 49.3% | 7.7% | 7.5% |
| Grade 8 | 375 | 50.7% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 31 | 4.2% | 4.8% | 12.6% |
| Hispanic | 225 | 30.4% | 30.3% | 52.4% |
| White | 447 | 60.4% | 53.3% | 27.8% |
| American Indian | 4 | 0.5% | 0.3% | 0.4% |
| Asian | 4 | 0.5% | 7.3% | 4.4% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.1% |
| Two or More Races | 29 | 3.9% | 3.9% | 2.3% |
| Economically Disadvantaged | 263 | 35.5% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 477 | 64.5% | 78.2% | 41.2% |
| English Learners (EL) | 62 | 8.4% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 8 | 1.0% | 0.7% | 1.3% |
| At-Risk | 253 | 34.2% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 90 | | | |
| Students with Intellectual Disabilities | 38 | 42.2% | 31.2% | 43.3% |
| Students with Physical Disabilities | 14 | 15.6% | 20.7% | 21.9% |
| Students with Autism | 6 | 6.7% | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 32 | 35.6% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 97 | 11.8% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 19 | 2.3% | | |
| Hispanic | 31 | 3.8% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 44 | 5.4% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 0 | 0.0% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 3 | 0.4% | | |

| Student Information | Non-Special Education Rates Campus | Non-Special Education Rates District | Non-Special Education Rates State | Special Education Rates Campus | Special Education Rates District | Special Education Rates State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 1.7% | 1.8% | - | 3.8% | 6.9% |
| Grade 1 | - | 2.1% | 3.4% | - | 7.8% | 6.2% |
| Grade 2 | - | 1.0% | 2.1% | - | 2.0% | 2.6% |
| Grade 3 | - | 0.9% | 1.3% | - | 1.6% | 1.0% |
| Grade 4 | - | 0.6% | 0.6% | - | 1.7% | 0.5% |
| Grade 5 | - | 0.4% | 0.7% | - | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | 0.3% | 0.1% | 0.7% | 0.0% | 0.0% | 0.6% |
| Grade 8 | 0.0% | 0.1% | 0.6% | 0.0% | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.8 | 18.7 |
| Grade 1 | - | 19.8 | 18.8 |
| Grade 2 | - | 18.9 | 18.8 |
| Grade 3 | - | 20.5 | 19.0 |
| Grade 4 | - | 19.6 | 19.2 |
| Grade 5 | - | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | 18.0 | 20.7 | 16.7 |
| Foreign Languages | 17.6 | 21.1 | 18.6 |
| Mathematics | 22.5 | 24.1 | 17.9 |
| Science | 24.0 | 24.3 | 19.0 |
| Social Studies | 24.0 | 24.9 | 19.3 |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information

Total Students: 740
Grade Span: 07 - 08
School Type: Middle

| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 72.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 60.7 | 83.9% | 58.6% | 64.1% |
| Teachers | 50.0 | 69.1% | 46.9% | 50.1% |
| Professional Support | 7.7 | 10.7% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 3.0 | 4.2% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 2.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 11.6 | 16.1% | 10.0% | 10.1% |
| Total Minority Staff: | 17.8 | 24.6% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 3.9 | 7.8% | 3.1% | 10.4% |
| Hispanic | 5.5 | 10.9% | 12.7% | 27.2% |
| White | 39.6 | 79.2% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 0.0 | 0.0% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 1.0 | 2.0% | 1.1% | 1.1% |
| Males | 14.9 | 29.9% | 17.7% | 23.7% |
| Females | 35.0 | 70.1% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 41.0 | 82.0% | 73.7% | 74.1% |
| Masters | 8.2 | 16.4% | 25.6% | 23.8% |
| Doctorate | 0.8 | 1.6% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 2.0% | 2.6% | 8.2% |
| 1-5 Years Experience | 12.2 | 24.5% | 25.0% | 29.1% |
| 6-10 Years Experience | 12.2 | 24.4% | 24.7% | 19.1% |
| 11-20 Years Experience | 14.4 | 28.8% | 34.2% | 28.2% |
| Over 20 Years Experience | 10.2 | 20.3% | 13.5% | 15.3% |
| Number of Students per Teacher | 14.8 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 4.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 4.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 3.5 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 3.5 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 12.0 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 6.8 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $53,200 | $53,917 | $47,667 |
| 1-5 Years Experience | $54,168 | $54,166 | $49,663 |
| 6-10 Years Experience | $56,169 | $55,437 | $52,056 |
| 11-20 Years Experience | $59,101 | $59,147 | $55,246 |
| Over 20 Years Experience | $64,586 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $58,176 | $57,818 | $53,334 |
| Professional Support | $63,769 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $82,883 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.2 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 60 | 8.1% | 10.0% | 18.9% |
| Career & Technical Education | 434 | 58.6% | 28.6% | 25.8% |
| Gifted & Talented Education | 86 | 11.6% | 9.0% | 7.9% |
| Special Education | 90 | 12.2% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.8 | 3.6% | 5.8% | 6.1% |
| Career & Technical Education | 3.2 | 6.4% | 4.1% | 4.7% |
| Compensatory Education | 0.3 | 0.6% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.0 | 0.0% | 1.0% | 1.8% |
| Regular Education | 33.1 | 66.2% | 70.9% | 72.3% |
| Special Education | 7.1 | 14.3% | 7.5% | 9.0% |
| Other | 4.5 | 9.0% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **WILLOW WOOD J H**

Campus Number: **101921043**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 7 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **91%** | 77% | 86% | 93% | - | 98% | - | 93% | * | 86% | 85% |
| | 2017 | 73% | 87% | **90%** | 78% | 86% | 92% | * | 95% | - | 89% | * | 78% | 87% |
| At Meets Grade Level or Above | 2018 | 48% | 71% | **71%** | 57% | 55% | 76% | - | 86% | - | 75% | * | 59% | 53% |
| | 2017 | 42% | 61% | **63%** | 53% | 50% | 66% | * | 80% | - | 72% | * | 44% | 59% |
| At Masters Grade Level | 2018 | 29% | 51% | **50%** | 31% | 36% | 55% | - | 69% | - | 36% | * | 35% | 30% |
| | 2017 | 23% | 39% | **40%** | 31% | 29% | 44% | * | 47% | - | 67% | * | 21% | 25% |
| **Grade 7 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 72% | 92% | **95%** | 91% | 95% | 95% | - | 100% | - | 96% | * | 94% | 95% |
| | 2017 | 70% | 89% | **92%** | 88% | 89% | 93% | * | 98% | - | 89% | 57% | 86% | 90% |
| At Meets Grade Level or Above | 2018 | 40% | 73% | **78%** | 66% | 64% | 84% | - | 89% | - | 81% | * | 70% | 66% |
| | 2017 | 40% | 73% | **77%** | 63% | 66% | 81% | * | 91% | - | 78% | 35% | 62% | 69% |
| At Masters Grade Level | 2018 | 18% | 46% | **49%** | 26% | 31% | 54% | - | 81% | - | 52% | * | 33% | 39% |
| | 2017 | 17% | 43% | **47%** | 28% | 38% | 52% | * | 64% | - | 33% | 11% | 34% | 45% |
| **Grade 7 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 69% | 87% | **90%** | 85% | 84% | 90% | - | 100% | - | 96% | * | 78% | 83% |
| | 2017 | 70% | 85% | **88%** | 85% | 82% | 89% | * | 97% | - | 89% | * | 77% | 84% |
| At Meets Grade Level or Above | 2018 | 43% | 65% | **71%** | 62% | 55% | 74% | - | 91% | - | 75% | * | 52% | 58% |
| | 2017 | 39% | 61% | **67%** | 55% | 58% | 69% | * | 81% | - | 72% | * | 47% | 57% |
| At Masters Grade Level | 2018 | 15% | 32% | **37%** | 26% | 21% | 40% | - | 65% | - | 36% | * | 16% | 20% |
| | 2017 | 12% | 26% | **29%** | 30% | 15% | 33% | * | 39% | - | 50% | * | 15% | 19% |
| **Grade 8 Reading^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 86% | 94% | **94%** | 92% | 91% | 95% | * | 98% | - | 100% | * | 91% | 93% |
| | 2017 | 86% | 95% | **96%** | 100% | 92% | 98% | * | 100% | - | * | * | 91% | 84% |
| At Meets Grade Level or Above | 2018 | 49% | 68% | **71%** | 63% | 58% | 74% | * | 87% | - | 81% | * | 59% | 62% |
| | 2017 | 50% | 69% | **69%** | 75% | 60% | 71% | * | 80% | - | * | * | 51% | 40% |
| At Masters Grade Level | 2018 | 27% | 42% | **43%** | 37% | 37% | 44% | * | 48% | - | 56% | * | 27% | 29% |
| | 2017 | 23% | 34% | **34%** | 39% | 24% | 38% | * | 52% | - | * | * | 20% | 16% |
| **Grade 8 Mathematics^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 86% | 94% | **98%** | * | 99% | 98% | * | 100% | - | * | 89% | 100% | 100% |
| | 2017 | 85% | 97% | **98%** | * | 92% | 100% | * | 100% | - | * | * | 95% | * |
| At Meets Grade Level or Above | 2018 | 51% | 69% | **78%** | * | 71% | 79% | * | 93% | - | * | 47% | 75% | 79% |
| | 2017 | 45% | 66% | **68%** | * | 53% | 74% | * | 88% | - | * | * | 44% | * |
| At Masters Grade Level | 2018 | 15% | 20% | **24%** | * | 19% | 26% | * | 45% | - | * | 11% | 15% | 28% |
| | 2017 | 13% | 21% | **23%** | * | 10% | 28% | * | 48% | - | * | * | 10% | * |
| **Grade 8 Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 76% | 90% | **94%** | 89% | 93% | 95% | * | 95% | - | 94% | 63% | 89% | 89% |
| | 2017 | 76% | 88% | **93%** | * | 88% | 94% | * | 100% | - | * | * | 83% | 82% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Meets Grade Level or Above | 2018 | 52% | 75% | **81%** | 63% | 70% | 86% | * | 90% | - | 76% | 40% | 65% | 73% |
| | 2017 | 48% | 65% | **68%** | * | 54% | 73% | * | 84% | - | * | * | 42% | 41% |
| At Masters Grade Level | 2018 | 28% | 47% | **51%** | 37% | 40% | 55% | * | 66% | - | 47% | 13% | 37% | 36% |
| | 2017 | 19% | 29% | **29%** | * | 20% | 33% | * | 40% | - | * | * | 8% | 14% |
| **Grade 8 Social Studies** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 65% | 82% | **83%** | 74% | 77% | 86% | * | 92% | - | 76% | 52% | 72% | 80% |
| | 2017 | 63% | 82% | **83%** | 93% | 70% | 87% | * | 96% | - | 79% | * | 66% | * |
| At Meets Grade Level or Above | 2018 | 36% | 53% | **53%** | 53% | 42% | 55% | * | 66% | - | 71% | 33% | 38% | 37% |
| | 2017 | 33% | 50% | **47%** | 57% | 31% | 50% | * | 66% | - | 58% | * | 26% | * |
| At Masters Grade Level | 2018 | 21% | 35% | **32%** | 29% | 23% | 32% | * | 53% | - | 41% | 15% | 20% | 24% |
| | 2017 | 19% | 30% | **27%** | 32% | 15% | 29% | * | 43% | - | 26% | * | 8% | * |
| **End of Course Algebra I** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 83% | 95% | **100%** | 100% | 100% | 100% | - | 100% | - | 100% | * | 100% | 100% |
| | 2017 | 83% | 93% | **100%** | * | 100% | 100% | - | 100% | - | * | - | 100% | 100% |
| At Meets Grade Level or Above | 2018 | 55% | 81% | **100%** | 100% | 100% | 100% | - | 98% | - | 100% | * | 100% | 100% |
| | 2017 | 48% | 79% | **100%** | * | 100% | 100% | - | 100% | - | * | - | 100% | 100% |
| At Masters Grade Level | 2018 | 32% | 62% | **94%** | 91% | 93% | 94% | - | 95% | - | 88% | * | 95% | 100% |
| | 2017 | 26% | 55% | **95%** | * | 96% | 95% | - | 96% | - | * | - | 100% | 100% |
| **End of Course Biology** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2017 | 86% | 95% | **100%** | * | * | 100% | - | 100% | - | * | - | - | - |
| At Meets Grade Level or Above | 2017 | 57% | 78% | **100%** | * | * | 100% | - | 100% | - | * | - | - | - |
| At Masters Grade Level | 2017 | 21% | 38% | **100%** | * | * | 100% | - | 100% | - | * | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **92%** | 87% | 89% | 93% | 100% | 98% | - | 94% | 60% | 87% | 89% |
| | 2017 | 75% | 90% | **92%** | 91% | 86% | 93% | * | 98% | - | 92% | 55% | 82% | 84% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **73%** | 64% | 60% | 77% | 100% | 87% | - | 77% | 33% | 60% | 62% |
| | 2017 | 45% | 68% | **67%** | 62% | 55% | 71% | * | 83% | - | 68% | 29% | 46% | 53% |
| At Masters Grade Level | 2018 | 22% | 40% | **44%** | 32% | 32% | 47% | 75% | 65% | - | 44% | 9% | 28% | 33% |
| | 2017 | 20% | 37% | **36%** | 31% | 24% | 40% | * | 51% | - | 37% | 9% | 18% | 23% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **93%** | 85% | 89% | 94% | * | 98% | - | 95% | 61% | 89% | 89% |
| | 2017 | 72% | 88% | **93%** | 88% | 89% | 95% | * | 97% | - | 95% | 50% | 84% | 86% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **71%** | 60% | 56% | 75% | * | 87% | - | 77% | 27% | 59% | 57% |
| | 2017 | 44% | 66% | **66%** | 63% | 55% | 69% | * | 80% | - | 68% | 31% | 47% | 51% |
| At Masters Grade Level | 2018 | 19% | 36% | **46%** | 34% | 36% | 50% | * | 59% | - | 43% | 7% | 31% | 30% |
| | 2017 | 19% | 34% | **37%** | 35% | 26% | 41% | * | 50% | - | 41% | 8% | 21% | 21% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **97%** | 95% | 97% | 97% | * | 100% | - | 98% | 72% | 97% | 98% |
| | 2017 | 79% | 93% | **95%** | 93% | 91% | 96% | * | 99% | - | 95% | 63% | 90% | 91% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **82%** | 77% | 71% | 85% | * | 93% | - | 82% | 40% | 75% | 75% |
| | 2017 | 46% | 73% | **77%** | 68% | 65% | 81% | * | 92% | - | 70% | 32% | 56% | 67% |
| At Masters Grade Level | 2018 | 24% | 45% | **49%** | 32% | 35% | 52% | * | 77% | - | 51% | 11% | 32% | 45% |
| | 2017 | 22% | 45% | **45%** | 28% | 33% | 50% | * | 66% | - | 35% | 8% | 26% | 35% |
| **All Grades Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **90%** | 85% | 84% | 90% | - | 100% | - | 96% | * | 78% | 83% |
| | 2017 | 67% | 82% | **88%** | 85% | 82% | 89% | * | 97% | - | 89% | * | 77% | 84% |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **71%** | 62% | 55% | 74% | - | 91% | - | 75% | * | 52% | 58% |
| | 2017 | 36% | 54% | **67%** | 55% | 58% | 69% | * | 81% | - | 72% | * | 47% | 57% |
| At Masters Grade Level | 2018 | 13% | 26% | **37%** | 26% | 21% | 40% | - | 65% | - | 36% | * | 16% | 20% |
| | 2017 | 11% | 22% | **29%** | 30% | 15% | 33% | * | 39% | - | 50% | * | 15% | 19% |
| **All Grades Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **94%** | 89% | 93% | 95% | * | 95% | - | 94% | 63% | 89% | 89% |
| | 2017 | 79% | 91% | **93%** | 96% | 88% | 94% | * | 100% | - | 100% | * | 83% | 82% |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **81%** | 63% | 70% | 86% | * | 90% | - | 76% | 40% | 65% | 73% |
| | 2017 | 49% | 70% | **69%** | 61% | 55% | 74% | * | 86% | - | 74% | * | 42% | 41% |
| At Masters Grade Level | 2018 | 23% | 39% | **51%** | 37% | 40% | 55% | * | 66% | - | 47% | 13% | 37% | 36% |
| | 2017 | 19% | 34% | **32%** | 25% | 21% | 35% | * | 46% | - | 32% | * | 8% | 14% |
| **All Grades Social Studies** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 89% | **83%** | 74% | 77% | 86% | * | 92% | - | 76% | 52% | 72% | 80% |
| | 2017 | 77% | 89% | **83%** | 93% | 70% | 87% | * | 96% | - | 79% | * | 66% | * |
| At Meets Grade Level or Above | 2018 | 53% | 69% | **53%** | 53% | 42% | 55% | * | 66% | - | 71% | 33% | 38% | 37% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 49% | 67% | **47%** | 57% | 31% | 50% | * | 66% | - | 58% | * | 26% | * |
| At Masters Grade Level | 2018 | 31% | 50% | **32%** | 29% | 23% | 32% | * | 53% | - | 41% | 15% | 20% | 24% |
| | 2017 | 27% | 45% | **27%** | 32% | 15% | 29% | * | 43% | - | 26% | * | 8% | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 1,251
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 7 ELA/Reading | 2018 | 76 | 81 | **80** | 69 | 76 | 82 | - | 91 | - | 65 | 66 | 79 | 76 |
| Grade 7 Mathematics | 2018 | 67 | 76 | **80** | 69 | 74 | 82 | - | 92 | - | 78 | 42 | 78 | 77 |
| Grade 8 ELA/Reading | 2018 | 79 | 80 | **80** | 79 | 80 | 80 | * | 83 | - | 88 | 73 | 81 | 80 |
| Grade 8 Mathematics | 2018 | 81 | 78 | **79** | 96 | 81 | 75 | * | 90 | - | 70 | 88 | 86 | 89 |
| End of Course Algebra I | 2018 | 72 | 86 | **95** | 90 | 93 | 97 | - | 98 | - | 88 | * | 95 | 100 |
| All Grades Both Subjects | 2018 | 69 | 77 | **81** | 78 | 78 | 82 | * | 90 | - | 76 | 68 | 82 | 81 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **80** | 74 | 78 | 81 | * | 87 | - | 74 | 70 | 80 | 78 |
| All Grades Mathematics | 2018 | 70 | 78 | **83** | 83 | 79 | 83 | * | 93 | - | 78 | 66 | 83 | 84 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | **56%** | 55% | 55% | 52% | - | 89% | - | * | 42% | 62% | 39% |
| | 2017 | 35% | 43% | **52%** | * | 49% | 55% | * | * | - | * | 21% | 50% | 43% |
| Mathematics | 2018 | 47% | 61% | **77%** | * | 85% | 66% | - | * | - | * | 55% | 88% | 91% |
| | 2017 | 43% | 58% | **47%** | * | 40% | 50% | * | * | - | * | 31% | 40% | * |
| **Student Success Initiative** | | | | | | | | | | | | | | |
| **Grade 8 Reading** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 79% | 90% | **91%** | 89% | 85% | 93% | * | 97% | - | 87% | 37% | 85% | 63% |
| Students Requiring Accelerated Instruction | 2018 | 21% | 10% | **9%** | * | 15% | 7% | 0% | * | - | * | 63% | 15% | 38% |
| STAAR Cumulative Met Standard | 2018 | 85% | 93% | **94%** | 92% | 91% | 95% | * | 98% | - | 100% | 60% | 91% | 75% |
| **Grade 8 Mathematics** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 80% | 89% | **94%** | 88% | 94% | 94% | * | 100% | - | 89% | 69% | 96% | 89% |
| Students Requiring Accelerated Instruction | 2018 | 20% | 11% | **6%** | * | 6% | 6% | 0% | * | - | * | 31% | * | * |
| STAAR Cumulative Met Standard | 2018 | 86% | 94% | **98%** | 96% | 99% | 98% | * | 100% | - | 100% | 86% | 100% | 100% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 | 2018 | 77% | 91% | **92%** | - | - | - | - | - | 74% | 74% | - | - | 74% | 74% |
| | 2017 | 75% | 90% | **92%** | - | - | - | - | - | 71% | 71% | - | - | 71% | 71% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **73%** | - | - | - | - | - | 34% | 34% | - | - | 34% | 34% |
| | 2017 | 45% | 68% | **67%** | - | - | - | - | - | 29% | 29% | - | - | 29% | 29% |
| At Masters Grade Level | 2018 | 22% | 40% | **44%** | - | - | - | - | - | 8% | 8% | - | - | 8% | 8% |
| | 2017 | 20% | 37% | **36%** | - | - | - | - | - | 5% | 5% | - | - | 5% | 5% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **93%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 72% | 88% | **93%** | - | - | - | - | - | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **71%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 44% | 66% | **66%** | - | - | - | - | - | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 19% | 36% | **46%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 19% | 34% | **37%** | - | - | - | - | - | * | * | - | - | * | * |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **97%** | - | - | - | - | - | 95% | 95% | - | - | 95% | 95% |
| | 2017 | 79% | 93% | **95%** | - | - | - | - | - | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **82%** | - | - | - | - | - | 57% | 57% | - | - | 57% | 57% |
| | 2017 | 46% | 73% | **77%** | - | - | - | - | - | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 24% | 45% | **49%** | - | - | - | - | - | 14% | 14% | - | - | 14% | 14% |
| | 2017 | 22% | 45% | **45%** | - | - | - | - | - | * | * | - | - | * | * |
| **All Grades Writing** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **90%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 67% | 82% | **88%** | - | - | - | - | - | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **71%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 36% | 54% | **67%** | - | - | - | - | - | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **37%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 11% | 22% | **29%** | - | - | - | - | - | * | * | - | - | * | * |
| **All Grades Science** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **94%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 79% | 91% | **93%** | - | - | - | - | - | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **81%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 49% | 70% | **69%** | - | - | - | - | - | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 23% | 39% | **51%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 19% | 34% | **32%** | - | - | - | - | - | * | * | - | - | * | * |
| **All Grades Social Studies** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 89% | **83%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 77% | 89% | **83%** | - | - | - | - | - | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 53% | 69% | **53%** | - | - | - | - | - | * | * | - | - | * | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 49% | 67% | **47%** | - | - | - | - | - | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 31% | 50% | **32%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 27% | 45% | **27%** | - | - | - | - | - | * | * | - | - | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **81** | - | - | - | - | - | 81 | 81 | - | - | 81 | 81 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **80** | - | - | - | - | - | 81 | 81 | - | - | 81 | 81 |
| All Grades Mathematics | 2018 | 70 | 78 | **83** | - | - | - | - | - | 81 | 81 | - | - | 81 | 81 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | **56%** | - | - | - | - | - | 39% | 39% | - | - | 39% | 39% |
| | 2017 | 35% | 43% | **52%** | - | - | - | - | - | 43% | 43% | - | - | 43% | 43% |
| Mathematics | 2018 | 47% | 61% | **77%** | - | - | - | - | - | 91% | 91% | - | - | 91% | 91% |
| | 2017 | 43% | 58% | **47%** | - | - | - | - | - | * | * | - | - | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 1,251
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **99%** | 99% | 99% | 99% | 100% | 100% | - | 100% | 100% | 99% | 100% |
| Included in Accountability | 94% | 95% | **96%** | 90% | 95% | 95% | 100% | 98% | - | 100% | 97% | 98% | 92% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **4%** | 9% | 4% | 3% | 0% | 1% | - | 0% | 2% | 1% | 6% |
| Other Exclusions | 1% | 1% | **0%** | 0% | 0% | 0% | 0% | 1% | - | 0% | 0% | 0% | 2% |
| Not Tested | 1% | 1% | **1%** | 1% | 1% | 1% | 0% | 0% | - | 0% | 0% | 1% | 0% |
| Absent | 1% | 1% | **1%** | 1% | 1% | 1% | 0% | 0% | - | 0% | 0% | 1% | 0% |
| Other | 0% | 0% | **0%** | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Attendance Rate** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **96.4%** | 97.0% | 96.3% | 96.0% | * | 98.4% | - | 97.1% | 95.0% | 95.6% | 97.1% |
| 2015-16 | 95.8% | 96.6% | **96.7%** | 97.1% | 96.4% | 96.4% | * | 98.6% | * | 97.2% | 95.4% | 95.5% | 96.1% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 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% |
| 2015-16 | 0.4% | 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)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 1,251
Grade Span: 07 - 08
School Type: Middle

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators

Total Students: 1,251
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 (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 1,251
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information

Total Students: 1,251
Grade Span: 07 - 08
School Type: Middle

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 1,251 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 1.4% | 4.3% |
| Kindergarten | 0 | 0.0% | 7.7% | 6.9% |
| Grade 1 | 0 | 0.0% | 8.0% | 7.2% |
| Grade 2 | 0 | 0.0% | 7.7% | 7.3% |
| Grade 3 | 0 | 0.0% | 8.2% | 7.6% |
| Grade 4 | 0 | 0.0% | 8.3% | 7.7% |
| Grade 5 | 0 | 0.0% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 635 | 50.8% | 7.7% | 7.5% |
| Grade 8 | 616 | 49.2% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 78 | 6.2% | 4.8% | 12.6% |
| Hispanic | 321 | 25.7% | 30.3% | 52.4% |
| White | 673 | 53.8% | 53.3% | 27.8% |
| American Indian | 2 | 0.2% | 0.3% | 0.4% |
| Asian | 130 | 10.4% | 7.3% | 4.4% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.1% |
| Two or More Races | 47 | 3.8% | 3.9% | 2.3% |
| Economically Disadvantaged | 208 | 16.6% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 1,043 | 83.4% | 78.2% | 41.2% |
| English Learners (EL) | 45 | 3.6% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 5 | 0.4% | 0.7% | 1.3% |
| At-Risk | 300 | 24.0% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 98 | | | |
| Students with Intellectual Disabilities | 30 | 30.6% | 31.2% | 43.3% |
| Students with Physical Disabilities | * | * | 20.7% | 21.9% |
| Students with Autism | ** | ** | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 44 | 44.9% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 76 | 6.4% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 11 | 0.9% | | |
| Hispanic | 23 | 1.9% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 38 | 3.2% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 4 | 0.3% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 0 | 0.0% | | |

| Student Information | Non-Special Education Rates: Campus | Non-Special Education Rates: District | Non-Special Education Rates: State | Special Education Rates: Campus | Special Education Rates: District | Special Education Rates: State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 1.7% | 1.8% | - | 3.8% | 6.9% |
| Grade 1 | - | 2.1% | 3.4% | - | 7.8% | 6.2% |
| Grade 2 | - | 1.0% | 2.1% | - | 2.0% | 2.6% |
| Grade 3 | - | 0.9% | 1.3% | - | 1.6% | 1.0% |
| Grade 4 | - | 0.6% | 0.6% | - | 1.7% | 0.5% |
| Grade 5 | - | 0.4% | 0.7% | - | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | 0.0% | 0.1% | 0.7% | 0.0% | 0.0% | 0.6% |
| Grade 8 | 0.2% | 0.1% | 0.6% | 0.0% | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.8 | 18.7 |
| Grade 1 | - | 19.8 | 18.8 |
| Grade 2 | - | 18.9 | 18.8 |
| Grade 3 | - | 20.5 | 19.0 |
| Grade 4 | - | 19.6 | 19.2 |
| Grade 5 | - | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | 22.0 | 20.7 | 16.7 |
| Foreign Languages | 23.6 | 21.1 | 18.6 |
| Mathematics | 24.6 | 24.1 | 17.9 |
| Science | 23.7 | 24.3 | 19.0 |
| Social Studies | 25.0 | 24.9 | 19.3 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 91.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 78.8 | 86.3% | 58.6% | 64.1% |
| Teachers | 66.1 | 72.5% | 46.9% | 50.1% |
| Professional Support | 8.7 | 9.5% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 4.0 | 4.4% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 3.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 12.5 | 13.7% | 10.0% | 10.1% |
| Total Minority Staff: | 20.9 | 22.9% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 2.9 | 4.3% | 3.1% | 10.4% |
| Hispanic | 10.8 | 16.3% | 12.7% | 27.2% |
| White | 51.5 | 77.9% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 1.0 | 1.5% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 0.0 | 0.0% | 1.1% | 1.1% |
| Males | 16.4 | 24.9% | 17.7% | 23.7% |
| Females | 49.7 | 75.1% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 51.3 | 77.6% | 73.7% | 74.1% |
| Masters | 13.8 | 20.8% | 25.6% | 23.8% |
| Doctorate | 1.0 | 1.5% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 1.5% | 2.6% | 8.2% |
| 1-5 Years Experience | 19.3 | 29.1% | 25.0% | 29.1% |
| 6-10 Years Experience | 17.7 | 26.7% | 24.7% | 19.1% |
| 11-20 Years Experience | 23.3 | 35.3% | 34.2% | 28.2% |
| Over 20 Years Experience | 4.9 | 7.4% | 13.5% | 15.3% |
| Number of Students per Teacher | 18.9 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 10.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 8.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 7.3 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 4.7 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 10.3 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 6.2 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $53,200 | $53,917 | $47,667 |
| 1-5 Years Experience | $54,346 | $54,166 | $49,663 |
| 6-10 Years Experience | $53,970 | $55,437 | $52,056 |
| 11-20 Years Experience | $58,998 | $59,147 | $55,246 |
| Over 20 Years Experience | $71,956 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $57,170 | $57,818 | $53,334 |
| Professional Support | $65,746 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $84,567 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.3 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 46 | 3.7% | 10.0% | 18.9% |
| Career & Technical Education | 844 | 67.5% | 28.6% | 25.8% |
| Gifted & Talented Education | 171 | 13.7% | 9.0% | 7.9% |
| Special Education | 98 | 7.8% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 2.0 | 3.0% | 5.8% | 6.1% |
| Career & Technical Education | 5.0 | 7.6% | 4.1% | 4.7% |
| Compensatory Education | 1.2 | 1.8% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.0 | 0.0% | 1.0% | 1.8% |
| Regular Education | 41.5 | 62.7% | 70.9% | 72.3% |
| Special Education | 6.1 | 9.2% | 7.5% | 9.0% |
| Other | 10.4 | 15.7% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CREEKSIDE PARK J H**

Campus Number: **101921044**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Science**

**Academic Achievement in Social Studies**

**Top 25 Percent: Comparative Academic Growth**

**Postsecondary Readiness**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 6 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 69% | 88% | **96%** | * | 95% | 96% | * | 100% | - | * | * | 91% | 96% |
| | 2017 | 69% | 88% | **96%** | * | 95% | 95% | - | 100% | - | * | * | * | 94% |
| At Meets Grade Level or Above | 2018 | 39% | 62% | **81%** | * | 76% | 82% | * | 95% | - | * | * | 57% | 73% |
| | 2017 | 37% | 62% | **75%** | * | 75% | 74% | - | 92% | - | * | * | * | 60% |
| At Masters Grade Level | 2018 | 19% | 37% | **54%** | * | 50% | 56% | * | 79% | - | * | * | 30% | 46% |
| | 2017 | 18% | 36% | **52%** | * | 54% | 49% | - | 77% | - | * | * | * | 38% |
| **Grade 6 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 94% | **96%** | * | 92% | 97% | * | 100% | - | 100% | * | * | 92% |
| | 2017 | 76% | 95% | **98%** | * | 98% | 98% | - | 100% | - | 100% | * | 88% | 98% |
| At Meets Grade Level or Above | 2018 | 44% | 73% | **78%** | * | 74% | 79% | * | 95% | - | 80% | * | * | 71% |
| | 2017 | 43% | 74% | **88%** | * | 88% | 87% | - | 92% | - | 100% | * | 65% | 83% |
| At Masters Grade Level | 2018 | 18% | 44% | **46%** | * | 40% | 47% | * | 79% | - | 50% | * | * | 37% |
| | 2017 | 18% | 45% | **57%** | * | 58% | 54% | - | 77% | - | 63% | * | 29% | 51% |
| **Grade 7 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **96%** | 83% | 95% | 98% | * | 93% | - | 100% | * | * | 92% |
| | 2017 | 73% | 87% | **96%** | * | 95% | 96% | - | 100% | - | * | * | * | 95% |
| At Meets Grade Level or Above | 2018 | 48% | 71% | **87%** | 83% | 87% | 87% | * | 93% | - | 100% | * | * | 78% |
| | 2017 | 42% | 61% | **80%** | * | 76% | 85% | - | 92% | - | * | * | * | 71% |
| At Masters Grade Level | 2018 | 29% | 51% | **69%** | 83% | 74% | 65% | * | 64% | - | 71% | * | * | 50% |
| | 2017 | 23% | 39% | **60%** | * | 55% | 67% | - | 69% | - | * | * | * | 51% |
| **Grade 7 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 72% | 92% | **98%** | * | 98% | 97% | * | 100% | - | 100% | * | * | 98% |
| | 2017 | 70% | 89% | **96%** | * | 96% | 95% | - | 100% | - | 100% | * | * | 95% |
| At Meets Grade Level or Above | 2018 | 40% | 73% | **88%** | * | 82% | 91% | * | 100% | - | 100% | * | * | 80% |
| | 2017 | 40% | 73% | **87%** | * | 84% | 93% | - | 92% | - | 83% | * | * | 80% |
| At Masters Grade Level | 2018 | 18% | 46% | **59%** | * | 54% | 61% | * | 79% | - | 71% | * | * | 44% |
| | 2017 | 17% | 43% | **62%** | * | 53% | 70% | - | 83% | - | 83% | * | * | 45% |
| **Grade 7 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 69% | 87% | **93%** | * | 90% | 95% | * | 93% | - | * | * | * | 76% |
| | 2017 | 70% | 85% | **95%** | * | 93% | 95% | - | 100% | - | * | * | * | 90% |
| At Meets Grade Level or Above | 2018 | 43% | 65% | **79%** | * | 76% | 81% | * | 86% | - | * | * | * | 56% |
| | 2017 | 39% | 61% | **79%** | * | 70% | 87% | - | 92% | - | * | * | * | 63% |
| At Masters Grade Level | 2018 | 15% | 32% | **42%** | * | 43% | 40% | * | 57% | - | * | * | * | 20% |
| | 2017 | 12% | 26% | **44%** | * | 34% | 51% | - | 69% | - | * | * | * | 30% |
| **Grade 8 Reading^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 86% | 94% | **99%** | 100% | 99% | 100% | - | 100% | - | 100% | * | 100% | 100% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 86% | 95% | **97%** | * | 99% | 96% | - | 100% | - | * | * | 94% | 100% |
| At Meets Grade Level or Above | 2018 | 49% | 68% | **90%** | 100% | 84% | 93% | - | 91% | - | 89% | * | 72% | 73% |
| | 2017 | 50% | 69% | **84%** | * | 78% | 89% | - | 82% | - | * | * | 72% | 71% |
| At Masters Grade Level | 2018 | 27% | 42% | **71%** | 71% | 64% | 72% | - | 91% | - | 89% | * | 61% | 53% |
| | 2017 | 23% | 34% | **54%** | * | 53% | 56% | - | 45% | - | * | * | 28% | 37% |
| **Grade 8 Mathematics^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 86% | 94% | **97%** | * | 97% | 97% | - | * | - | * | * | * | * |
| | 2017 | 85% | 97% | **99%** | * | 98% | 100% | - | * | - | * | * | * | 100% |
| At Meets Grade Level or Above | 2018 | 51% | 69% | **73%** | * | 73% | 76% | - | * | - | * | * | * | * |
| | 2017 | 45% | 66% | **84%** | * | 81% | 83% | - | * | - | * | * | * | 74% |
| At Masters Grade Level | 2018 | 15% | 20% | **27%** | * | 27% | 31% | - | * | - | * | * | * | * |
| | 2017 | 13% | 21% | **39%** | * | 43% | 36% | - | * | - | * | * | * | 26% |
| **Grade 8 Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 76% | 90% | **96%** | * | 95% | 98% | - | 92% | - | 100% | * | 90% | 94% |
| | 2017 | 76% | 88% | **97%** | * | 93% | 99% | - | * | - | * | * | * | 92% |
| At Meets Grade Level or Above | 2018 | 52% | 75% | **90%** | * | 90% | 89% | - | 83% | - | 100% | * | 70% | 81% |
| | 2017 | 48% | 65% | **84%** | * | 80% | 89% | - | * | - | * | * | * | 76% |
| At Masters Grade Level | 2018 | 28% | 47% | **69%** | * | 71% | 70% | - | 67% | - | 67% | * | 45% | 53% |
| | 2017 | 19% | 29% | **48%** | * | 44% | 52% | - | * | - | * | * | * | 43% |
| **Grade 8 Social Studies** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 65% | 82% | **92%** | * | 89% | 95% | - | 92% | - | 89% | * | 80% | 88% |
| | 2017 | 63% | 82% | **92%** | * | 97% | 87% | - | 100% | - | * | * | * | 97% |
| At Meets Grade Level or Above | 2018 | 36% | 53% | **74%** | * | 70% | 79% | - | 75% | - | 78% | * | 65% | 63% |
| | 2017 | 33% | 50% | **65%** | * | 61% | 69% | - | 64% | - | * | * | * | 55% |
| At Masters Grade Level | 2018 | 21% | 35% | **58%** | * | 53% | 61% | - | 58% | - | 78% | * | 50% | 44% |
| | 2017 | 19% | 30% | **43%** | * | 43% | 42% | - | 45% | - | * | * | * | 29% |
| **End of Course Algebra I** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 83% | 95% | **100%** | * | 100% | 100% | - | 100% | - | 100% | * | 100% | 100% |
| | 2017 | 83% | 93% | **100%** | * | 100% | 100% | - | 100% | - | * | - | * | 100% |
| At Meets Grade Level or Above | 2018 | 55% | 81% | **100%** | * | 100% | 100% | - | 100% | - | 100% | * | 100% | 100% |
| | 2017 | 48% | 79% | **100%** | * | 100% | 100% | - | 100% | - | * | - | * | 100% |
| At Masters Grade Level | 2018 | 32% | 62% | **94%** | * | 98% | 92% | - | 100% | - | 71% | * | 100% | 94% |
| | 2017 | 26% | 55% | **98%** | * | 100% | 97% | - | 100% | - | * | - | * | 100% |
| **End of Course Biology** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 87% | 96% | * | - | - | * | - | - | - | - | - | - | - |
| | 2017 | 86% | 95% | **100%** | - | 100% | 100% | - | * | - | - | - | - | * |
| At Meets Grade Level or Above | 2018 | 59% | 79% | * | - | - | * | - | - | - | - | - | - | - |
| | 2017 | 57% | 78% | **100%** | - | 100% | 100% | - | * | - | - | - | - | * |
| At Masters Grade Level | 2018 | 24% | 40% | * | - | - | * | - | - | - | - | - | - | - |
| | 2017 | 21% | 38% | **100%** | - | 100% | 100% | - | * | - | - | - | - | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **96%** | 97% | 94% | 97% | * | 97% | - | 99% | 72% | 90% | 92% |
| | 2017 | 75% | 90% | **96%** | 96% | 96% | 96% | - | 100% | - | 96% | 65% | 86% | 96% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **84%** | 83% | 80% | 86% | * | 91% | - | 90% | 41% | 65% | 73% |
| | 2017 | 45% | 68% | **82%** | 73% | 78% | 85% | - | 88% | - | 78% | 34% | 50% | 71% |
| At Masters Grade Level | 2018 | 22% | 40% | **59%** | 53% | 57% | 60% | * | 73% | - | 61% | 16% | 36% | 44% |
| | 2017 | 20% | 37% | **54%** | 46% | 51% | 56% | - | 66% | - | 48% | 10% | 22% | 42% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **97%** | 90% | 96% | 98% | * | 98% | - | 100% | 80% | 93% | 96% |
| | 2017 | 72% | 88% | **96%** | 94% | 96% | 96% | - | 100% | - | 94% | * | 87% | 96% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **86%** | 90% | 82% | 87% | * | 93% | - | 88% | 48% | 61% | 75% |
| | 2017 | 44% | 66% | **79%** | 71% | 76% | 82% | - | 89% | - | 65% | * | 49% | 67% |
| At Masters Grade Level | 2018 | 19% | 36% | **64%** | 65% | 63% | 64% | * | 77% | - | 62% | 13% | 39% | 49% |
| | 2017 | 19% | 34% | **55%** | 53% | 54% | 57% | - | 65% | - | 41% | * | 24% | 42% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **97%** | 100% | 96% | 98% | * | 100% | - | 100% | 77% | 91% | 95% |
| | 2017 | 79% | 93% | **98%** | 94% | 97% | 98% | - | 100% | - | 100% | 76% | 89% | 98% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **85%** | 85% | 81% | 87% | * | 96% | - | 88% | 44% | 71% | 78% |
| | 2017 | 46% | 73% | **89%** | 76% | 86% | 90% | - | 95% | - | 94% | 50% | 64% | 82% |
| At Masters Grade Level | 2018 | 24% | 45% | **58%** | 45% | 53% | 60% | * | 80% | - | 58% | 23% | 28% | 45% |
| | 2017 | 22% | 45% | **60%** | 41% | 57% | 62% | - | 76% | - | 65% | 18% | 22% | 48% |
| **All Grades Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **93%** | * | 90% | 95% | * | 93% | - | * | * | * | 76% |
| | 2017 | 67% | 82% | **95%** | * | 93% | 95% | - | 100% | - | * | * | * | 90% |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **79%** | * | 76% | 81% | * | 86% | - | * | * | * | 56% |
| | 2017 | 36% | 54% | **79%** | * | 70% | 87% | - | 92% | - | * | * | * | 63% |
| At Masters Grade Level | 2018 | 13% | 26% | **42%** | * | 43% | 40% | * | 57% | - | * | * | * | 20% |
| | 2017 | 11% | 22% | **44%** | * | 34% | 51% | - | 69% | - | * | * | * | 30% |
| **All Grades Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **96%** | * | 95% | 98% | - | 92% | - | 100% | * | 90% | 94% |
| | 2017 | 79% | 91% | **97%** | * | 94% | 99% | - | 100% | - | * | * | * | 92% |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **90%** | * | 90% | 89% | - | 83% | - | 100% | * | 70% | 81% |
| | 2017 | 49% | 70% | **86%** | * | 82% | 90% | - | 82% | - | * | * | * | 76% |
| At Masters Grade Level | 2018 | 23% | 39% | **69%** | * | 71% | 70% | - | 67% | - | 67% | * | 45% | 53% |
| | 2017 | 19% | 34% | **53%** | * | 49% | 56% | - | 55% | - | * | * | * | 45% |
| **All Grades Social Studies** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 89% | **92%** | * | 89% | 95% | - | 92% | - | 89% | * | 80% | 88% |
| | 2017 | 77% | 89% | **92%** | * | 97% | 87% | - | 100% | - | * | * | * | 97% |
| At Meets Grade Level or Above | 2018 | 53% | 69% | **74%** | * | 70% | 79% | - | 75% | - | 78% | * | 65% | 63% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 49% | 67% | **65%** | * | 61% | 69% | - | 64% | - | * | * | * | 55% |
| At Masters Grade Level | 2018 | 31% | 50% | **58%** | * | 53% | 61% | - | 58% | - | 78% | * | 50% | 44% |
| | 2017 | 27% | 45% | **43%** | * | 43% | 42% | - | 45% | - | * | * | * | 29% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 672
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 6 ELA/Reading | 2018 | 47 | 60 | **72** | * | 73 | 71 | * | 78 | - | 65 | 50 | 54 | 72 |
| Grade 6 Mathematics | 2018 | 56 | 73 | **61** | * | 55 | 60 | * | 86 | - | 70 | 42 | 36 | 51 |
| Grade 7 ELA/Reading | 2018 | 76 | 81 | **89** | 100 | 91 | 88 | * | 82 | - | 100 | 71 | 82 | 93 |
| Grade 7 Mathematics | 2018 | 67 | 76 | **85** | 100 | 83 | 85 | * | 96 | - | 93 | 64 | 75 | 89 |
| Grade 8 ELA/Reading | 2018 | 79 | 80 | **88** | 100 | 84 | 89 | - | 95 | - | 100 | 95 | 86 | 74 |
| Grade 8 Mathematics | 2018 | 81 | 78 | **78** | * | 78 | 80 | - | * | - | * | 78 | 82 | 82 |
| End of Course Algebra I | 2018 | 72 | 86 | **98** | * | 100 | 98 | - | 100 | - | 86 | * | 100 | 100 |
| All Grades Both Subjects | 2018 | 69 | 77 | **80** | 83 | 78 | 80 | 67 | 88 | - | 83 | 63 | 67 | 76 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **82** | 84 | 82 | 82 | * | 84 | - | 87 | 68 | 72 | 79 |
| All Grades Mathematics | 2018 | 70 | 78 | **78** | 82 | 75 | 79 | * | 92 | - | 79 | 58 | 62 | 74 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | **59%** | * | 56% | 83% | - | * | - | - | * | * | * |
| | 2017 | 35% | 43% | **45%** | - | 58% | * | - | - | - | * | * | * | 71% |
| Mathematics | 2018 | 47% | 61% | **58%** | * | * | * | - | - | - | - | * | * | * |
| | 2017 | 43% | 58% | **54%** | - | 67% | * | - | - | - | - | * | * | * |
| **Student Success Initiative** | | | | | | | | | | | | | | |
| **Grade 5 Mathematics** | | | | | | | | | | | | | | |
| STAAR Met Standard (Non-Proficient in Previous Year) | | | | | | | | | | | | | | |
| Promoted to Grade 6 | 2018 | 23% | 38% | * | - | * | - | - | - | - | - | - | * | - |
| **Grade 8 Reading** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2018 | 79% | 90% | **97%** | 100% | 96% | 98% | - | 100% | - | 100% | 67% | 100% | 93% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2018 | 21% | 10% | **3%** | * | * | * | - | * | - | * | * | * | * |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2018 | 85% | 93% | **99%** | 100% | 97% | 100% | - | 100% | - | 100% | 89% | 100% | 93% |
| **Grade 8 Mathematics** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2018 | 80% | 89% | **91%** | * | 90% | 93% | - | * | - | * | 75% | 91% | 83% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2018 | 20% | 11% | **9%** | * | * | * | - | * | - | * | * | * | * |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2018 | 86% | 94% | **97%** | * | 97% | 97% | - | * | - | * | 88% | 100% | 92% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 | 2018 | 77% | 91% | **96%** | - | - | - | - | - | 85% | 85% | - | * | 85% | 86% |
| | 2017 | 75% | 90% | **96%** | - | - | - | - | - | 93% | 91% | 96% | 90% | 93% | 92% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **84%** | - | - | - | - | - | 58% | 58% | - | * | 58% | 60% |
| | 2017 | 45% | 68% | **82%** | - | - | - | - | - | 54% | 53% | 57% | 76% | 54% | 57% |
| At Masters Grade Level | 2018 | 22% | 40% | **59%** | - | - | - | - | - | 26% | 26% | - | * | 26% | 27% |
| | 2017 | 20% | 37% | **54%** | - | - | - | - | - | 24% | 26% | 20% | 24% | 24% | 24% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **97%** | - | - | - | - | - | 90% | 90% | - | * | 90% | 91% |
| | 2017 | 72% | 88% | **96%** | - | - | - | - | - | 94% | 93% | * | * | 94% | 95% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **86%** | - | - | - | - | - | 60% | 60% | - | * | 60% | 59% |
| | 2017 | 44% | 66% | **79%** | - | - | - | - | - | 42% | 43% | * | * | 42% | 49% |
| At Masters Grade Level | 2018 | 19% | 36% | **64%** | - | - | - | - | - | 33% | 33% | - | * | 33% | 34% |
| | 2017 | 19% | 34% | **55%** | - | - | - | - | - | 23% | 25% | * | * | 23% | 24% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **97%** | - | - | - | - | - | 92% | 92% | - | * | 92% | 92% |
| | 2017 | 79% | 93% | **98%** | - | - | - | - | - | 94% | 93% | * | * | 94% | 95% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **85%** | - | - | - | - | - | 67% | 67% | - | * | 67% | 68% |
| | 2017 | 46% | 73% | **89%** | - | - | - | - | - | 71% | 70% | * | * | 71% | 73% |
| At Masters Grade Level | 2018 | 24% | 45% | **58%** | - | - | - | - | - | 22% | 22% | - | * | 22% | 25% |
| | 2017 | 22% | 45% | **60%** | - | - | - | - | - | 33% | 35% | * | * | 33% | 32% |
| **All Grades Writing** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **93%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 67% | 82% | **95%** | - | - | - | - | - | * | * | - | * | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **79%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 36% | 54% | **79%** | - | - | - | - | - | * | * | - | * | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **42%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 11% | 22% | **44%** | - | - | - | - | - | * | * | - | * | * | * |
| **All Grades Science** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **96%** | - | - | - | - | - | 86% | 86% | - | * | 86% | 87% |
| | 2017 | 79% | 91% | **97%** | - | - | - | - | - | * | * | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **90%** | - | - | - | - | - | 64% | 64% | - | * | 64% | 67% |
| | 2017 | 49% | 70% | **86%** | - | - | - | - | - | * | * | * | * | * | * |
| At Masters Grade Level | 2018 | 23% | 39% | **69%** | - | - | - | - | - | 36% | 36% | - | * | 36% | 33% |
| | 2017 | 19% | 34% | **53%** | - | - | - | - | - | * | * | * | * | * | * |
| **All Grades Social Studies** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 89% | **92%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 77% | 89% | **92%** | - | - | - | - | - | * | * | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 53% | 69% | **74%** | - | - | - | - | - | * | * | - | * | * | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 49% | 67% | **65%** | - | - | - | - | - | * | * | * | * | * | * |
| At Masters Grade Level | 2018 | 31% | 50% | **58%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 27% | 45% | **43%** | - | - | - | - | - | * | * | * | * | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **80** | - | - | - | - | - | 70 | 70 | - | * | 70 | 70 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **82** | - | - | - | - | - | 70 | 70 | - | * | 70 | 69 |
| All Grades Mathematics | 2018 | 70 | 78 | **78** | - | - | - | - | - | 69 | 69 | - | * | 69 | 70 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | **59%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 35% | 43% | **45%** | - | - | - | - | - | 71% | * | * | - | 71% | 71% |
| Mathematics | 2018 | 47% | 61% | **58%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 43% | 58% | **54%** | - | - | - | - | - | * | * | * | - | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 672
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **100%** | 100% | 99% | 100% | - | 100% | - | 100% | 99% | 100% | 100% |
| Included in Accountability | 94% | 95% | **95%** | 100% | 94% | 96% | - | 96% | - | 88% | 96% | 100% | 83% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **3%** | 0% | 2% | 4% | - | 0% | - | 12% | 3% | 0% | 2% |
| Other Exclusions | 1% | 1% | **2%** | 0% | 3% | 0% | - | 4% | - | 0% | 0% | 0% | 14% |
| Not Tested | 1% | 1% | **0%** | 0% | 1% | 0% | - | 0% | - | 0% | 1% | 0% | 0% |
| Absent | 1% | 1% | **0%** | 0% | 1% | 0% | - | 0% | - | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | **0%** | 0% | 0% | 0% | - | 0% | - | 0% | 1% | 0% | 0% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Attendance Rate** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **97.0%** | 97.7% | 97.1% | 96.8% | - | 98.0% | - | 96.3% | 96.4% | 96.2% | 97.6% |
| 2015-16 | 95.8% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | **0.8%** | 9.1% | 0.6% | 0.0% | - | 3.7% | - | 0.0% | 0.0% | 0.0% | 0.0% |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 672
Grade Span: 06 - 08
School Type: Middle

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 672
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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **TSIA Results (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 672
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information

Total Students: 672
Grade Span: 06 - 08
School Type: Middle

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 672 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 1.4% | 4.3% |
| Kindergarten | 0 | 0.0% | 7.7% | 6.9% |
| Grade 1 | 0 | 0.0% | 8.0% | 7.2% |
| Grade 2 | 0 | 0.0% | 7.7% | 7.3% |
| Grade 3 | 0 | 0.0% | 8.2% | 7.6% |
| Grade 4 | 0 | 0.0% | 8.3% | 7.7% |
| Grade 5 | 0 | 0.0% | 8.1% | 7.7% |
| Grade 6 | 246 | 36.6% | 8.1% | 7.5% |
| Grade 7 | 225 | 33.5% | 7.7% | 7.5% |
| Grade 8 | 201 | 29.9% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 23 | 3.4% | 4.8% | 12.6% |
| Hispanic | 270 | 40.2% | 30.3% | 52.4% |
| White | 302 | 44.9% | 53.3% | 27.8% |
| American Indian | 5 | 0.7% | 0.3% | 0.4% |
| Asian | 46 | 6.8% | 7.3% | 4.4% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.1% |
| Two or More Races | 26 | 3.9% | 3.9% | 2.3% |
| Economically Disadvantaged | 48 | 7.1% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 624 | 92.9% | 78.2% | 41.2% |
| English Learners (EL) | 62 | 9.2% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 1 | 0.2% | 0.7% | 1.3% |
| At-Risk | 116 | 17.3% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 50 | | | |
| Students with Intellectual Disabilities | 14 | 28.0% | 31.2% | 43.3% |
| Students with Physical Disabilities | 6 | 12.0% | 20.7% | 21.9% |
| Students with Autism | 9 | 18.0% | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 21 | 42.0% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 45 | 7.3% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 0 | 0.0% | | |
| Hispanic | 19 | 3.1% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 20 | 3.2% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 3 | 0.5% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 3 | 0.5% | | |

| Student Information | Non-Special Education Rates Campus | Non-Special Education Rates District | Non-Special Education Rates State | Special Education Rates Campus | Special Education Rates District | Special Education Rates State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 1.7% | 1.8% | - | 3.8% | 6.9% |
| Grade 1 | - | 2.1% | 3.4% | - | 7.8% | 6.2% |
| Grade 2 | - | 1.0% | 2.1% | - | 2.0% | 2.6% |
| Grade 3 | - | 0.9% | 1.3% | - | 1.6% | 1.0% |
| Grade 4 | - | 0.6% | 0.6% | - | 1.7% | 0.5% |
| Grade 5 | - | 0.4% | 0.7% | - | 1.1% | 0.6% |
| Grade 6 | 0.5% | 0.5% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 7 | 0.0% | 0.1% | 0.7% | 0.0% | 0.0% | 0.6% |
| Grade 8 | 0.0% | 0.1% | 0.6% | 0.0% | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.8 | 18.7 |
| Grade 1 | - | 19.8 | 18.8 |
| Grade 2 | - | 18.9 | 18.8 |
| Grade 3 | - | 20.5 | 19.0 |
| Grade 4 | - | 19.6 | 19.2 |
| Grade 5 | - | 23.2 | 21.2 |
| Grade 6 | 23.2 | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | 21.8 | 20.7 | 16.7 |
| Foreign Languages | 21.2 | 21.1 | 18.6 |
| Mathematics | 23.3 | 24.1 | 17.9 |
| Science | 23.3 | 24.3 | 19.0 |
| Social Studies | 23.3 | 24.9 | 19.3 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 58.0 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 49.9 | 86.0% | 58.6% | 64.1% |
| Teachers | 41.8 | 72.0% | 46.9% | 50.1% |
| Professional Support | 5.1 | 8.8% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 3.0 | 5.2% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 0.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 1.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 8.1 | 14.0% | 10.0% | 10.1% |
| Total Minority Staff: | 10.8 | 18.6% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 2.0 | 4.8% | 3.1% | 10.4% |
| Hispanic | 3.5 | 8.3% | 12.7% | 27.2% |
| White | 34.3 | 82.1% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 2.0 | 4.8% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 0.0 | 0.0% | 1.1% | 1.1% |
| Males | 9.6 | 23.1% | 17.7% | 23.7% |
| Females | 32.1 | 76.9% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 28.0 | 66.9% | 73.7% | 74.1% |
| Masters | 13.8 | 33.1% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 4.0 | 9.6% | 2.6% | 8.2% |
| 1-5 Years Experience | 9.6 | 23.0% | 25.0% | 29.1% |
| 6-10 Years Experience | 12.4 | 29.8% | 24.7% | 19.1% |
| 11-20 Years Experience | 13.3 | 31.8% | 34.2% | 28.2% |
| Over 20 Years Experience | 2.5 | 5.9% | 13.5% | 15.3% |
| Number of Students per Teacher | 16.1 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 1.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 1.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 5.5 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 3.5 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 9.8 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 3.5 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $53,667 | $53,917 | $47,667 |
| 1-5 Years Experience | $54,573 | $54,166 | $49,663 |
| 6-10 Years Experience | $56,156 | $55,437 | $52,056 |
| 11-20 Years Experience | $58,782 | $59,147 | $55,246 |
| Over 20 Years Experience | $64,468 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $56,875 | $57,818 | $53,334 |
| Professional Support | $59,648 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $83,012 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.2 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 59 | 8.8% | 10.0% | 18.9% |
| Career & Technical Education | 277 | 41.2% | 28.6% | 25.8% |
| Gifted & Talented Education | 88 | 13.1% | 9.0% | 7.9% |
| Special Education | 50 | 7.4% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.1 | 2.6% | 5.8% | 6.1% |
| Career & Technical Education | 1.7 | 4.1% | 4.1% | 4.7% |
| Compensatory Education | 0.0 | 0.0% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.0 | 0.0% | 1.0% | 1.8% |
| Regular Education | 23.2 | 55.6% | 70.9% | 72.3% |
| Special Education | 4.9 | 11.7% | 7.5% | 9.0% |
| Other | 10.9 | 26.0% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **DECKER PRAIRIE EL**

Campus Number: **101921102**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 3 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 92% | **88%** | * | 71% | 92% | * | * | - | * | * | 80% | 67% |
| | 2017 | 73% | 89% | **78%** | * | 79% | 75% | * | * | - | * | * | 68% | 78% |
| At Meets Grade Level or Above | 2018 | 43% | 64% | **51%** | * | 46% | 52% | * | * | - | * | * | 43% | 39% |
| | 2017 | 45% | 66% | **48%** | * | 55% | 39% | * | * | - | * | * | 43% | 56% |
| At Masters Grade Level | 2018 | 25% | 42% | **33%** | * | 36% | 35% | * | * | - | * | * | 24% | 28% |
| | 2017 | 29% | 46% | **32%** | * | 48% | 21% | * | * | - | * | * | 30% | 50% |
| **Grade 3 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 91% | **86%** | * | 80% | 90% | * | * | - | * | * | 80% | * |
| | 2017 | 77% | 91% | **80%** | * | 80% | 79% | * | * | - | * | * | 73% | * |
| At Meets Grade Level or Above | 2018 | 47% | 69% | **56%** | * | 53% | 61% | * | * | - | * | * | 45% | * |
| | 2017 | 49% | 70% | **51%** | * | 57% | 46% | * | * | - | * | * | 45% | * |
| At Masters Grade Level | 2018 | 23% | 41% | **25%** | * | 27% | 28% | * | * | - | * | * | 13% | * |
| | 2017 | 26% | 45% | **26%** | * | 23% | 23% | * | * | - | * | * | 20% | * |
| **Grade 4 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 73% | 92% | **89%** | * | 92% | 86% | * | * | - | * | * | 85% | * |
| | 2017 | 70% | 87% | **88%** | * | * | 94% | * | - | - | * | * | 79% | * |
| At Meets Grade Level or Above | 2018 | 46% | 72% | **70%** | * | 60% | 74% | * | * | - | * | * | 59% | * |
| | 2017 | 44% | 63% | **59%** | * | * | 66% | * | - | - | * | * | 53% | * |
| At Masters Grade Level | 2018 | 24% | 43% | **35%** | * | 32% | 37% | * | * | - | * | * | 22% | * |
| | 2017 | 24% | 40% | **34%** | * | * | 48% | * | - | - | * | * | 26% | * |
| **Grade 4 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 94% | **94%** | * | 89% | 97% | * | * | - | * | * | 91% | * |
| | 2017 | 76% | 92% | **89%** | * | 86% | 95% | * | - | - | * | * | 81% | 83% |
| At Meets Grade Level or Above | 2018 | 49% | 72% | **67%** | * | 63% | 70% | * | * | - | * | * | 56% | * |
| | 2017 | 47% | 70% | **61%** | * | 61% | 67% | * | - | - | * | * | 60% | 61% |
| At Masters Grade Level | 2018 | 27% | 47% | **39%** | * | 33% | 43% | * | * | - | * | * | 29% | * |
| | 2017 | 27% | 48% | **43%** | * | 39% | 49% | * | - | - | * | * | 36% | 39% |
| **Grade 4 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 63% | 82% | **76%** | * | 77% | 73% | * | * | - | * | * | 69% | * |
| | 2017 | 65% | 80% | **75%** | * | 70% | 83% | * | - | - | * | * | 77% | * |
| At Meets Grade Level or Above | 2018 | 39% | 59% | **53%** | * | 54% | 52% | * | * | - | * | * | 43% | * |
| | 2017 | 34% | 47% | **37%** | * | 35% | 40% | * | - | - | * | * | 35% | * |
| At Masters Grade Level | 2018 | 11% | 19% | **13%** | * | 23% | 10% | * | * | - | * | * | 12% | * |
| | 2017 | 11% | 18% | **12%** | * | 14% | 12% | * | - | - | * | * | 12% | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **87%** | * | 82% | 88% | * | * | - | 88% | * | 81% | 80% |
| | 2017 | 75% | 90% | **82%** | * | 80% | 86% | * | * | - | 68% | * | 75% | 82% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **59%** | * | 55% | 61% | * | * | - | 50% | * | 49% | 48% |
| | 2017 | 45% | 68% | **52%** | * | 51% | 53% | * | * | - | 47% | * | 47% | 52% |
| At Masters Grade Level | 2018 | 22% | 40% | **29%** | * | 30% | 30% | * | * | - | 21% | * | 20% | 22% |
| | 2017 | 20% | 37% | **29%** | * | 25% | 32% | * | * | - | 32% | * | 25% | 26% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **88%** | * | 81% | 89% | * | * | - | * | * | 83% | 77% |
| | 2017 | 72% | 88% | **84%** | * | 82% | 86% | * | * | - | * | * | 73% | 78% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **59%** | * | 53% | 61% | * | * | - | * | * | 50% | 46% |
| | 2017 | 44% | 66% | **55%** | * | 53% | 55% | * | * | - | * | * | 48% | 47% |
| At Masters Grade Level | 2018 | 19% | 36% | **34%** | * | 34% | 35% | * | * | - | * | * | 23% | 26% |
| | 2017 | 19% | 34% | **33%** | * | 26% | 37% | * | * | - | * | * | 28% | 28% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **89%** | * | 84% | 93% | * | * | - | * | * | 85% | 84% |
| | 2017 | 79% | 93% | **85%** | * | 83% | 88% | * | * | - | * | * | 77% | 83% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **61%** | * | 58% | 65% | * | * | - | * | * | 50% | 49% |
| | 2017 | 46% | 73% | **57%** | * | 59% | 59% | * | * | - | * | * | 52% | 58% |
| At Masters Grade Level | 2018 | 24% | 45% | **31%** | * | 30% | 34% | * | * | - | * | * | 20% | 22% |
| | 2017 | 22% | 45% | **36%** | * | 32% | 38% | * | * | - | * | * | 28% | 31% |
| **All Grades Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **76%** | * | 77% | 73% | * | * | - | * | * | 69% | * |
| | 2017 | 67% | 82% | **75%** | * | 70% | 83% | * | - | - | * | * | 77% | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **53%** | * | 54% | 52% | * | * | - | * | * | 43% | * |
| | 2017 | 36% | 54% | **37%** | * | 35% | 40% | * | - | - | * | * | 35% | * |
| At Masters Grade Level | 2018 | 13% | 26% | **13%** | * | 23% | 10% | * | * | - | * | * | 12% | * |
| | 2017 | 11% | 22% | **12%** | * | 14% | 12% | * | - | - | * | * | 12% | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 646
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2018 | 63 | 73 | **71** | * | 75 | 72 | * | * | - | * | 71 | 69 | 68 |
| Grade 4 Mathematics | 2018 | 65 | 78 | **79** | * | 77 | 82 | * | * | - | * | 78 | 72 | 69 |
| All Grades Both Subjects | 2018 | 69 | 77 | **76** | * | 76 | 77 | * | * | - | 61 | 75 | 71 | 68 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **71** | * | 75 | 72 | * | * | - | * | 71 | 69 | 68 |
| All Grades Mathematics | 2018 | 70 | 78 | **79** | * | 77 | 82 | * | * | - | * | 78 | 72 | 69 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | **36%** | - | * | * | - | - | - | - | * | * | * |
| | 2017 | 35% | 43% | * | * | * | * | - | - | - | * | * | * | * |
| Mathematics | 2018 | 47% | 61% | **60%** | * | * | 78% | - | - | - | * | * | 56% | * |
| | 2017 | 43% | 58% | **58%** | * | 100% | * | * | - | - | * | * | 71% | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 646
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 | 2018 | 77% | 91% | **87%** | 79% | - | - | - | 79% | * | * | - | * | 77% | 77% |
| | 2017 | 75% | 90% | **82%** | 80% | - | - | - | 80% | * | * | - | * | 80% | 81% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **59%** | 41% | - | - | - | 41% | * | * | - | * | 40% | 41% |
| | 2017 | 45% | 68% | **52%** | 50% | - | - | - | 50% | * | * | - | * | 49% | 49% |
| At Masters Grade Level | 2018 | 22% | 40% | **29%** | 21% | - | - | - | 21% | * | * | - | * | 19% | 21% |
| | 2017 | 20% | 37% | **29%** | 24% | - | - | - | 24% | * | * | - | * | 22% | 23% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **88%** | 75% | - | - | - | 75% | * | * | - | * | 73% | 74% |
| | 2017 | 72% | 88% | **84%** | 77% | - | - | - | 77% | * | * | - | * | 75% | 76% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **59%** | 39% | - | - | - | 39% | * | * | - | * | 37% | 39% |
| | 2017 | 44% | 66% | **55%** | 43% | - | - | - | 43% | * | * | - | * | 44% | 42% |
| At Masters Grade Level | 2018 | 19% | 36% | **34%** | 25% | - | - | - | 25% | * | * | - | * | 23% | 26% |
| | 2017 | 19% | 34% | **33%** | 27% | - | - | - | 27% | * | * | - | * | 25% | 24% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **89%** | 86% | - | - | - | 86% | * | * | - | * | 81% | 82% |
| | 2017 | 79% | 93% | **85%** | 80% | - | - | - | 80% | * | * | - | * | 81% | 82% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **61%** | 43% | - | - | - | 43% | * | * | - | * | 41% | 42% |
| | 2017 | 46% | 73% | **57%** | 57% | - | - | - | 57% | * | * | - | * | 56% | 58% |
| At Masters Grade Level | 2018 | 24% | 45% | **31%** | 18% | - | - | - | 18% | * | * | - | * | 16% | 18% |
| | 2017 | 22% | 45% | **36%** | 27% | - | - | - | 27% | * | * | - | * | 25% | 27% |
| **All Grades Writing** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **76%** | * | - | - | - | * | * | * | - | - | * | * |
| | 2017 | 67% | 82% | **75%** | * | - | - | - | * | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **53%** | * | - | - | - | * | * | * | - | - | * | * |
| | 2017 | 36% | 54% | **37%** | * | - | - | - | * | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **13%** | * | - | - | - | * | * | * | - | - | * | * |
| | 2017 | 11% | 22% | **12%** | * | - | - | - | * | * | * | - | - | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **76** | 64 | - | - | - | 64 | - | - | - | - | 64 | 64 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **71** | 65 | - | - | - | 65 | - | - | - | - | 65 | 65 |
| All Grades Mathematics | 2018 | 70 | 78 | **79** | 63 | - | - | - | 63 | - | - | - | - | 63 | 63 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | **36%** | * | - | - | - | * | - | - | - | - | * | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 35% | 43% | * | * | - | - | - | * | - | - | - | - | * | * |
| Mathematics | 2018 | 47% | 61% | **60%** | * | - | - | - | * | - | - | - | - | * | * |
| | 2017 | 43% | 58% | **58%** | * | - | - | - | * | * | * | - | - | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 646
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **99%** | 100% | 99% | 99% | 100% | * | - | 100% | 92% | 99% | 100% |
| Included in Accountability | 94% | 95% | **94%** | 100% | 93% | 94% | 100% | * | - | 90% | 85% | 91% | 92% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **5%** | 0% | 5% | 5% | 0% | * | - | 10% | 8% | 7% | 7% |
| Other Exclusions | 1% | 1% | **0%** | 0% | 1% | 0% | 0% | * | - | 0% | 0% | 0% | 1% |
| Not Tested | 1% | 1% | **1%** | 0% | 1% | 1% | 0% | * | - | 0% | 8% | 1% | 0% |
| Absent | 1% | 1% | **1%** | 0% | 0% | 1% | 0% | * | - | 0% | 4% | 1% | 0% |
| Other | 0% | 0% | **0%** | 0% | 1% | 0% | 0% | * | - | 0% | 4% | 0% | 0% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 646
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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **96.6%** | 96.5% | 96.8% | 96.4% | * | * | - | 96.7% | 95.6% | 96.4% | 97.4% |
| 2015-16 | 95.8% | 96.6% | **96.6%** | 96.8% | 96.7% | 96.5% | * | * | - | 96.5% | 95.6% | 96.4% | 96.9% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 646
Grade Span: EE - 04
School Type: Elementary

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **TSIA Results (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators



| | 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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 646 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 10 | 1.5% | 0.4% | 0.3% |
| Pre-Kindergarten | 28 | 4.3% | 1.4% | 4.3% |
| Kindergarten | 115 | 17.8% | 7.7% | 6.9% |
| Grade 1 | 144 | 22.3% | 8.0% | 7.2% |
| Grade 2 | 103 | 15.9% | 7.7% | 7.3% |
| Grade 3 | 141 | 21.8% | 8.2% | 7.6% |
| Grade 4 | 105 | 16.3% | 8.3% | 7.7% |
| Grade 5 | 0 | 0.0% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 18 | 2.8% | 4.8% | 12.6% |
| Hispanic | 205 | 31.7% | 30.3% | 52.4% |
| White | 392 | 60.7% | 53.3% | 27.8% |
| American Indian | 2 | 0.3% | 0.3% | 0.4% |
| Asian | 5 | 0.8% | 7.3% | 4.4% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.1% |
| Two or More Races | 24 | 3.7% | 3.9% | 2.3% |
| Economically Disadvantaged | 265 | 41.0% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 381 | 59.0% | 78.2% | 41.2% |
| English Learners (EL) | 108 | 16.7% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 2 | 0.3% | 0.7% | 1.3% |
| At-Risk | 268 | 41.5% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 66 | | | |
| Students with Intellectual Disabilities | 6 | 9.1% | 31.2% | 43.3% |
| Students with Physical Disabilities | 35 | 53.0% | 20.7% | 21.9% |
| Students with Autism | * | * | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 19 | 28.8% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | ** | ** | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 67 | 13.2% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 2 | 0.4% | | |
| Hispanic | 24 | 4.7% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 39 | 7.7% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 1 | 0.2% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 1 | 0.2% | | |

| Student Information | Non-Special Education Rates Campus | Non-Special Education Rates District | Non-Special Education Rates State | Special Education Rates Campus | Special Education Rates District | Special Education Rates State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 1.9% | 1.7% | 1.8% | 0.0% | 3.8% | 6.9% |
| Grade 1 | 11.6% | 2.1% | 3.4% | 27.3% | 7.8% | 6.2% |
| Grade 2 | 2.6% | 1.0% | 2.1% | 7.1% | 2.0% | 2.6% |
| Grade 3 | 4.8% | 0.9% | 1.3% | 0.0% | 1.6% | 1.0% |
| Grade 4 | 0.0% | 0.6% | 0.6% | 8.3% | 1.7% | 0.5% |
| Grade 5 | - | 0.4% | 0.7% | - | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 19.4 | 19.8 | 18.7 |
| Grade 1 | 19.4 | 19.8 | 18.8 |
| Grade 2 | 16.8 | 18.9 | 18.8 |
| Grade 3 | 19.3 | 20.5 | 19.0 |
| Grade 4 | 15.3 | 19.6 | 19.2 |
| Grade 5 | - | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | - | 20.7 | 16.7 |
| Foreign Languages | - | 21.1 | 18.6 |
| Mathematics | - | 24.1 | 17.9 |
| Science | - | 24.3 | 19.0 |
| Social Studies | - | 24.9 | 19.3 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 68.5 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 57.3 | 83.6% | 58.6% | 64.1% |
| Teachers | 48.4 | 70.6% | 46.9% | 50.1% |
| Professional Support | 5.9 | 8.6% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 3.0 | 4.4% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 11.3 | 16.4% | 10.0% | 10.1% |
| Total Minority Staff: | 14.8 | 21.5% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 1.0 | 2.1% | 3.1% | 10.4% |
| Hispanic | 9.0 | 18.6% | 12.7% | 27.2% |
| White | 38.4 | 79.3% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 0.0 | 0.0% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 0.0 | 0.0% | 1.1% | 1.1% |
| Males | 2.0 | 4.1% | 17.7% | 23.7% |
| Females | 46.4 | 95.9% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 36.0 | 74.3% | 73.7% | 74.1% |
| Masters | 12.4 | 25.7% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 4.1% | 2.6% | 8.2% |
| 1-5 Years Experience | 14.0 | 28.9% | 25.0% | 29.1% |
| 6-10 Years Experience | 10.0 | 20.7% | 24.7% | 19.1% |
| 11-20 Years Experience | 13.4 | 27.8% | 34.2% | 28.2% |
| Over 20 Years Experience | 9.0 | 18.6% | 13.5% | 15.3% |
| Number of Students per Teacher | 13.3 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 15.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 15.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 7.5 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 6.5 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 11.5 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 5.9 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $54,208 | $53,917 | $47,667 |
| 1-5 Years Experience | $54,828 | $54,166 | $49,663 |
| 6-10 Years Experience | $56,046 | $55,437 | $52,056 |
| 11-20 Years Experience | $58,724 | $59,147 | $55,246 |
| Over 20 Years Experience | $65,721 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $58,161 | $57,818 | $53,334 |
| Professional Support | $65,227 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $86,861 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.3 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 105 | 16.3% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 27 | 4.2% | 9.0% | 7.9% |
| Special Education | 66 | 10.2% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 6.6 | 13.7% | 5.8% | 6.1% |
| Career & Technical Education | 0.0 | 0.0% | 4.1% | 4.7% |
| Compensatory Education | 1.2 | 2.6% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.3 | 0.6% | 1.0% | 1.8% |
| Regular Education | 34.9 | 72.0% | 70.9% | 72.3% |
| Special Education | 5.4 | 11.2% | 7.5% | 9.0% |
| Other | 0.0 | 0.0% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **LAKEWOOD EL**

Campus Number: **101921103**

2018 Accountability Rating: **Met Standard**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 3 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 92% | **87%** | * | * | 89% | - | * | - | * | * | * | * |
| | 2017 | 73% | 89% | **93%** | * | 90% | 95% | - | 100% | - | 100% | 65% | 86% | 92% |
| At Meets Grade Level or Above | 2018 | 43% | 64% | **52%** | * | * | 58% | - | * | - | * | * | * | * |
| | 2017 | 45% | 66% | **63%** | * | 54% | 63% | - | 71% | - | 100% | 41% | 43% | 67% |
| At Masters Grade Level | 2018 | 25% | 42% | **31%** | * | * | 35% | - | * | - | * | * | * | * |
| | 2017 | 29% | 46% | **45%** | * | 32% | 47% | - | 50% | - | 100% | 29% | 29% | 50% |
| **Grade 3 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 91% | **92%** | * | 89% | 91% | - | 93% | - | * | * | 85% | 93% |
| | 2017 | 77% | 91% | **93%** | 63% | 93% | 95% | - | 100% | - | * | 76% | 90% | 100% |
| At Meets Grade Level or Above | 2018 | 47% | 69% | **74%** | * | 61% | 77% | - | 79% | - | * | * | 62% | 71% |
| | 2017 | 49% | 70% | **78%** | 63% | 71% | 77% | - | 100% | - | * | 59% | 71% | 92% |
| At Masters Grade Level | 2018 | 23% | 41% | **43%** | * | 29% | 48% | - | 57% | - | * | * | 35% | 43% |
| | 2017 | 26% | 45% | **59%** | 63% | 51% | 58% | - | 86% | - | * | 41% | 38% | 75% |
| **Grade 4 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 73% | 92% | **90%** | * | 85% | 92% | * | 100% | - | 100% | * | 86% | 81% |
| | 2017 | 70% | 87% | **82%** | * | 76% | 87% | * | 94% | - | * | * | 74% | 74% |
| At Meets Grade Level or Above | 2018 | 46% | 72% | **69%** | * | 72% | 66% | * | 81% | - | 100% | * | 40% | 56% |
| | 2017 | 44% | 63% | **62%** | * | 56% | 65% | * | 82% | - | * | * | 39% | 58% |
| At Masters Grade Level | 2018 | 24% | 43% | **43%** | * | 43% | 41% | * | 56% | - | 71% | * | 17% | 38% |
| | 2017 | 24% | 40% | **42%** | * | 44% | 42% | * | 65% | - | * | * | 26% | 47% |
| **Grade 4 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 94% | **94%** | * | 88% | 96% | * | 100% | - | 100% | 67% | 86% | 89% |
| | 2017 | 76% | 92% | **90%** | * | 88% | 93% | * | 100% | - | * | * | 91% | 84% |
| At Meets Grade Level or Above | 2018 | 49% | 72% | **75%** | * | 68% | 75% | * | 100% | - | 100% | 50% | 50% | 67% |
| | 2017 | 47% | 70% | **70%** | * | 71% | 69% | * | 94% | - | * | * | 57% | 68% |
| At Masters Grade Level | 2018 | 27% | 47% | **50%** | * | 44% | 46% | * | 94% | - | 71% | 39% | 28% | 61% |
| | 2017 | 27% | 48% | **52%** | * | 41% | 55% | * | 76% | - | * | * | 30% | 68% |
| **Grade 4 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 63% | 82% | **85%** | * | 85% | 84% | * | 94% | - | * | * | * | * |
| | 2017 | 65% | 80% | **75%** | * | * | 77% | * | 94% | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 39% | 59% | **62%** | * | 54% | 62% | * | 75% | - | * | * | * | * |
| | 2017 | 34% | 47% | **49%** | * | * | 48% | * | 76% | - | * | * | * | * |
| At Masters Grade Level | 2018 | 11% | 19% | **19%** | * | 17% | 15% | * | 44% | - | * | * | * | * |
| | 2017 | 11% | 18% | **17%** | * | * | 18% | * | 35% | - | * | * | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance

Total Students: 811
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **90%** | 83% | 86% | 90% | * | 96% | - | 100% | 61% | 81% | 85% |
| | 2017 | 75% | 90% | **87%** | 57% | 85% | 90% | * | 97% | - | 82% | 43% | 82% | 84% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **67%** | 59% | 60% | 68% | * | 78% | - | 89% | 45% | 44% | 60% |
| | 2017 | 45% | 68% | **64%** | 39% | 60% | 65% | * | 85% | - | 69% | 28% | 49% | 65% |
| At Masters Grade Level | 2018 | 22% | 40% | **37%** | 28% | 31% | 37% | * | 57% | - | 56% | 24% | 19% | 35% |
| | 2017 | 20% | 37% | **43%** | 28% | 36% | 44% | * | 62% | - | 46% | 18% | 26% | 51% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **89%** | 83% | 82% | 90% | * | 97% | - | 100% | 55% | 83% | 80% |
| | 2017 | 72% | 88% | **88%** | * | 84% | 91% | * | 97% | - | 87% | 48% | 80% | 81% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **62%** | 56% | 57% | 63% | * | 67% | - | 80% | 45% | 35% | 47% |
| | 2017 | 44% | 66% | **63%** | * | 55% | 64% | * | 77% | - | 73% | 29% | 41% | 61% |
| At Masters Grade Level | 2018 | 19% | 36% | **38%** | 39% | 32% | 39% | * | 43% | - | 60% | 23% | 12% | 27% |
| | 2017 | 19% | 34% | **44%** | * | 37% | 45% | * | 58% | - | 60% | 16% | 27% | 48% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **93%** | * | 88% | 94% | * | 97% | - | 100% | 62% | 85% | 91% |
| | 2017 | 79% | 93% | **92%** | 67% | 91% | 94% | * | 100% | - | 87% | 55% | 91% | 90% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **75%** | * | 65% | 76% | * | 90% | - | 90% | 42% | 55% | 69% |
| | 2017 | 46% | 73% | **74%** | 44% | 71% | 73% | * | 97% | - | 80% | 39% | 64% | 77% |
| At Masters Grade Level | 2018 | 24% | 45% | **47%** | * | 38% | 47% | * | 77% | - | 60% | 35% | 31% | 53% |
| | 2017 | 22% | 45% | **56%** | 39% | 47% | 57% | * | 81% | - | 53% | 29% | 34% | 71% |
| **All Grades Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **85%** | * | 85% | 84% | * | 94% | - | * | * | * | * |
| | 2017 | 67% | 82% | **75%** | * | * | 77% | * | 94% | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **62%** | * | 54% | 62% | * | 75% | - | * | * | * | * |
| | 2017 | 36% | 54% | **49%** | * | * | 48% | * | 76% | - | * | * | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **19%** | * | 17% | 15% | * | 44% | - | * | * | * | * |
| | 2017 | 11% | 22% | **17%** | * | * | 18% | * | 35% | - | * | * | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 811
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2018 | 63 | 73 | **76** | 75 | 87 | 68 | * | 88 | - | 71 | 70 | 77 | 79 |
| Grade 4 Mathematics | 2018 | 65 | 78 | **77** | 63 | 71 | 77 | * | 94 | - | 86 | 62 | 71 | 67 |
| All Grades Both Subjects | 2018 | 69 | 77 | **76** | 69 | 79 | 73 | * | 91 | - | 79 | 66 | 74 | 72 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **76** | 75 | 87 | 68 | * | 88 | - | 71 | 70 | 77 | 79 |
| All Grades Mathematics | 2018 | 70 | 78 | **77** | 63 | 71 | 77 | * | 94 | - | 86 | 62 | 71 | 67 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | **38%** | * | * | * | - | - | - | - | * | * | * |
| | 2017 | 35% | 43% | **32%** | * | * | 43% | - | * | - | - | * | * | * |
| Mathematics | 2018 | 47% | 61% | **50%** | * | * | 71% | - | - | - | - | * | * | * |
| | 2017 | 43% | 58% | **42%** | * | * | * | - | * | - | - | * | * | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 | 2018 | 77% | 91% | **90%** | - | - | - | - | - | * | * | * | * | * | 70% |
| | 2017 | 75% | 90% | **87%** | - | - | - | - | - | 70% | 70% | - | - | 70% | 70% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **67%** | - | - | - | - | - | * | * | * | * | * | 33% |
| | 2017 | 45% | 68% | **64%** | - | - | - | - | - | 41% | 41% | - | - | 41% | 41% |
| At Masters Grade Level | 2018 | 22% | 40% | **37%** | - | - | - | - | - | * | * | * | * | * | 15% |
| | 2017 | 20% | 37% | **43%** | - | - | - | - | - | 27% | 27% | - | - | 27% | 27% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **89%** | - | - | - | - | - | * | * | * | * | * | * |
| | 2017 | 72% | 88% | **88%** | - | - | - | - | - | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **62%** | - | - | - | - | - | * | * | * | * | * | * |
| | 2017 | 44% | 66% | **63%** | - | - | - | - | - | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 19% | 36% | **38%** | - | - | - | - | - | * | * | * | * | * | * |
| | 2017 | 19% | 34% | **44%** | - | - | - | - | - | * | * | - | - | * | * |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **93%** | - | - | - | - | - | * | * | * | * | * | 82% |
| | 2017 | 79% | 93% | **92%** | - | - | - | - | - | 81% | 81% | - | - | 81% | 81% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **75%** | - | - | - | - | - | * | * | * | * | * | 53% |
| | 2017 | 46% | 73% | **74%** | - | - | - | - | - | 56% | 56% | - | - | 56% | 56% |
| At Masters Grade Level | 2018 | 24% | 45% | **47%** | - | - | - | - | - | * | * | * | * | * | 29% |
| | 2017 | 22% | 45% | **56%** | - | - | - | - | - | 56% | 56% | - | - | 56% | 56% |
| **All Grades Writing** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **85%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 67% | 82% | **75%** | - | - | - | - | - | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **62%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 36% | 54% | **49%** | - | - | - | - | - | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **19%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 11% | 22% | **17%** | - | - | - | - | - | * | * | - | - | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **76** | - | - | - | - | - | 50 | 50 | - | * | 50 | 58 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **76** | - | - | - | - | - | * | * | - | * | * | * |
| All Grades Mathematics | 2018 | 70 | 78 | **77** | - | - | - | - | - | * | * | - | * | * | * |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | **38%** | - | - | - | - | - | * | * | - | - | * | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 35% | 43% | **32%** | - | - | - | - | - | * | * | - | - | * | * |
| Mathematics | 2018 | 47% | 61% | **50%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 43% | 58% | **42%** | - | - | - | - | - | * | * | - | - | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 811
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **98%** | 100% | 96% | 99% | * | 100% | - | 100% | 100% | 95% | 100% |
| Included in Accountability | 94% | 95% | **94%** | 94% | 89% | 95% | * | 96% | - | 100% | 86% | 93% | 90% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **5%** | 6% | 7% | 4% | * | 2% | - | 0% | 14% | 3% | 8% |
| Other Exclusions | 1% | 1% | **0%** | 0% | 0% | 0% | * | 1% | - | 0% | 0% | 0% | 2% |
| Not Tested | 1% | 1% | **2%** | 0% | 4% | 1% | * | 0% | - | 0% | 0% | 5% | 0% |
| Absent | 1% | 1% | **2%** | 0% | 4% | 1% | * | 0% | - | 0% | 0% | 5% | 0% |
| Other | 0% | 0% | **0%** | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 811
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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **97.3%** | 97.9% | 96.9% | 97.2% | * | 98.0% | - | 97.8% | 97.2% | 96.8% | 97.8% |
| 2015-16 | 95.8% | 96.6% | **97.1%** | 97.7% | 96.6% | 97.1% | * | 98.0% | - | 97.8% | 96.6% | 96.5% | 97.7% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 811
Grade Span: PK - 04
School Type: Elementary

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators

Total Students: 811
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 (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 811
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information

Total Students: 811
Grade Span: PK - 04
School Type: Elementary

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 811 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 34 | 4.2% | 1.4% | 4.3% |
| Kindergarten | 156 | 19.2% | 7.7% | 6.9% |
| Grade 1 | 149 | 18.4% | 8.0% | 7.2% |
| Grade 2 | 151 | 18.6% | 7.7% | 7.3% |
| Grade 3 | 136 | 16.8% | 8.2% | 7.6% |
| Grade 4 | 185 | 22.8% | 8.3% | 7.7% |
| Grade 5 | 0 | 0.0% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 39 | 4.8% | 4.8% | 12.6% |
| Hispanic | 200 | 24.7% | 30.3% | 52.4% |
| White | 438 | 54.0% | 53.3% | 27.8% |
| American Indian | 2 | 0.2% | 0.3% | 0.4% |
| Asian | 98 | 12.1% | 7.3% | 4.4% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.1% |
| Two or More Races | 34 | 4.2% | 3.9% | 2.3% |
| Economically Disadvantaged | 148 | 18.2% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 663 | 81.8% | 78.2% | 41.2% |
| English Learners (EL) | 82 | 10.1% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 0 | 0.0% | 0.7% | 1.3% |
| At-Risk | 191 | 23.6% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 59 | | | |
| Students with Intellectual Disabilities | ** | ** | 31.2% | 43.3% |
| Students with Physical Disabilities | 24 | 40.7% | 20.7% | 21.9% |
| Students with Autism | 8 | 13.6% | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 17 | 28.8% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | * | * | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 63 | 9.7% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 4 | 0.6% | | |
| Hispanic | 16 | 2.5% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 32 | 4.9% | | |
| American Indian | 1 | 0.2% | | |
| Asian | 7 | 1.1% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 3 | 0.5% | | |

| Student Information | Non-Special Education Rates: Campus | Non-Special Education Rates: District | Non-Special Education Rates: State | Special Education Rates: Campus | Special Education Rates: District | Special Education Rates: State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.7% | 1.7% | 1.8% | 0.0% | 3.8% | 6.9% |
| Grade 1 | 0.8% | 2.1% | 3.4% | 0.0% | 7.8% | 6.2% |
| Grade 2 | 0.0% | 1.0% | 2.1% | 0.0% | 2.0% | 2.6% |
| Grade 3 | 0.7% | 0.9% | 1.3% | 0.0% | 1.6% | 1.0% |
| Grade 4 | 0.0% | 0.6% | 0.6% | 0.0% | 1.7% | 0.5% |
| Grade 5 | - | 0.4% | 0.7% | - | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 21.7 | 19.8 | 18.7 |
| Grade 1 | 20.6 | 19.8 | 18.8 |
| Grade 2 | 21.0 | 18.9 | 18.8 |
| Grade 3 | 21.1 | 20.5 | 19.0 |
| Grade 4 | 22.0 | 19.6 | 19.2 |
| Grade 5 | - | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | - | 20.7 | 16.7 |
| Foreign Languages | - | 21.1 | 18.6 |
| Mathematics | - | 24.1 | 17.9 |
| Science | - | 24.3 | 19.0 |
| Social Studies | - | 24.9 | 19.3 |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information

Total Students: 811
Grade Span: PK - 04
School Type: Elementary

| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 66.7 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 54.9 | 82.4% | 58.6% | 64.1% |
| Teachers | 48.0 | 72.0% | 46.9% | 50.1% |
| Professional Support | 4.9 | 7.4% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 2.0 | 3.0% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 11.7 | 17.6% | 10.0% | 10.1% |
| Total Minority Staff: | 6.0 | 9.0% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 1.0 | 2.1% | 3.1% | 10.4% |
| Hispanic | 2.0 | 4.2% | 12.7% | 27.2% |
| White | 43.0 | 89.6% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 1.0 | 2.1% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 1.0 | 2.1% | 1.1% | 1.1% |
| Males | 5.0 | 10.4% | 17.7% | 23.7% |
| Females | 43.0 | 89.6% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 40.0 | 83.3% | 73.7% | 74.1% |
| Masters | 8.0 | 16.7% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 2.6% | 8.2% |
| 1-5 Years Experience | 12.0 | 25.0% | 25.0% | 29.1% |
| 6-10 Years Experience | 11.0 | 22.9% | 24.7% | 19.1% |
| 11-20 Years Experience | 14.0 | 29.2% | 34.2% | 28.2% |
| Over 20 Years Experience | 11.0 | 22.9% | 13.5% | 15.3% |
| Number of Students per Teacher | 16.9 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 3.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 3.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 5.0 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 3.0 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 13.5 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 7.4 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | $53,917 | $47,667 |
| 1-5 Years Experience | $54,221 | $54,166 | $49,663 |
| 6-10 Years Experience | $52,116 | $55,437 | $52,056 |
| 11-20 Years Experience | $59,348 | $59,147 | $55,246 |
| Over 20 Years Experience | $67,059 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $58,176 | $57,818 | $53,334 |
| Professional Support | $63,705 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $80,191 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.1 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 76 | 9.4% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 46 | 5.7% | 9.0% | 7.9% |
| Special Education | 59 | 7.3% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.9 | 1.9% | 5.8% | 6.1% |
| Career & Technical Education | 0.0 | 0.0% | 4.1% | 4.7% |
| Compensatory Education | 0.6 | 1.3% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.8 | 1.6% | 1.0% | 1.8% |
| Regular Education | 43.1 | 89.9% | 70.9% | 72.3% |
| Special Education | 2.5 | 5.3% | 7.5% | 9.0% |
| Other | 0.0 | 0.0% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL INT**

Campus Number: **101921105**

2018 Accountability Rating: **Met Standard**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 5 Reading^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 84% | 95% | **90%** | * | 90% | 91% | * | * | - | * | * | 85% | 82% |
| | 2017 | 82% | 95% | **89%** | * | 83% | 94% | * | * | - | 91% | * | 81% | 79% |
| At Meets Grade Level or Above | 2018 | 54% | 74% | **58%** | * | 54% | 64% | * | * | - | * | * | 47% | 37% |
| | 2017 | 48% | 70% | **55%** | * | 43% | 61% | * | * | - | 64% | * | 41% | 38% |
| At Masters Grade Level | 2018 | 26% | 43% | **27%** | * | 16% | 34% | * | * | - | * | * | 15% | 14% |
| | 2017 | 25% | 43% | **29%** | * | 21% | 35% | * | * | - | 45% | * | 18% | 18% |
| **Grade 5 Mathematics^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 91% | 97% | **95%** | * | 94% | 97% | * | * | - | 94% | 85% | 93% | 88% |
| | 2017 | 87% | 98% | **96%** | * | 93% | 98% | * | * | - | * | * | 91% | 90% |
| At Meets Grade Level or Above | 2018 | 58% | 77% | **67%** | * | 63% | 72% | * | * | - | 67% | 50% | 62% | 46% |
| | 2017 | 50% | 75% | **66%** | * | 56% | 70% | * | * | - | * | * | 50% | 52% |
| At Masters Grade Level | 2018 | 30% | 48% | **32%** | * | 28% | 35% | * | * | - | 28% | 18% | 25% | 20% |
| | 2017 | 24% | 47% | **35%** | * | 30% | 39% | * | * | - | * | * | 25% | 25% |
| **Grade 5 Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 76% | 88% | **82%** | * | 74% | 88% | * | * | - | * | 51% | 71% | * |
| | 2017 | 74% | 90% | **84%** | * | 73% | 91% | * | * | - | 90% | * | 70% | 68% |
| At Meets Grade Level or Above | 2018 | 41% | 58% | **45%** | * | 31% | 54% | * | * | - | * | 33% | 33% | * |
| | 2017 | 42% | 67% | **60%** | * | 50% | 67% | * | * | - | 70% | * | 45% | 40% |
| At Masters Grade Level | 2018 | 17% | 31% | **20%** | * | 9% | 27% | * | * | - | * | 13% | 11% | * |
| | 2017 | 18% | 33% | **28%** | * | 18% | 33% | * | * | - | 50% | * | 18% | 12% |
| **Grade 6 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 69% | 88% | **79%** | * | 76% | 82% | * | * | - | * | * | 69% | 70% |
| | 2017 | 69% | 88% | **79%** | * | 67% | 83% | - | * | - | 95% | 46% | 69% | * |
| At Meets Grade Level or Above | 2018 | 39% | 62% | **50%** | * | 46% | 53% | * | * | - | * | * | 36% | 41% |
| | 2017 | 37% | 62% | **48%** | * | 36% | 52% | - | * | - | 70% | 29% | 35% | * |
| At Masters Grade Level | 2018 | 19% | 37% | **27%** | * | 26% | 29% | * | * | - | * | * | 19% | 15% |
| | 2017 | 18% | 36% | **23%** | * | 11% | 28% | - | * | - | 40% | 15% | 10% | * |
| **Grade 6 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 94% | **89%** | * | 86% | 92% | * | * | - | 92% | * | 80% | 78% |
| | 2017 | 76% | 95% | **89%** | * | 84% | 93% | - | * | - | 90% | 73% | 84% | 74% |
| At Meets Grade Level or Above | 2018 | 44% | 73% | **64%** | * | 56% | 68% | * | * | - | 75% | * | 43% | 50% |
| | 2017 | 43% | 74% | **63%** | * | 57% | 65% | - | * | - | 80% | 41% | 52% | 54% |
| At Masters Grade Level | 2018 | 18% | 44% | **34%** | * | 29% | 37% | * | * | - | 42% | * | 20% | 31% |
| | 2017 | 18% | 45% | **33%** | * | 23% | 37% | - | * | - | 50% | 22% | 21% | 22% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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 | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **87%** | 72% | 84% | 90% | * | 79% | - | 90% | 65% | 80% | 75% |
| | 2017 | 75% | 90% | **87%** | 77% | 80% | 92% | * | 91% | - | 93% | 60% | 79% | 74% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **57%** | 31% | 50% | 62% | * | 74% | - | 56% | 38% | 45% | 39% |
| | 2017 | 45% | 68% | **58%** | 41% | 48% | 63% | * | 87% | - | 74% | 33% | 44% | 42% |
| At Masters Grade Level | 2018 | 22% | 40% | **28%** | 12% | 21% | 33% | * | 32% | - | 27% | 14% | 18% | 17% |
| | 2017 | 20% | 37% | **30%** | 12% | 21% | 34% | * | 43% | - | 44% | 12% | 18% | 17% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **85%** | * | 83% | 87% | * | * | - | 87% | 55% | 78% | 77% |
| | 2017 | 72% | 88% | **84%** | * | 75% | 88% | * | * | - | 94% | 51% | 75% | 70% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **54%** | * | 50% | 59% | * | * | - | 43% | 34% | 42% | 39% |
| | 2017 | 44% | 66% | **52%** | * | 40% | 57% | * | * | - | 68% | 29% | 38% | 32% |
| At Masters Grade Level | 2018 | 19% | 36% | **27%** | * | 20% | 32% | * | * | - | 27% | 13% | 17% | 14% |
| | 2017 | 19% | 34% | **26%** | * | 16% | 31% | * | * | - | 42% | 12% | 14% | 13% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **92%** | 73% | 90% | 95% | * | * | - | 93% | 82% | 87% | 83% |
| | 2017 | 79% | 93% | **92%** | * | 88% | 95% | * | 100% | - | 94% | 76% | 87% | 83% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **65%** | 33% | 59% | 70% | * | * | - | 70% | 44% | 53% | 48% |
| | 2017 | 46% | 73% | **64%** | * | 57% | 67% | * | 100% | - | 81% | 37% | 51% | 53% |
| At Masters Grade Level | 2018 | 24% | 45% | **33%** | 17% | 29% | 36% | * | * | - | 33% | 15% | 23% | 26% |
| | 2017 | 22% | 45% | **34%** | * | 27% | 38% | * | 56% | - | 45% | 14% | 23% | 23% |
| **All Grades Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **82%** | * | 74% | 88% | * | * | - | * | 51% | 71% | * |
| | 2017 | 79% | 91% | **84%** | * | 73% | 91% | * | * | - | 90% | * | 70% | 68% |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **45%** | * | 31% | 54% | * | * | - | * | 33% | 33% | * |
| | 2017 | 49% | 70% | **60%** | * | 50% | 67% | * | * | - | 70% | * | 45% | 40% |
| At Masters Grade Level | 2018 | 23% | 39% | **20%** | * | 9% | 27% | * | * | - | * | 13% | 11% | * |
| | 2017 | 19% | 34% | **28%** | * | 18% | 33% | * | * | - | 50% | * | 18% | 12% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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 | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 5 ELA/Reading | 2018 | 80 | 82 | **73** | 57 | 69 | 76 | * | * | - | 68 | 78 | 73 | 67 |
| Grade 5 Mathematics | 2018 | 81 | 79 | **80** | 96 | 77 | 79 | * | * | - | 94 | 93 | 79 | 78 |
| Grade 6 ELA/Reading | 2018 | 47 | 60 | **56** | 50 | 59 | 56 | * | * | - | 55 | 46 | 53 | 54 |
| Grade 6 Mathematics | 2018 | 56 | 73 | **68** | 58 | 69 | 69 | * | * | - | 68 | 68 | 60 | 68 |
| All Grades Both Subjects | 2018 | 69 | 77 | **70** | 66 | 69 | 70 | * | 72 | - | 73 | 73 | 67 | 68 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **64** | 54 | 64 | 66 | * | 63 | - | 63 | 64 | 63 | 59 |
| All Grades Mathematics | 2018 | 70 | 78 | **74** | 78 | 73 | 74 | * | 81 | - | 83 | 82 | 70 | 73 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | **48%** | * | 64% | 44% | * | * | - | * | 36% | 50% | 67% |
| | 2017 | 35% | 43% | **36%** | * | 38% | 35% | - | * | - | * | 23% | 24% | 31% |
| Mathematics | 2018 | 47% | 61% | **66%** | 55% | 67% | 71% | - | * | - | * | 58% | 64% | 67% |
| | 2017 | 43% | 58% | **65%** | 50% | 64% | 71% | - | - | - | * | 48% | 63% | 50% |
| **Student Success Initiative** | | | | | | | | | | | | | | |
| **Grade 5 Reading** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 79% | 92% | **83%** | 63% | 80% | 88% | * | * | - | 71% | 42% | 79% | 62% |
| Students Requiring Accelerated Instruction | 2018 | 21% | 8% | **17%** | 38% | 20% | 12% | * | * | - | 29% | 58% | 21% | 38% |
| STAAR Cumulative Met Standard | 2018 | 84% | 95% | **90%** | 75% | 89% | 91% | * | * | - | 88% | 46% | 84% | 78% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2017 | 97% | 90% | **97%** | * | 100% | 90% | - | - | - | * | 90% | 100% | 100% |
| STAAR Met Standard (Non-Proficient in Previous Year) | | | | | | | | | | | | | | |
| Promoted to Grade 6 | 2018 | 10% | * | * | * | * | * | - | - | - | * | * | * | * |
| Retained in Grade 5 | 2018 | 53% | * | * | * | - | * | - | - | - | - | * | - | * |
| **Grade 5 Mathematics** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 85% | 95% | **91%** | 75% | 87% | 96% | * | * | - | 94% | 77% | 88% | 74% |
| Students Requiring Accelerated Instruction | 2018 | 15% | 5% | **9%** | * | 13% | 4% | * | * | - | * | 23% | 12% | 26% |
| STAAR Cumulative Met Standard | 2018 | 90% | 97% | **95%** | 81% | 93% | 97% | * | * | - | 94% | 81% | 93% | 86% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2017 | 96% | 90% | **100%** | * | 100% | * | - | - | - | - | 100% | 100% | 100% |
| STAAR Met Standard (Non-Proficient in Previous Year) | | | | | | | | | | | | | | |
| Promoted to Grade 6 | 2018 | 23% | 38% | * | * | * | * | - | - | - | - | * | * | * |
| Retained in Grade 5 | 2018 | 69% | * | * | * | - | - | - | - | - | - | - | - | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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 | 2018 | 77% | 91% | **87%** | 68% | - | 57% | - | 73% | 71% | * | * | * | 69% | 69% |
| | 2017 | 75% | 90% | **87%** | 65% | - | * | - | 73% | 70% | * | * | * | 66% | 67% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **57%** | 24% | - | 20% | - | 26% | 40% | * | * | * | 27% | 27% |
| | 2017 | 45% | 68% | **58%** | 27% | - | * | - | 31% | 42% | * | * | * | 30% | 33% |
| At Masters Grade Level | 2018 | 22% | 40% | **28%** | 9% | - | 9% | - | 9% | 10% | * | * | * | 10% | 9% |
| | 2017 | 20% | 37% | **30%** | 10% | - | * | - | 13% | 9% | * | * | * | 10% | 11% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **85%** | 64% | - | * | - | * | * | * | * | * | 68% | 69% |
| | 2017 | 72% | 88% | **84%** | 58% | - | * | - | 70% | * | * | * | * | 58% | 59% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **54%** | 23% | - | * | - | * | * | * | * | * | 26% | 26% |
| | 2017 | 44% | 66% | **52%** | 17% | - | * | - | 24% | * | * | * | * | 20% | 22% |
| At Masters Grade Level | 2018 | 19% | 36% | **27%** | 8% | - | * | - | * | * | * | * | * | 8% | 8% |
| | 2017 | 19% | 34% | **26%** | 8% | - | * | - | 14% | * | * | * | * | 6% | 8% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **92%** | 81% | - | * | - | 89% | * | * | * | * | 80% | 80% |
| | 2017 | 79% | 93% | **92%** | 75% | - | * | - | 86% | * | * | * | * | 77% | 78% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **65%** | 30% | - | * | - | 33% | * | * | * | * | 36% | 35% |
| | 2017 | 46% | 73% | **64%** | 36% | - | * | - | 41% | * | * | * | * | 42% | 44% |
| At Masters Grade Level | 2018 | 24% | 45% | **33%** | 13% | - | * | - | 13% | * | * | * | * | 14% | 14% |
| | 2017 | 22% | 45% | **34%** | 12% | - | * | - | 16% | * | * | * | * | 14% | 14% |
| **All Grades Science** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **82%** | * | - | - | - | * | * | * | * | * | * | * |
| | 2017 | 79% | 91% | **84%** | * | - | - | - | * | * | * | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **45%** | * | - | - | - | * | * | * | * | * | * | * |
| | 2017 | 49% | 70% | **60%** | * | - | - | - | * | * | * | * | * | * | * |
| At Masters Grade Level | 2018 | 23% | 39% | **20%** | * | - | - | - | * | * | * | * | * | * | * |
| | 2017 | 19% | 34% | **28%** | * | - | - | - | * | * | * | * | * | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **70** | 67 | - | 58 | - | 74 | 77 | 63 | 93 | * | 69 | 69 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **64** | 61 | - | 47 | - | 85 | 83 | 71 | 100 | * | 68 | 69 |
| All Grades Mathematics | 2018 | 70 | 78 | **74** | 69 | - | 65 | - | 72 | 72 | 56 | 89 | * | 69 | 70 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | **48%** | 56% | - | * | - | * | * | * | * | * | 64% | 67% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 35% | 43% | **36%** | * | - | * | - | * | * | * | * | - | 31% | 31% |
| Mathematics | 2018 | 47% | 61% | **66%** | 69% | - | * | - | 82% | * | * | * | - | 67% | 67% |
| | 2017 | 43% | 58% | **65%** | 46% | - | * | - | 69% | * | * | * | - | 50% | 50% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **99%** | 98% | 99% | 100% | * | 100% | - | 100% | 99% | 99% | 100% |
| Included in Accountability | 94% | 95% | **95%** | 82% | 93% | 97% | * | 96% | - | 96% | 91% | 95% | 93% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **5%** | 16% | 6% | 3% | * | 4% | - | 4% | 6% | 4% | 6% |
| Other Exclusions | 1% | 1% | **0%** | 0% | 1% | 0% | * | 0% | - | 0% | 1% | 0% | 0% |
| Not Tested | 1% | 1% | **1%** | 2% | 1% | 0% | * | 0% | - | 0% | 1% | 1% | 0% |
| Absent | 1% | 1% | **0%** | 2% | 1% | 0% | * | 0% | - | 0% | 1% | 1% | 0% |
| Other | 0% | 0% | **0%** | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **96.1%** | 96.0% | 96.7% | 95.8% | * | 98.3% | - | 95.7% | 94.8% | 96.0% | 97.3% |
| 2015-16 | 95.8% | 96.6% | **96.0%** | 96.4% | 96.3% | 95.8% | * | 99.2% | - | 96.3% | 94.5% | 96.0% | 96.9% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 752
Grade Span: 05 - 06
School Type: Middle

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **TSIA Results (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information

Total Students: 752
Grade Span: 05 - 06
School Type: Middle

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 752 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 1.4% | 4.3% |
| Kindergarten | 0 | 0.0% | 7.7% | 6.9% |
| Grade 1 | 0 | 0.0% | 8.0% | 7.2% |
| Grade 2 | 0 | 0.0% | 7.7% | 7.3% |
| Grade 3 | 0 | 0.0% | 8.2% | 7.6% |
| Grade 4 | 0 | 0.0% | 8.3% | 7.7% |
| Grade 5 | 389 | 51.7% | 8.1% | 7.7% |
| Grade 6 | 363 | 48.3% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 33 | 4.4% | 4.8% | 12.6% |
| Hispanic | 258 | 34.3% | 30.3% | 52.4% |
| White | 418 | 55.6% | 53.3% | 27.8% |
| American Indian | 3 | 0.4% | 0.3% | 0.4% |
| Asian | 9 | 1.2% | 7.3% | 4.4% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.1% |
| Two or More Races | 31 | 4.1% | 3.9% | 2.3% |
| Economically Disadvantaged | 272 | 36.2% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 480 | 63.8% | 78.2% | 41.2% |
| English Learners (EL) | 104 | 13.8% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 3 | 0.4% | 0.7% | 1.3% |
| At-Risk | 255 | 33.9% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 77 | | | |
| Students with Intellectual Disabilities | 26 | 33.8% | 31.2% | 43.3% |
| Students with Physical Disabilities | 10 | 13.0% | 20.7% | 21.9% |
| Students with Autism | 7 | 9.1% | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 34 | 44.2% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 79 | 10.5% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 12 | 1.6% | | |
| Hispanic | 31 | 4.1% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 30 | 4.0% | | |
| American Indian | 2 | 0.3% | | |
| Asian | 0 | 0.0% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 4 | 0.5% | | |

| Student Information | Non-Special Education Rates: Campus | Non-Special Education Rates: District | Non-Special Education Rates: State | Special Education Rates: Campus | Special Education Rates: District | Special Education Rates: State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 1.7% | 1.8% | - | 3.8% | 6.9% |
| Grade 1 | - | 2.1% | 3.4% | - | 7.8% | 6.2% |
| Grade 2 | - | 1.0% | 2.1% | - | 2.0% | 2.6% |
| Grade 3 | - | 0.9% | 1.3% | - | 1.6% | 1.0% |
| Grade 4 | - | 0.6% | 0.6% | - | 1.7% | 0.5% |
| Grade 5 | 0.0% | 0.4% | 0.7% | 2.6% | 1.1% | 0.6% |
| Grade 6 | 0.6% | 0.5% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.8 | 18.7 |
| Grade 1 | - | 19.8 | 18.8 |
| Grade 2 | - | 18.9 | 18.8 |
| Grade 3 | - | 20.5 | 19.0 |
| Grade 4 | - | 19.6 | 19.2 |
| Grade 5 | 24.4 | 23.2 | 21.2 |
| Grade 6 | 21.0 | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | - | 20.7 | 16.7 |
| Foreign Languages | - | 21.1 | 18.6 |
| Mathematics | - | 24.1 | 17.9 |
| Science | - | 24.3 | 19.0 |
| Social Studies | - | 24.9 | 19.3 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 74.6 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 62.2 | 83.4% | 58.6% | 64.1% |
| Teachers | 53.8 | 72.0% | 46.9% | 50.1% |
| Professional Support | 5.5 | 7.4% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 3.0 | 4.0% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 12.4 | 16.6% | 10.0% | 10.1% |
| Total Minority Staff: | 21.1 | 28.3% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 2.0 | 3.7% | 3.1% | 10.4% |
| Hispanic | 11.0 | 20.5% | 12.7% | 27.2% |
| White | 39.7 | 73.9% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 0.0 | 0.0% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 1.0 | 1.9% | 1.1% | 1.1% |
| Males | 8.1 | 15.1% | 17.7% | 23.7% |
| Females | 45.6 | 84.9% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 44.9 | 83.5% | 73.7% | 74.1% |
| Masters | 8.9 | 16.5% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 2.6% | 8.2% |
| 1-5 Years Experience | 15.3 | 28.4% | 25.0% | 29.1% |
| 6-10 Years Experience | 8.6 | 15.9% | 24.7% | 19.1% |
| 11-20 Years Experience | 19.9 | 37.0% | 34.2% | 28.2% |
| Over 20 Years Experience | 10.0 | 18.6% | 13.5% | 15.3% |
| Number of Students per Teacher | 14.0 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 4.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 1.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 2.5 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 1.0 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 13.0 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 6.8 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | $53,917 | $47,667 |
| 1-5 Years Experience | $54,447 | $54,166 | $49,663 |
| 6-10 Years Experience | $56,361 | $55,437 | $52,056 |
| 11-20 Years Experience | $57,294 | $59,147 | $55,246 |
| Over 20 Years Experience | $65,966 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $57,949 | $57,818 | $53,334 |
| Professional Support | $65,088 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $76,244 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.3 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 103 | 13.7% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 68 | 9.0% | 9.0% | 7.9% |
| Special Education | 77 | 10.2% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 2.9 | 5.4% | 5.8% | 6.1% |
| Career & Technical Education | 0.0 | 0.0% | 4.1% | 4.7% |
| Compensatory Education | 1.2 | 2.2% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.7 | 1.2% | 1.0% | 1.8% |
| Regular Education | 41.9 | 78.0% | 70.9% | 72.3% |
| Special Education | 4.5 | 8.3% | 7.5% | 9.0% |
| Other | 2.6 | 4.8% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **WILLOW CREEK EL**

Campus Number: **101921107**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 3 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 92% | **90%** | * | 93% | 88% | - | 94% | - | * | * | 77% | 95% |
| | 2017 | 73% | 89% | **84%** | * | 71% | 89% | * | 87% | - | * | * | 57% | 77% |
| At Meets Grade Level or Above | 2018 | 43% | 64% | **56%** | * | 54% | 56% | - | 76% | - | * | * | 33% | 63% |
| | 2017 | 45% | 66% | **59%** | * | 43% | 63% | * | 61% | - | * | * | 29% | 42% |
| At Masters Grade Level | 2018 | 25% | 42% | **29%** | * | 25% | 29% | - | 41% | - | * | * | 13% | 26% |
| | 2017 | 29% | 46% | **39%** | * | 31% | 39% | * | 48% | - | * | * | 21% | 35% |
| **Grade 3 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 91% | **91%** | * | 96% | 88% | - | 100% | - | * | * | 78% | 100% |
| | 2017 | 77% | 91% | **93%** | * | 86% | 94% | * | 100% | - | * | * | 79% | 96% |
| At Meets Grade Level or Above | 2018 | 47% | 69% | **67%** | * | 68% | 67% | - | 75% | - | * | * | 46% | 64% |
| | 2017 | 49% | 70% | **71%** | * | 66% | 69% | * | 96% | - | * | * | 50% | 81% |
| At Masters Grade Level | 2018 | 23% | 41% | **35%** | * | 36% | 32% | - | 55% | - | * | * | 20% | 45% |
| | 2017 | 26% | 45% | **42%** | * | 31% | 41% | * | 61% | - | * | * | 25% | 50% |
| **Grade 4 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 73% | 92% | **96%** | * | 95% | 97% | - | 91% | - | * | * | 96% | 91% |
| | 2017 | 70% | 87% | **86%** | * | 75% | 87% | - | 93% | - | * | * | 76% | 77% |
| At Meets Grade Level or Above | 2018 | 46% | 72% | **74%** | * | 65% | 76% | - | 77% | - | * | * | 54% | 74% |
| | 2017 | 44% | 63% | **66%** | * | 64% | 68% | - | 69% | - | * | * | 52% | 55% |
| At Masters Grade Level | 2018 | 24% | 43% | **40%** | * | 27% | 40% | - | 55% | - | * | * | 21% | 43% |
| | 2017 | 24% | 40% | **46%** | * | 43% | 49% | - | 41% | - | * | * | 30% | 27% |
| **Grade 4 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 94% | **98%** | * | 95% | 99% | - | 100% | - | * | * | 97% | 100% |
| | 2017 | 76% | 92% | **94%** | * | 86% | 96% | - | 97% | - | * | * | 91% | 86% |
| At Meets Grade Level or Above | 2018 | 49% | 72% | **78%** | * | 68% | 78% | - | 96% | - | * | * | 71% | 88% |
| | 2017 | 47% | 70% | **78%** | * | 68% | 80% | - | 83% | - | * | * | 64% | 68% |
| At Masters Grade Level | 2018 | 27% | 47% | **52%** | * | 39% | 50% | - | 83% | - | * | * | 35% | 68% |
| | 2017 | 27% | 48% | **55%** | * | 50% | 55% | - | 62% | - | * | * | 30% | 45% |
| **Grade 4 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 63% | 82% | **83%** | * | 76% | 84% | - | 88% | - | * | * | * | 84% |
| | 2017 | 65% | 80% | **80%** | * | * | 83% | - | 93% | - | * | * | 61% | * |
| At Meets Grade Level or Above | 2018 | 39% | 59% | **54%** | * | 53% | 54% | - | 63% | - | * | * | * | 56% |
| | 2017 | 34% | 47% | **47%** | * | * | 49% | - | 50% | - | * | * | 30% | * |
| At Masters Grade Level | 2018 | 11% | 19% | **19%** | * | 13% | 18% | - | 29% | - | * | * | * | 24% |
| | 2017 | 11% | 18% | **19%** | * | * | 23% | - | 21% | - | * | * | 15% | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance

Total Students: 794
Grade Span: KG - 04
School Type: Elementary

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **92%** | 92% | 91% | 91% | - | 94% | - | 100% | * | 84% | 94% |
| | 2017 | 75% | 90% | **87%** | 83% | 77% | 90% | * | 94% | - | 76% | * | 73% | 82% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **66%** | 46% | 62% | 66% | - | 78% | - | 77% | * | 47% | 69% |
| | 2017 | 45% | 68% | **64%** | 58% | 58% | 66% | * | 71% | - | 48% | * | 45% | 57% |
| At Masters Grade Level | 2018 | 22% | 40% | **35%** | 23% | 28% | 34% | - | 53% | - | 54% | * | 18% | 42% |
| | 2017 | 20% | 37% | **40%** | 38% | 34% | 41% | * | 46% | - | 24% | * | 25% | 35% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **93%** | 93% | 94% | 92% | - | 92% | - | * | * | 85% | 93% |
| | 2017 | 72% | 88% | **85%** | 80% | 73% | 88% | * | 90% | - | * | * | 67% | 77% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **65%** | 47% | 60% | 66% | - | 77% | - | * | * | 42% | 69% |
| | 2017 | 44% | 66% | **62%** | 70% | 52% | 65% | * | 65% | - | * | * | 41% | 48% |
| At Masters Grade Level | 2018 | 19% | 36% | **35%** | 33% | 26% | 34% | - | 49% | - | * | * | 16% | 36% |
| | 2017 | 19% | 34% | **42%** | 50% | 37% | 44% | * | 44% | - | * | * | 26% | 31% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **95%** | * | 95% | 94% | - | 100% | - | * | * | 86% | 100% |
| | 2017 | 79% | 93% | **93%** | * | 86% | 95% | * | 98% | - | * | * | 85% | 92% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **73%** | * | 68% | 72% | - | 86% | - | * | * | 57% | 77% |
| | 2017 | 46% | 73% | **75%** | * | 67% | 74% | * | 88% | - | * | * | 57% | 75% |
| At Masters Grade Level | 2018 | 24% | 45% | **43%** | * | 38% | 41% | - | 70% | - | * | * | 26% | 57% |
| | 2017 | 22% | 45% | **48%** | * | 40% | 48% | * | 62% | - | * | * | 28% | 48% |
| **All Grades Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **83%** | * | 76% | 84% | - | 88% | - | * | * | * | 84% |
| | 2017 | 67% | 82% | **80%** | * | * | 83% | - | 93% | - | * | * | 61% | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **54%** | * | 53% | 54% | - | 63% | - | * | * | * | 56% |
| | 2017 | 36% | 54% | **47%** | * | * | 49% | - | 50% | - | * | * | 30% | * |
| At Masters Grade Level | 2018 | 13% | 26% | **19%** | * | 13% | 18% | - | 29% | - | * | * | * | 24% |
| | 2017 | 11% | 22% | **19%** | * | * | 23% | - | 21% | - | * | * | 15% | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 794
Grade Span: KG - 04
School Type: Elementary

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2018 | 63 | 73 | **80** | 100 | 74 | 79 | - | 86 | - | * | 78 | 76 | 86 |
| Grade 4 Mathematics | 2018 | 65 | 78 | **84** | * | 80 | 84 | - | 98 | - | * | 75 | 83 | 98 |
| All Grades Both Subjects | 2018 | 69 | 77 | **82** | 82 | 77 | 81 | - | 92 | - | * | 76 | 80 | 92 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **80** | 100 | 74 | 79 | - | 86 | - | * | 78 | 76 | 86 |
| All Grades Mathematics | 2018 | 70 | 78 | **84** | * | 80 | 84 | - | 98 | - | * | 75 | 83 | 98 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | **76%** | * | 83% | 88% | - | * | - | - | * | 86% | * |
| | 2017 | 35% | 43% | * | * | * | * | - | * | - | * | * | * | * |
| Mathematics | 2018 | 47% | 61% | * | - | * | * | - | - | - | - | * | * | * |
| | 2017 | 43% | 58% | **46%** | * | * | * | - | * | - | * | * | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 794
Grade Span: KG - 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 | 2018 | 77% | 91% | **92%** | - | - | - | - | - | 86% | 89% | * | - | 86% | 86% |
| | 2017 | 75% | 90% | **87%** | - | - | - | - | - | 65% | 69% | 58% | - | 65% | 65% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **66%** | - | - | - | - | - | 39% | 44% | * | - | 39% | 39% |
| | 2017 | 45% | 68% | **64%** | - | - | - | - | - | 35% | 36% | 33% | - | 35% | 35% |
| At Masters Grade Level | 2018 | 22% | 40% | **35%** | - | - | - | - | - | 14% | 16% | * | - | 14% | 14% |
| | 2017 | 20% | 37% | **40%** | - | - | - | - | - | 18% | 17% | 21% | - | 18% | 18% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **93%** | - | - | - | - | - | * | * | * | - | * | * |
| | 2017 | 72% | 88% | **85%** | - | - | - | - | - | * | * | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **65%** | - | - | - | - | - | * | * | * | - | * | * |
| | 2017 | 44% | 66% | **62%** | - | - | - | - | - | * | * | * | - | * | * |
| At Masters Grade Level | 2018 | 19% | 36% | **35%** | - | - | - | - | - | * | * | * | - | * | * |
| | 2017 | 19% | 34% | **42%** | - | - | - | - | - | * | * | * | - | * | * |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **95%** | - | - | - | - | - | 100% | 100% | * | - | 100% | 100% |
| | 2017 | 79% | 93% | **93%** | - | - | - | - | - | 84% | 93% | * | - | 84% | 84% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **73%** | - | - | - | - | - | 52% | 60% | * | - | 52% | 52% |
| | 2017 | 46% | 73% | **75%** | - | - | - | - | - | 60% | 64% | * | - | 60% | 60% |
| At Masters Grade Level | 2018 | 24% | 45% | **43%** | - | - | - | - | - | 30% | 35% | * | - | 30% | 30% |
| | 2017 | 22% | 45% | **48%** | - | - | - | - | - | 32% | 36% | * | - | 32% | 32% |
| **All Grades Writing** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **83%** | - | - | - | - | - | * | * | * | - | * | * |
| | 2017 | 67% | 82% | **80%** | - | - | - | - | - | * | * | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **54%** | - | - | - | - | - | * | * | * | - | * | * |
| | 2017 | 36% | 54% | **47%** | - | - | - | - | - | * | * | * | - | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **19%** | - | - | - | - | - | * | * | * | - | * | * |
| | 2017 | 11% | 22% | **19%** | - | - | - | - | - | * | * | * | - | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **82** | - | - | - | - | - | 89 | 97 | * | - | 89 | 89 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **80** | - | - | - | - | - | 81 | 93 | * | - | 81 | 81 |
| All Grades Mathematics | 2018 | 70 | 78 | **84** | - | - | - | - | - | 95 | 100 | * | - | 95 | 95 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | **76%** | - | - | - | - | - | * | * | * | - | * | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 35% | 43% | * | - | - | - | - | - | * | * | * | - | * | * |
| Mathematics | 2018 | 47% | 61% | * | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 43% | 58% | **46%** | - | - | - | - | - | * | - | * | - | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 794
Grade Span: KG - 04
School Type: Elementary

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **99%** | 100% | 99% | 100% | * | 99% | - | 91% | 99% | 100% | 100% |
| Included in Accountability | 94% | 95% | **95%** | 80% | 94% | 96% | * | 98% | - | 91% | 93% | 97% | 97% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **4%** | 20% | 6% | 3% | * | 1% | - | 0% | 3% | 3% | 3% |
| Other Exclusions | 1% | 1% | **0%** | 0% | 0% | 0% | * | 0% | - | 0% | 3% | 0% | 0% |
| Not Tested | 1% | 1% | **1%** | 0% | 1% | 0% | * | 1% | - | 9% | 1% | 0% | 0% |
| Absent | 1% | 1% | **1%** | 0% | 1% | 0% | * | 1% | - | 9% | 1% | 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
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 794
Grade Span: KG - 04
School Type: Elementary

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Attendance Rate** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **97.1%** | 96.2% | 97.1% | 97.0% | * | 97.9% | * | 97.0% | 95.7% | 96.8% | 97.7% |
| 2015-16 | 95.8% | 96.6% | **97.4%** | 96.6% | 97.1% | 97.5% | * | 98.2% | - | 97.2% | 95.7% | 96.8% | 97.7% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 794
Grade Span: KG - 04
School Type: Elementary

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 794
Grade Span: KG - 04
School Type: Elementary

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **College, Career, and Military Ready Graduates (Student Achievement)** | | | | | | | | | | | | | |
| College, Career, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators

Total Students: 794
Grade Span: KG - 04
School Type: Elementary

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **TSIA Results (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators



| | 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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information

Total Students: 794
Grade Span: KG - 04
School Type: Elementary

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 794 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 1.4% | 4.3% |
| Kindergarten | 155 | 19.5% | 7.7% | 6.9% |
| Grade 1 | 151 | 19.0% | 8.0% | 7.2% |
| Grade 2 | 151 | 19.0% | 7.7% | 7.3% |
| Grade 3 | 162 | 20.4% | 8.2% | 7.6% |
| Grade 4 | 175 | 22.0% | 8.3% | 7.7% |
| Grade 5 | 0 | 0.0% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 42 | 5.3% | 4.8% | 12.6% |
| Hispanic | 170 | 21.4% | 30.3% | 52.4% |
| White | 428 | 53.9% | 53.3% | 27.8% |
| American Indian | 3 | 0.4% | 0.3% | 0.4% |
| Asian | 125 | 15.7% | 7.3% | 4.4% |
| Pacific Islander | 1 | 0.1% | 0.1% | 0.1% |
| Two or More Races | 25 | 3.1% | 3.9% | 2.3% |
| Economically Disadvantaged | 159 | 20.0% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 635 | 80.0% | 78.2% | 41.2% |
| English Learners (EL) | 91 | 11.5% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 0 | 0.0% | 0.7% | 1.3% |
| At-Risk | 251 | 31.6% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 52 | | | |
| Students with Intellectual Disabilities | 14 | 26.9% | 31.2% | 43.3% |
| Students with Physical Disabilities | 19 | 36.5% | 20.7% | 21.9% |
| Students with Autism | ** | ** | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 9 | 17.3% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | * | * | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 54 | 8.1% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 8 | 1.2% | | |
| Hispanic | 12 | 1.8% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 23 | 3.5% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 5 | 0.8% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 6 | 0.9% | | |

| Student Information | Non-Special Education Rates: Campus | Non-Special Education Rates: District | Non-Special Education Rates: State | Special Education Rates: Campus | Special Education Rates: District | Special Education Rates: State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 4.4% | 1.7% | 1.8% | 0.0% | 3.8% | 6.9% |
| Grade 1 | 0.7% | 2.1% | 3.4% | 0.0% | 7.8% | 6.2% |
| Grade 2 | 2.2% | 1.0% | 2.1% | 0.0% | 2.0% | 2.6% |
| Grade 3 | 2.0% | 0.9% | 1.3% | 5.9% | 1.6% | 1.0% |
| Grade 4 | 2.7% | 0.6% | 0.6% | 0.0% | 1.7% | 0.5% |
| Grade 5 | - | 0.4% | 0.7% | - | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 21.7 | 19.8 | 18.7 |
| Grade 1 | 19.6 | 19.8 | 18.8 |
| Grade 2 | 18.9 | 18.9 | 18.8 |
| Grade 3 | 21.6 | 20.5 | 19.0 |
| Grade 4 | 21.7 | 19.6 | 19.2 |
| Grade 5 | - | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | - | 20.7 | 16.7 |
| Foreign Languages | - | 21.1 | 18.6 |
| Mathematics | - | 24.1 | 17.9 |
| Science | - | 24.3 | 19.0 |
| Social Studies | - | 24.9 | 19.3 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 66.8 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 56.1 | 83.9% | 58.6% | 64.1% |
| Teachers | 49.1 | 73.5% | 46.9% | 50.1% |
| Professional Support | 4.4 | 6.7% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 2.5 | 3.7% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 10.8 | 16.1% | 10.0% | 10.1% |
| Total Minority Staff: | 4.5 | 6.7% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.0 | 0.0% | 3.1% | 10.4% |
| Hispanic | 3.0 | 6.1% | 12.7% | 27.2% |
| White | 45.1 | 91.9% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 0.0 | 0.0% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 1.0 | 2.0% | 1.1% | 1.1% |
| Males | 1.1 | 2.3% | 17.7% | 23.7% |
| Females | 48.0 | 97.7% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 42.1 | 85.8% | 73.7% | 74.1% |
| Masters | 7.0 | 14.2% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 2.6% | 8.2% |
| 1-5 Years Experience | 5.1 | 10.4% | 25.0% | 29.1% |
| 6-10 Years Experience | 9.0 | 18.3% | 24.7% | 19.1% |
| 11-20 Years Experience | 27.0 | 55.0% | 34.2% | 28.2% |
| Over 20 Years Experience | 8.0 | 16.3% | 13.5% | 15.3% |
| Number of Students per Teacher | 16.2 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 17.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 17.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 6.0 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 6.0 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 14.7 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 10.1 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | $53,917 | $47,667 |
| 1-5 Years Experience | $54,549 | $54,166 | $49,663 |
| 6-10 Years Experience | $56,272 | $55,437 | $52,056 |
| 11-20 Years Experience | $59,586 | $59,147 | $55,246 |
| Over 20 Years Experience | $65,776 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $59,461 | $57,818 | $53,334 |
| Professional Support | $63,571 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $91,736 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.4 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 85 | 10.7% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 42 | 5.3% | 9.0% | 7.9% |
| Special Education | 52 | 6.5% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.9 | 1.8% | 5.8% | 6.1% |
| Career & Technical Education | 0.0 | 0.0% | 4.1% | 4.7% |
| Compensatory Education | 0.0 | 0.0% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.6 | 1.3% | 1.0% | 1.8% |
| Regular Education | 45.2 | 91.9% | 70.9% | 72.3% |
| Special Education | 2.4 | 4.9% | 7.5% | 9.0% |
| Other | 0.0 | 0.0% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL EL**

Campus Number: **101921108**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 3 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 92% | **94%** | * | 95% | 90% | * | * | - | * | * | 93% | 100% |
| | 2017 | 73% | 89% | **74%** | * | 77% | 77% | - | * | - | * | * | 71% | 81% |
| At Meets Grade Level or Above | 2018 | 43% | 64% | **67%** | * | 78% | 62% | * | * | - | * | * | 68% | 92% |
| | 2017 | 45% | 66% | **47%** | * | 51% | 43% | - | * | - | * | * | 35% | 58% |
| At Masters Grade Level | 2018 | 25% | 42% | **39%** | * | 53% | 31% | * | * | - | * | * | 42% | 64% |
| | 2017 | 29% | 46% | **31%** | * | 32% | 25% | - | * | - | * | * | 19% | 42% |
| **Grade 3 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 91% | **87%** | * | 86% | 87% | * | * | - | * | * | 86% | 88% |
| | 2017 | 77% | 91% | **82%** | * | 89% | 79% | - | * | - | * | * | 79% | 92% |
| At Meets Grade Level or Above | 2018 | 47% | 69% | **54%** | * | 56% | 55% | * | * | - | * | * | 47% | 65% |
| | 2017 | 49% | 70% | **54%** | * | 57% | 50% | - | * | - | * | * | 45% | 61% |
| At Masters Grade Level | 2018 | 23% | 41% | **19%** | * | 19% | 18% | * | * | - | * | * | 18% | 19% |
| | 2017 | 26% | 45% | **23%** | * | 15% | 25% | - | * | - | * | * | 11% | 19% |
| **Grade 4 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 73% | 92% | **84%** | * | 83% | 89% | - | * | - | * | * | 80% | 86% |
| | 2017 | 70% | 87% | **69%** | * | 64% | 72% | - | * | - | 70% | * | * | * |
| At Meets Grade Level or Above | 2018 | 46% | 72% | **56%** | * | 50% | 63% | - | * | - | * | * | 48% | 56% |
| | 2017 | 44% | 63% | **39%** | * | 34% | 41% | - | * | - | 50% | * | * | * |
| At Masters Grade Level | 2018 | 24% | 43% | **32%** | * | 27% | 32% | - | * | - | * | * | 27% | 28% |
| | 2017 | 24% | 40% | **17%** | * | 16% | 13% | - | * | - | 50% | * | * | * |
| **Grade 4 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 94% | **84%** | * | 88% | 86% | - | * | - | * | * | 81% | 92% |
| | 2017 | 76% | 92% | **82%** | * | 84% | 81% | - | * | - | * | * | 77% | * |
| At Meets Grade Level or Above | 2018 | 49% | 72% | **50%** | * | 53% | 49% | - | * | - | * | * | 44% | 58% |
| | 2017 | 47% | 70% | **41%** | * | 43% | 37% | - | * | - | * | * | 28% | * |
| At Masters Grade Level | 2018 | 27% | 47% | **24%** | * | 24% | 21% | - | * | - | * | * | 23% | 26% |
| | 2017 | 27% | 48% | **19%** | * | 23% | 17% | - | * | - | * | * | 11% | * |
| **Grade 4 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 63% | 82% | **65%** | * | 65% | 67% | - | * | - | * | * | 61% | 68% |
| | 2017 | 65% | 80% | * | * | * | * | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 39% | 59% | **40%** | * | 45% | 33% | - | * | - | * | * | 36% | 47% |
| | 2017 | 34% | 47% | * | * | * | * | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 11% | 19% | **12%** | * | 16% | 12% | - | * | - | * | * | 12% | 21% |
| | 2017 | 11% | 18% | * | * | * | * | - | * | - | * | * | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance

Total Students: 715
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **82%** | 72% | 83% | 84% | * | 95% | - | 74% | 57% | 80% | 86% |
| | 2017 | 75% | 90% | **73%** | * | 75% | 74% | - | 82% | - | 76% | 58% | 65% | 75% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **53%** | 40% | 55% | 52% | * | 76% | - | 50% | 39% | 48% | 61% |
| | 2017 | 45% | 68% | **40%** | * | 42% | 36% | - | 82% | - | 51% | 42% | 28% | 43% |
| At Masters Grade Level | 2018 | 22% | 40% | **25%** | 17% | 27% | 23% | * | 43% | - | 29% | 20% | 24% | 30% |
| | 2017 | 20% | 37% | **19%** | * | 18% | 16% | - | 55% | - | 36% | 19% | 11% | 19% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **89%** | 84% | 89% | 90% | * | * | - | 77% | * | 86% | 92% |
| | 2017 | 72% | 88% | **72%** | * | 70% | 75% | - | * | - | 67% | 52% | 63% | 69% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **61%** | 47% | 63% | 62% | * | * | - | 46% | * | 57% | 70% |
| | 2017 | 44% | 66% | **43%** | * | 43% | 42% | - | * | - | 50% | 39% | 28% | 46% |
| At Masters Grade Level | 2018 | 19% | 36% | **35%** | 32% | 39% | 31% | * | * | - | 38% | * | 34% | 43% |
| | 2017 | 19% | 34% | **24%** | * | 24% | 19% | - | * | - | 50% | 26% | 13% | 30% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **86%** | * | 87% | 87% | * | * | - | 85% | * | 84% | 91% |
| | 2017 | 79% | 93% | **82%** | * | 87% | 80% | - | * | - | 88% | * | 78% | 87% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **52%** | * | 54% | 52% | * | * | - | 62% | * | 45% | 61% |
| | 2017 | 46% | 73% | **48%** | * | 51% | 44% | - | * | - | 65% | * | 37% | 50% |
| At Masters Grade Level | 2018 | 24% | 45% | **22%** | * | 21% | 20% | * | * | - | 38% | * | 21% | 23% |
| | 2017 | 22% | 45% | **21%** | * | 19% | 21% | - | * | - | 35% | * | 11% | 15% |
| **All Grades Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **65%** | * | 65% | 67% | - | * | - | * | * | 61% | 68% |
| | 2017 | 67% | 82% | * | * | * | * | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **40%** | * | 45% | 33% | - | * | - | * | * | 36% | 47% |
| | 2017 | 36% | 54% | * | * | * | * | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **12%** | * | 16% | 12% | - | * | - | * | * | 12% | 21% |
| | 2017 | 11% | 22% | * | * | * | * | - | * | - | * | * | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 715
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2018 | 63 | 73 | **70** | 61 | 65 | 72 | - | * | - | 88 | 56 | 67 | 59 |
| Grade 4 Mathematics | 2018 | 65 | 78 | **71** | 65 | 77 | 68 | - | * | - | 69 | 83 | 73 | 80 |
| All Grades Both Subjects | 2018 | 69 | 77 | **71** | 63 | 71 | 70 | - | 75 | - | 78 | 71 | 70 | 70 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **70** | 61 | 65 | 72 | - | * | - | 88 | 56 | 67 | 59 |
| All Grades Mathematics | 2018 | 70 | 78 | **71** | 65 | 77 | 68 | - | * | - | 69 | 83 | 73 | 80 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | **40%** | * | * | * | - | * | - | * | * | 35% | * |
| | 2017 | 35% | 43% | **25%** | * | * | * | - | * | - | * | * | * | * |
| Mathematics | 2018 | 47% | 61% | **46%** | * | * | 64% | - | - | - | * | * | 47% | * |
| | 2017 | 43% | 58% | **50%** | * | 56% | 56% | - | - | - | - | * | 40% | 71% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 | 2018 | 77% | 91% | **82%** | 84% | - | - | - | 84% | 79% | 77% | * | - | 83% | 83% |
| | 2017 | 75% | 90% | **73%** | 76% | - | - | - | 76% | 70% | 67% | * | * | 74% | 74% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **53%** | 61% | - | - | - | 61% | 52% | 46% | * | - | 59% | 59% |
| | 2017 | 45% | 68% | **40%** | 46% | - | - | - | 46% | 41% | 33% | * | * | 44% | 43% |
| At Masters Grade Level | 2018 | 22% | 40% | **25%** | 31% | - | - | - | 31% | 24% | 23% | * | - | 30% | 30% |
| | 2017 | 20% | 37% | **19%** | 18% | - | - | - | 18% | 24% | 24% | * | * | 20% | 19% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **89%** | 88% | - | - | - | 88% | * | * | * | - | 90% | 90% |
| | 2017 | 72% | 88% | **72%** | 71% | - | - | - | 71% | 63% | * | * | * | 68% | 67% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **61%** | 71% | - | - | - | 71% | * | * | * | - | 71% | 71% |
| | 2017 | 44% | 66% | **43%** | 47% | - | - | - | 47% | 44% | * | * | * | 46% | 45% |
| At Masters Grade Level | 2018 | 19% | 36% | **35%** | 44% | - | - | - | 44% | * | * | * | - | 43% | 43% |
| | 2017 | 19% | 34% | **24%** | 29% | - | - | - | 29% | 31% | * | * | * | 30% | 29% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **86%** | 90% | - | - | - | 90% | * | * | * | - | 89% | 89% |
| | 2017 | 79% | 93% | **82%** | * | - | - | - | * | * | * | * | * | 86% | 86% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **52%** | 59% | - | - | - | 59% | * | * | * | - | 57% | 57% |
| | 2017 | 46% | 73% | **48%** | * | - | - | - | * | * | * | * | * | 52% | 51% |
| At Masters Grade Level | 2018 | 24% | 45% | **22%** | 22% | - | - | - | 22% | * | * | * | - | 20% | 20% |
| | 2017 | 22% | 45% | **21%** | * | - | - | - | * | * | * | * | * | 16% | 16% |
| **All Grades Writing** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **65%** | 65% | - | - | - | 65% | * | * | * | - | 59% | 59% |
| | 2017 | 67% | 82% | * | * | - | - | - | * | * | * | - | * | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **40%** | 48% | - | - | - | 48% | * | * | * | - | 41% | 41% |
| | 2017 | 36% | 54% | * | * | - | - | - | * | * | * | - | * | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **12%** | 26% | - | - | - | 26% | * | * | * | - | 24% | 24% |
| | 2017 | 11% | 22% | * | * | - | - | - | * | * | * | - | * | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **71** | 70 | - | - | - | 70 | 81 | * | * | - | 72 | 72 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **70** | 60 | - | - | - | 60 | * | * | * | - | 65 | 65 |
| All Grades Mathematics | 2018 | 70 | 78 | **71** | 80 | - | - | - | 80 | * | * | * | - | 79 | 79 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | **40%** | * | - | - | - | * | * | * | - | - | * | * |

# TEXAS EDUCATION AGENCY

## Texas Academic Performance Report

## 2017-18 Campus STAAR Performance

Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 35% | 43% | **25%** | * | - | - | - | * | * | * | - | - | * | * |
| Mathematics | 2018 | 47% | 61% | **46%** | * | - | - | - | * | - | - | - | - | * | * |
| | 2017 | 43% | 58% | **50%** | * | - | - | - | * | * | * | - | * | * | 71% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 715
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **100%** | 100% | 100% | 100% | - | 100% | - | 98% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **88%** | 71% | 87% | 89% | - | 100% | - | 94% | 91% | 86% | 79% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **10%** | 29% | 8% | 11% | - | 0% | - | 4% | 9% | 11% | 12% |
| Other Exclusions | 1% | 1% | **2%** | 0% | 5% | 0% | - | 0% | - | 0% | 0% | 3% | 9% |
| Not Tested | 1% | 1% | **0%** | 0% | 0% | 0% | - | 0% | - | 2% | 0% | 0% | 0% |
| Absent | 1% | 1% | **0%** | 0% | 0% | 0% | - | 0% | - | 2% | 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
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 715
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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **96.5%** | 96.3% | 96.9% | 96.2% | * | 97.1% | * | 96.5% | 95.6% | 96.6% | 97.2% |
| 2015-16 | 95.8% | 96.6% | **96.2%** | 96.3% | 96.7% | 95.7% | * | 97.6% | - | 96.6% | 95.7% | 96.3% | 97.3% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 715
Grade Span: PK - 04
School Type: Elementary

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators

Total Students: 715
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 (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 715
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information

Total Students: 715
Grade Span: PK - 04
School Type: Elementary

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 715 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 62 | 8.7% | 1.4% | 4.3% |
| Kindergarten | 125 | 17.5% | 7.7% | 6.9% |
| Grade 1 | 142 | 19.9% | 8.0% | 7.2% |
| Grade 2 | 117 | 16.4% | 7.7% | 7.3% |
| Grade 3 | 125 | 17.5% | 8.2% | 7.6% |
| Grade 4 | 144 | 20.1% | 8.3% | 7.7% |
| Grade 5 | 0 | 0.0% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 61 | 8.5% | 4.8% | 12.6% |
| Hispanic | 279 | 39.0% | 30.3% | 52.4% |
| White | 320 | 44.8% | 53.3% | 27.8% |
| American Indian | 2 | 0.3% | 0.3% | 0.4% |
| Asian | 20 | 2.8% | 7.3% | 4.4% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.1% |
| Two or More Races | 33 | 4.6% | 3.9% | 2.3% |
| Economically Disadvantaged | 387 | 54.1% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 328 | 45.9% | 78.2% | 41.2% |
| English Learners (EL) | 147 | 20.6% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 0 | 0.0% | 0.7% | 1.3% |
| At-Risk | 322 | 45.0% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 50 | | | |
| Students with Intellectual Disabilities | 21 | 42.0% | 31.2% | 43.3% |
| Students with Physical Disabilities | 16 | 32.0% | 20.7% | 21.9% |
| Students with Autism | * | * | 15.5% | 13.2% |
| Students with Behavioral Disabilities | ** | ** | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 132 | 22.2% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 23 | 3.9% | | |
| Hispanic | 53 | 8.9% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 48 | 8.1% | | |
| American Indian | 1 | 0.2% | | |
| Asian | 3 | 0.5% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 4 | 0.7% | | |

| Student Information | Non-Special Education Rates Campus | Non-Special Education Rates District | Non-Special Education Rates State | Special Education Rates Campus | Special Education Rates District | Special Education Rates State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 1.7% | 1.8% | 0.0% | 3.8% | 6.9% |
| Grade 1 | 2.6% | 2.1% | 3.4% | 0.0% | 7.8% | 6.2% |
| Grade 2 | 0.0% | 1.0% | 2.1% | 7.7% | 2.0% | 2.6% |
| Grade 3 | 0.0% | 0.9% | 1.3% | 0.0% | 1.6% | 1.0% |
| Grade 4 | 0.0% | 0.6% | 0.6% | 0.0% | 1.7% | 0.5% |
| Grade 5 | - | 0.4% | 0.7% | - | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 17.7 | 19.8 | 18.7 |
| Grade 1 | 19.1 | 19.8 | 18.8 |
| Grade 2 | 17.0 | 18.9 | 18.8 |
| Grade 3 | 19.4 | 20.5 | 19.0 |
| Grade 4 | 17.8 | 19.6 | 19.2 |
| Grade 5 | - | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | - | 20.7 | 16.7 |
| Foreign Languages | - | 21.1 | 18.6 |
| Mathematics | - | 24.1 | 17.9 |
| Science | - | 24.3 | 19.0 |
| Social Studies | - | 24.9 | 19.3 |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information

Total Students: 715
Grade Span: PK - 04
School Type: Elementary

| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 74.4 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 60.6 | 81.6% | 58.6% | 64.1% |
| Teachers | 52.3 | 70.4% | 46.9% | 50.1% |
| Professional Support | 5.3 | 7.1% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 3.0 | 4.0% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 13.7 | 18.4% | 10.0% | 10.1% |
| Total Minority Staff: | 20.9 | 28.1% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 2.0 | 3.8% | 3.1% | 10.4% |
| Hispanic | 12.3 | 23.4% | 12.7% | 27.2% |
| White | 38.1 | 72.8% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 0.0 | 0.0% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 0.0 | 0.0% | 1.1% | 1.1% |
| Males | 3.1 | 5.9% | 17.7% | 23.7% |
| Females | 49.3 | 94.1% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 39.0 | 74.5% | 73.7% | 74.1% |
| Masters | 13.3 | 25.5% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 2.6% | 8.2% |
| 1-5 Years Experience | 13.0 | 24.8% | 25.0% | 29.1% |
| 6-10 Years Experience | 10.0 | 19.1% | 24.7% | 19.1% |
| 11-20 Years Experience | 20.3 | 38.9% | 34.2% | 28.2% |
| Over 20 Years Experience | 9.0 | 17.2% | 13.5% | 15.3% |
| Number of Students per Teacher | 13.7 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 7.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 1.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 3.5 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 3.5 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 12.6 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 7.1 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | $53,917 | $47,667 |
| 1-5 Years Experience | $51,569 | $54,166 | $49,663 |
| 6-10 Years Experience | $55,976 | $55,437 | $52,056 |
| 11-20 Years Experience | $58,967 | $59,147 | $55,246 |
| Over 20 Years Experience | $66,637 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $57,877 | $57,818 | $53,334 |
| Professional Support | $66,568 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $80,890 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.4 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 146 | 20.4% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 21 | 2.9% | 9.0% | 7.9% |
| Special Education | 50 | 7.0% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 9.6 | 18.3% | 5.8% | 6.1% |
| Career & Technical Education | 0.0 | 0.0% | 4.1% | 4.7% |
| Compensatory Education | 1.4 | 2.6% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.9 | 1.7% | 1.0% | 1.8% |
| Regular Education | 37.8 | 72.3% | 70.9% | 72.3% |
| Special Education | 2.6 | 5.0% | 7.5% | 9.0% |
| Other | 0.0 | 0.0% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **NORTHPOINTE INT**

Campus Number: **101921109**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Top 25 Percent: Comparative Academic Growth**

**Postsecondary Readiness**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 5 Reading^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 84% | 95% | **96%** | * | 94% | 98% | * | 98% | - | * | * | 92% | 93% |
| | 2017 | 82% | 95% | **96%** | * | 94% | 98% | - | 100% | - | 89% | * | 87% | 97% |
| At Meets Grade Level or Above | 2018 | 54% | 74% | **77%** | * | 74% | 80% | * | 86% | - | * | * | 55% | 70% |
| | 2017 | 48% | 70% | **73%** | * | 64% | 74% | - | 89% | - | 89% | * | 47% | 79% |
| At Masters Grade Level | 2018 | 26% | 43% | **48%** | * | 40% | 52% | * | 58% | - | * | * | 23% | 30% |
| | 2017 | 25% | 43% | **44%** | * | 41% | 44% | - | 47% | - | 56% | * | 16% | 38% |
| **Grade 5 Mathematics^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 91% | 97% | **98%** | * | 96% | 99% | * | 100% | - | * | * | 97% | 98% |
| | 2017 | 87% | 98% | **99%** | * | 98% | 99% | - | 100% | - | * | 94% | 96% | 97% |
| At Meets Grade Level or Above | 2018 | 58% | 77% | **82%** | * | 75% | 86% | * | 91% | - | * | * | 66% | 74% |
| | 2017 | 50% | 75% | **82%** | * | 68% | 85% | - | 97% | - | * | 53% | 64% | 85% |
| At Masters Grade Level | 2018 | 30% | 48% | **56%** | * | 44% | 59% | * | 75% | - | * | * | 30% | 52% |
| | 2017 | 24% | 47% | **52%** | * | 36% | 55% | - | 75% | - | * | 29% | 24% | 59% |
| **Grade 5 Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 76% | 88% | **91%** | * | 86% | 94% | * | 95% | - | * | * | 81% | 84% |
| | 2017 | 74% | 90% | **94%** | * | 91% | 95% | - | 100% | - | 100% | * | 85% | 97% |
| At Meets Grade Level or Above | 2018 | 41% | 58% | **61%** | * | 51% | 66% | * | 73% | - | * | * | 34% | 48% |
| | 2017 | 42% | 67% | **71%** | * | 58% | 74% | - | 89% | - | 89% | * | 45% | 77% |
| At Masters Grade Level | 2018 | 17% | 31% | **33%** | * | 21% | 35% | * | 48% | - | * | * | 16% | 25% |
| | 2017 | 18% | 33% | **35%** | * | 24% | 35% | - | 50% | - | 78% | * | 18% | 36% |
| **Grade 6 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 69% | 88% | **88%** | * | 77% | 92% | - | 93% | - | 100% | * | 62% | 82% |
| | 2017 | 69% | 88% | **89%** | * | 78% | 93% | - | 100% | - | 94% | * | 90% | 86% |
| At Meets Grade Level or Above | 2018 | 39% | 62% | **59%** | * | 43% | 62% | - | 75% | - | 88% | * | 36% | 59% |
| | 2017 | 37% | 62% | **64%** | * | 51% | 66% | - | 85% | - | 71% | * | 65% | 50% |
| At Masters Grade Level | 2018 | 19% | 37% | **37%** | * | 24% | 42% | - | 43% | - | 63% | * | 18% | 27% |
| | 2017 | 18% | 36% | **38%** | * | 27% | 40% | - | 52% | - | 47% | * | 33% | 27% |
| **Grade 6 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 94% | **97%** | 80% | 93% | 99% | - | 100% | - | 100% | * | 91% | 96% |
| | 2017 | 76% | 95% | **97%** | * | 94% | 97% | - | 100% | - | 94% | * | 96% | 100% |
| At Meets Grade Level or Above | 2018 | 44% | 73% | **81%** | 60% | 66% | 85% | - | 98% | - | 100% | * | 58% | 78% |
| | 2017 | 43% | 74% | **79%** | * | 69% | 80% | - | 96% | - | 88% | * | 80% | 73% |
| At Masters Grade Level | 2018 | 18% | 44% | **56%** | 40% | 36% | 59% | - | 83% | - | 63% | * | 31% | 51% |
| | 2017 | 18% | 45% | **51%** | * | 33% | 56% | - | 81% | - | 35% | * | 41% | 36% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **94%** | 72% | 89% | 97% | * | 97% | - | 100% | 65% | 84% | 90% |
| | 2017 | 75% | 90% | **95%** | 83% | 91% | 96% | - | 100% | - | 95% | 68% | 91% | 96% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **72%** | 35% | 61% | 76% | * | 84% | - | 76% | 17% | 50% | 66% |
| | 2017 | 45% | 68% | **74%** | 52% | 62% | 76% | - | 91% | - | 84% | 30% | 60% | 75% |
| At Masters Grade Level | 2018 | 22% | 40% | **46%** | 24% | 33% | 49% | * | 61% | - | 43% | 8% | 23% | 37% |
| | 2017 | 20% | 37% | **44%** | 23% | 32% | 46% | - | 60% | - | 49% | 10% | 26% | 41% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **92%** | 68% | 85% | 95% | * | 95% | - | 100% | * | 75% | 87% |
| | 2017 | 72% | 88% | **93%** | 78% | 86% | 95% | - | 100% | - | 92% | * | 89% | 93% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **67%** | 32% | 57% | 71% | * | 81% | - | 74% | * | 45% | 64% |
| | 2017 | 44% | 66% | **69%** | 48% | 57% | 71% | - | 87% | - | 77% | * | 56% | 69% |
| At Masters Grade Level | 2018 | 19% | 36% | **43%** | 18% | 31% | 47% | * | 51% | - | 42% | * | 20% | 29% |
| | 2017 | 19% | 34% | **41%** | 26% | 34% | 42% | - | 49% | - | 50% | * | 25% | 34% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **98%** | 86% | 94% | 99% | * | 100% | - | 100% | 86% | 93% | 97% |
| | 2017 | 79% | 93% | **98%** | 96% | 96% | 98% | - | 100% | - | 96% | 80% | 96% | 98% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **82%** | 45% | 70% | 86% | * | 94% | - | 89% | 31% | 61% | 76% |
| | 2017 | 46% | 73% | **80%** | 63% | 68% | 82% | - | 97% | - | 88% | 33% | 72% | 80% |
| At Masters Grade Level | 2018 | 24% | 45% | **56%** | 34% | 40% | 59% | * | 79% | - | 47% | 17% | 30% | 52% |
| | 2017 | 22% | 45% | **52%** | 26% | 35% | 56% | - | 78% | - | 38% | 11% | 32% | 51% |
| **All Grades Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **91%** | * | 86% | 94% | * | 95% | - | * | * | 81% | 84% |
| | 2017 | 79% | 91% | **94%** | * | 91% | 95% | - | 100% | - | 100% | * | 85% | 97% |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **61%** | * | 51% | 66% | * | 73% | - | * | * | 34% | 48% |
| | 2017 | 49% | 70% | **71%** | * | 58% | 74% | - | 89% | - | 89% | * | 45% | 77% |
| At Masters Grade Level | 2018 | 23% | 39% | **33%** | * | 21% | 35% | * | 48% | - | * | * | 16% | 25% |
| | 2017 | 19% | 34% | **35%** | * | 24% | 35% | - | 50% | - | 78% | * | 18% | 36% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 5 ELA/Reading | 2018 | 80 | 82 | **84** | 83 | 83 | 84 | * | 84 | - | 86 | 83 | 77 | 79 |
| Grade 5 Mathematics | 2018 | 81 | 79 | **85** | 85 | 81 | 86 | * | 89 | - | 64 | 92 | 83 | 90 |
| Grade 6 ELA/Reading | 2018 | 47 | 60 | **57** | 42 | 44 | 62 | - | 59 | - | 69 | * | 37 | 48 |
| Grade 6 Mathematics | 2018 | 56 | 73 | **83** | 77 | 76 | 83 | - | 95 | - | 100 | 80 | 74 | 89 |
| All Grades Both Subjects | 2018 | 69 | 77 | **77** | 72 | 70 | 78 | * | 82 | - | 79 | 71 | 66 | 76 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **70** | 62 | 62 | 72 | * | 72 | - | 79 | 53 | 55 | 63 |
| All Grades Mathematics | 2018 | 70 | 78 | **84** | 81 | 78 | 84 | * | 92 | - | 79 | 87 | 78 | 90 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | **65%** | 75% | 52% | 75% | - | * | - | * | 45% | 54% | 60% |
| | 2017 | 35% | 43% | **43%** | * | 47% | 45% | - | - | - | * | 24% | 42% | * |
| Mathematics | 2018 | 47% | 61% | **82%** | * | 78% | 86% | - | * | - | - | 75% | 80% | 100% |
| | 2017 | 43% | 58% | **67%** | * | 56% | 72% | - | - | - | - | 59% | * | * |
| **Student Success Initiative** | | | | | | | | | | | | | | |
| **Grade 5 Reading** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 79% | 92% | **94%** | 69% | 92% | 96% | * | 98% | - | 100% | 68% | 88% | 75% |
| Students Requiring Accelerated Instruction | 2018 | 21% | 8% | **6%** | * | 8% | 4% | 0% | * | - | * | 32% | 12% | * |
| STAAR Cumulative Met Standard | 2018 | 84% | 95% | **96%** | 77% | 94% | 98% | * | 98% | - | 100% | 70% | 92% | 81% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2017 | 97% | 90% | **63%** | * | * | * | - | - | - | - | * | * | * |
| STAAR Met Standard (Non-Proficient in Previous Year) | | | | | | | | | | | | | | |
| Promoted to Grade 6 | 2018 | 10% | * | * | - | * | * | - | - | - | - | * | * | - |
| Retained in Grade 5 | 2018 | 53% | * | * | * | - | * | - | - | - | - | - | * | * |
| **Grade 5 Mathematics** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 85% | 95% | **97%** | 93% | 93% | 98% | * | 98% | - | 100% | 81% | 92% | 83% |
| Students Requiring Accelerated Instruction | 2018 | 15% | 5% | **3%** | * | 7% | * | 0% | * | - | * | 19% | 8% | * |
| STAAR Cumulative Met Standard | 2018 | 90% | 97% | **98%** | 93% | 96% | 99% | * | 100% | - | 100% | 88% | 97% | 94% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2017 | 96% | 90% | * | * | * | * | - | - | - | - | * | * | * |
| STAAR Met Standard (Non-Proficient in Previous Year) | | | | | | | | | | | | | | |
| Promoted to Grade 6 | 2018 | 23% | 38% | * | - | * | * | - | - | - | - | * | * | * |
| Retained in Grade 5 | 2018 | 69% | * | * | * | - | - | - | - | - | - | - | * | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 | 2018 | 77% | 91% | **94%** | - | - | - | - | - | 77% | 77% | - | * | 77% | 77% |
| | 2017 | 75% | 90% | **95%** | - | - | - | - | - | * | * | - | * | * | * |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **72%** | - | - | - | - | - | 35% | 35% | - | * | 35% | 35% |
| | 2017 | 45% | 68% | **74%** | - | - | - | - | - | * | * | - | * | * | * |
| At Masters Grade Level | 2018 | 22% | 40% | **46%** | - | - | - | - | - | 14% | 14% | - | * | 14% | 14% |
| | 2017 | 20% | 37% | **44%** | - | - | - | - | - | * | * | - | * | * | * |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **92%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 72% | 88% | **93%** | - | - | - | - | - | * | * | - | * | * | * |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **67%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 44% | 66% | **69%** | - | - | - | - | - | * | * | - | * | * | * |
| At Masters Grade Level | 2018 | 19% | 36% | **43%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 19% | 34% | **41%** | - | - | - | - | - | * | * | - | * | * | * |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **98%** | - | - | - | - | - | 90% | 90% | - | * | 90% | 90% |
| | 2017 | 79% | 93% | **98%** | - | - | - | - | - | * | * | - | * | * | * |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **82%** | - | - | - | - | - | 47% | 47% | - | * | 47% | 48% |
| | 2017 | 46% | 73% | **80%** | - | - | - | - | - | * | * | - | * | * | * |
| At Masters Grade Level | 2018 | 24% | 45% | **56%** | - | - | - | - | - | 17% | 17% | - | * | 17% | 16% |
| | 2017 | 22% | 45% | **52%** | - | - | - | - | - | * | * | - | * | * | * |
| **All Grades Science** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **91%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 79% | 91% | **94%** | - | - | - | - | - | * | * | - | * | * | * |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **61%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 49% | 70% | **71%** | - | - | - | - | - | * | * | - | * | * | * |
| At Masters Grade Level | 2018 | 23% | 39% | **33%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 19% | 34% | **35%** | - | - | - | - | - | * | * | - | * | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **77** | - | - | - | - | - | 78 | 78 | - | * | 78 | 76 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **70** | - | - | - | - | - | 74 | 74 | - | * | 74 | 71 |
| All Grades Mathematics | 2018 | 70 | 78 | **84** | - | - | - | - | - | 81 | 81 | - | * | 81 | 81 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | **65%** | - | - | - | - | - | 60% | 60% | - | - | 60% | 60% |

# TEXAS EDUCATION AGENCY

## Texas Academic Performance Report

## 2017-18 Campus STAAR Performance

Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 35% | 43% | **43%** | - | - | - | - | - | * | * | - | - | * | * |
| Mathematics | 2018 | 47% | 61% | **82%** | - | - | - | - | - | 100% | 100% | - | - | 100% | 100% |
| | 2017 | 43% | 58% | **67%** | - | - | - | - | - | * | * | - | - | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 708
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **100%** | 100% | 99% | 100% | - | 100% | - | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **94%** | 69% | 94% | 97% | - | 92% | - | 100% | 96% | 92% | 74% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **5%** | 31% | 5% | 3% | - | 7% | - | 0% | 4% | 7% | 23% |
| Other Exclusions | 1% | 1% | **0%** | 0% | 0% | 0% | - | 1% | - | 0% | 0% | 1% | 4% |
| Not Tested | 1% | 1% | **0%** | 0% | 1% | 0% | - | 0% | - | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | **0%** | 0% | 1% | 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
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 708
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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **97.4%** | 98.0% | 96.9% | 97.2% | - | 98.7% | - | 98.4% | 96.5% | 96.8% | 98.0% |
| 2015-16 | 95.8% | 96.6% | **97.4%** | 98.3% | 97.5% | 97.1% | * | 98.9% | - | 98.2% | 96.8% | 97.7% | 97.9% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 708
Grade Span: 05 - 06
School Type: Middle

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **TSIA Results (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 708
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 708 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 1.4% | 4.3% |
| Kindergarten | 0 | 0.0% | 7.7% | 6.9% |
| Grade 1 | 0 | 0.0% | 8.0% | 7.2% |
| Grade 2 | 0 | 0.0% | 7.7% | 7.3% |
| Grade 3 | 0 | 0.0% | 8.2% | 7.6% |
| Grade 4 | 0 | 0.0% | 8.3% | 7.7% |
| Grade 5 | 345 | 48.7% | 8.1% | 7.7% |
| Grade 6 | 363 | 51.3% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 32 | 4.5% | 4.8% | 12.6% |
| Hispanic | 152 | 21.5% | 30.3% | 52.4% |
| White | 417 | 58.9% | 53.3% | 27.8% |
| American Indian | 1 | 0.1% | 0.3% | 0.4% |
| Asian | 86 | 12.1% | 7.3% | 4.4% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.1% |
| Two or More Races | 20 | 2.8% | 3.9% | 2.3% |
| Economically Disadvantaged | 125 | 17.7% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 583 | 82.3% | 78.2% | 41.2% |
| English Learners (EL) | 33 | 4.7% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 2 | 0.3% | 0.7% | 1.3% |
| At-Risk | 192 | 27.1% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 50 | | | |
| Students with Intellectual Disabilities | 16 | 32.0% | 31.2% | 43.3% |
| Students with Physical Disabilities | * | * | 20.7% | 21.9% |
| Students with Autism | ** | ** | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 23 | 46.0% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 58 | 8.1% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 12 | 1.7% | | |
| Hispanic | 14 | 2.0% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 25 | 3.5% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 5 | 0.7% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 2 | 0.3% | | |

| Student Information | Non-Special Education Rates Campus | Non-Special Education Rates District | Non-Special Education Rates State | Special Education Rates Campus | Special Education Rates District | Special Education Rates State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 1.7% | 1.8% | - | 3.8% | 6.9% |
| Grade 1 | - | 2.1% | 3.4% | - | 7.8% | 6.2% |
| Grade 2 | - | 1.0% | 2.1% | - | 2.0% | 2.6% |
| Grade 3 | - | 0.9% | 1.3% | - | 1.6% | 1.0% |
| Grade 4 | - | 0.6% | 0.6% | - | 1.7% | 0.5% |
| Grade 5 | 1.2% | 0.4% | 0.7% | 0.0% | 1.1% | 0.6% |
| Grade 6 | 0.6% | 0.5% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.8 | 18.7 |
| Grade 1 | - | 19.8 | 18.8 |
| Grade 2 | - | 18.9 | 18.8 |
| Grade 3 | - | 20.5 | 19.0 |
| Grade 4 | - | 19.6 | 19.2 |
| Grade 5 | 24.0 | 23.2 | 21.2 |
| Grade 6 | 25.0 | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | - | 20.7 | 16.7 |
| Foreign Languages | - | 21.1 | 18.6 |
| Mathematics | - | 24.1 | 17.9 |
| Science | - | 24.3 | 19.0 |
| Social Studies | - | 24.9 | 19.3 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 53.7 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 48.3 | 90.1% | 58.6% | 64.1% |
| Teachers | 42.1 | 78.5% | 46.9% | 50.1% |
| Professional Support | 4.2 | 7.8% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 2.0 | 3.7% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 5.3 | 9.9% | 10.0% | 10.1% |
| Total Minority Staff: | 3.6 | 6.7% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.0 | 0.0% | 3.1% | 10.4% |
| Hispanic | 0.2 | 0.5% | 12.7% | 27.2% |
| White | 40.9 | 97.1% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 0.0 | 0.0% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 1.0 | 2.4% | 1.1% | 1.1% |
| Males | 11.4 | 27.1% | 17.7% | 23.7% |
| Females | 30.7 | 72.9% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 29.0 | 68.9% | 73.7% | 74.1% |
| Masters | 13.1 | 31.1% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 2.6% | 8.2% |
| 1-5 Years Experience | 5.8 | 13.8% | 25.0% | 29.1% |
| 6-10 Years Experience | 10.0 | 23.7% | 24.7% | 19.1% |
| 11-20 Years Experience | 14.1 | 33.5% | 34.2% | 28.2% |
| Over 20 Years Experience | 12.2 | 29.0% | 13.5% | 15.3% |
| Number of Students per Teacher | 16.8 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 10.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 10.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 10.0 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 10.0 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 14.9 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 8.9 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | $53,917 | $47,667 |
| 1-5 Years Experience | $54,536 | $54,166 | $49,663 |
| 6-10 Years Experience | $55,995 | $55,437 | $52,056 |
| 11-20 Years Experience | $59,303 | $59,147 | $55,246 |
| Over 20 Years Experience | $65,914 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $59,779 | $57,818 | $53,334 |
| Professional Support | $66,780 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $86,689 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 32 | 4.5% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 77 | 10.9% | 9.0% | 7.9% |
| Special Education | 50 | 7.1% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 5.8% | 6.1% |
| Career & Technical Education | 0.0 | 0.0% | 4.1% | 4.7% |
| Compensatory Education | 0.8 | 1.9% | 1.1% | 2.8% |
| Gifted & Talented Education | 3.4 | 8.0% | 1.0% | 1.8% |
| Regular Education | 32.3 | 76.8% | 70.9% | 72.3% |
| Special Education | 1.1 | 2.6% | 7.5% | 9.0% |
| Other | 4.5 | 10.8% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **ROSEHILL EL**

Campus Number: **101921110**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in Mathematics**

**Postsecondary Readiness**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 3 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 92% | **92%** | * | * | 95% | - | - | - | * | * | * | * |
| | 2017 | 73% | 89% | **90%** | * | 88% | 91% | - | * | - | * | * | 83% | * |
| At Meets Grade Level or Above | 2018 | 43% | 64% | **57%** | * | * | 65% | - | - | - | * | * | * | * |
| | 2017 | 45% | 66% | **54%** | * | 45% | 65% | - | * | - | * | * | 42% | * |
| At Masters Grade Level | 2018 | 25% | 42% | **31%** | * | * | 42% | - | - | - | * | * | * | * |
| | 2017 | 29% | 46% | **34%** | * | 21% | 48% | - | * | - | * | * | 14% | * |
| **Grade 3 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 91% | **89%** | * | * | 91% | - | - | - | * | * | * | * |
| | 2017 | 77% | 91% | **88%** | * | 86% | 91% | - | * | - | * | * | 81% | 74% |
| At Meets Grade Level or Above | 2018 | 47% | 69% | **61%** | * | * | 75% | - | - | - | * | * | * | * |
| | 2017 | 49% | 70% | **66%** | * | 55% | 74% | - | * | - | * | * | 50% | 44% |
| At Masters Grade Level | 2018 | 23% | 41% | **38%** | * | * | 51% | - | - | - | * | * | * | * |
| | 2017 | 26% | 45% | **41%** | * | 33% | 48% | - | * | - | * | * | 28% | 19% |
| **Grade 4 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 73% | 92% | **92%** | * | 85% | 98% | - | - | - | * | * | 87% | * |
| | 2017 | 70% | 87% | **85%** | * | 72% | 98% | - | * | - | * | * | * | 63% |
| At Meets Grade Level or Above | 2018 | 46% | 72% | **61%** | * | 44% | 73% | - | - | - | * | * | 41% | * |
| | 2017 | 44% | 63% | **54%** | * | 36% | 68% | - | * | - | * | * | * | 29% |
| At Masters Grade Level | 2018 | 24% | 43% | **32%** | * | 20% | 42% | - | - | - | * | * | 15% | * |
| | 2017 | 24% | 40% | **34%** | * | 28% | 38% | - | * | - | * | * | * | 21% |
| **Grade 4 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 94% | **97%** | * | 93% | 100% | * | - | - | * | * | 93% | 93% |
| | 2017 | 76% | 92% | **89%** | * | 86% | 91% | - | * | - | * | * | 80% | 79% |
| At Meets Grade Level or Above | 2018 | 49% | 72% | **69%** | * | 57% | 80% | * | - | - | * | * | 52% | 48% |
| | 2017 | 47% | 70% | **61%** | * | 50% | 70% | - | * | - | * | * | 50% | 46% |
| At Masters Grade Level | 2018 | 27% | 47% | **42%** | * | 30% | 50% | * | - | - | * | * | 31% | 24% |
| | 2017 | 27% | 48% | **39%** | * | 25% | 49% | - | * | - | * | * | 33% | 21% |
| **Grade 4 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 63% | 82% | **71%** | * | 68% | * | * | * | - | * | * | * | * |
| | 2017 | 65% | 80% | **75%** | * | * | 79% | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 39% | 59% | **36%** | * | 25% | * | * | * | - | * | * | * | * |
| | 2017 | 34% | 47% | **44%** | * | * | 51% | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 11% | 19% | **9%** | * | 11% | * | * | * | - | * | * | * | * |
| | 2017 | 11% | 18% | **13%** | * | * | 15% | - | * | - | * | * | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance

Total Students: 480
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **88%** | * | 83% | 92% | * | * | - | * | 61% | 82% | 79% |
| | 2017 | 75% | 90% | **85%** | * | 81% | 90% | - | * | - | * | * | 78% | 75% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **57%** | * | 39% | 68% | * | * | - | * | 33% | 37% | 30% |
| | 2017 | 45% | 68% | **56%** | * | 44% | 66% | - | * | - | * | * | 43% | 39% |
| At Masters Grade Level | 2018 | 22% | 40% | **30%** | * | 17% | 39% | * | * | - | * | 13% | 14% | 13% |
| | 2017 | 20% | 37% | **32%** | * | 23% | 39% | - | * | - | * | * | 19% | 17% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **92%** | * | 86% | 96% | - | - | - | * | * | 88% | 80% |
| | 2017 | 72% | 88% | **88%** | * | 81% | 95% | - | * | - | * | * | 77% | 75% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **59%** | * | 41% | 69% | - | - | - | * | * | 39% | 30% |
| | 2017 | 44% | 66% | **54%** | * | 41% | 67% | - | * | - | * | * | 38% | 31% |
| At Masters Grade Level | 2018 | 19% | 36% | **31%** | * | 17% | 42% | - | - | - | * | * | 13% | 11% |
| | 2017 | 19% | 34% | **34%** | * | 24% | 43% | - | * | - | * | * | 12% | 18% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **93%** | * | 89% | 95% | * | - | - | * | * | 86% | 86% |
| | 2017 | 79% | 93% | **88%** | * | 86% | 91% | - | * | - | * | * | 80% | 76% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **65%** | * | 46% | 78% | * | - | - | * | * | 44% | 37% |
| | 2017 | 46% | 73% | **63%** | * | 53% | 72% | - | * | - | * | * | 50% | 45% |
| At Masters Grade Level | 2018 | 24% | 45% | **40%** | * | 21% | 50% | * | - | - | * | * | 21% | 16% |
| | 2017 | 22% | 45% | **40%** | * | 29% | 48% | - | * | - | * | * | 30% | 20% |
| **All Grades Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **71%** | * | 68% | * | * | * | - | * | * | * | * |
| | 2017 | 67% | 82% | **75%** | * | * | 79% | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **36%** | * | 25% | * | * | * | - | * | * | * | * |
| | 2017 | 36% | 54% | **44%** | * | * | 51% | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **9%** | * | 11% | * | * | * | - | * | * | * | * |
| | 2017 | 11% | 22% | **13%** | * | * | 15% | - | * | - | * | * | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 480
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2018 | 63 | 73 | **69** | * | 71 | 66 | - | - | - | * | * | 67 | 62 |
| Grade 4 Mathematics | 2018 | 65 | 78 | **78** | * | 78 | 77 | * | - | - | * | 94 | 79 | 79 |
| All Grades Both Subjects | 2018 | 69 | 77 | **74** | * | 75 | 71 | * | - | - | * | 86 | 73 | 70 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **69** | * | 71 | 66 | - | - | - | * | * | 67 | 62 |
| All Grades Mathematics | 2018 | 70 | 78 | **78** | * | 78 | 77 | * | - | - | * | 94 | 79 | 79 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | **89%** | - | 83% | * | - | - | - | - | * | 83% | * |
| | 2017 | 35% | 43% | * | - | * | * | - | - | - | - | * | * | * |
| Mathematics | 2018 | 47% | 61% | **70%** | - | * | * | - | - | - | - | * | * | * |
| | 2017 | 43% | 58% | **56%** | - | * | * | - | - | - | - | * | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 480
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 | 2018 | 77% | 91% | **88%** | 81% | - | - | - | 81% | * | * | * | - | 78% | 78% |
| | 2017 | 75% | 90% | **85%** | 76% | - | - | - | 76% | * | * | * | - | 72% | 72% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **57%** | 28% | - | - | - | 28% | * | * | * | - | 28% | 28% |
| | 2017 | 45% | 68% | **56%** | 35% | - | - | - | 35% | * | * | * | - | 32% | 32% |
| At Masters Grade Level | 2018 | 22% | 40% | **30%** | 12% | - | - | - | 12% | * | * | * | - | 10% | 10% |
| | 2017 | 20% | 37% | **32%** | 14% | - | - | - | 14% | * | * | * | - | 13% | 13% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **92%** | * | - | - | - | * | * | * | - | - | * | * |
| | 2017 | 72% | 88% | **88%** | * | - | - | - | * | * | * | * | - | 72% | 72% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **59%** | * | - | - | - | * | * | * | - | - | * | * |
| | 2017 | 44% | 66% | **54%** | * | - | - | - | * | * | * | * | - | 24% | 24% |
| At Masters Grade Level | 2018 | 19% | 36% | **31%** | * | - | - | - | * | * | * | - | - | * | * |
| | 2017 | 19% | 34% | **34%** | * | - | - | - | * | * | * | * | - | 11% | 11% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **93%** | 88% | - | - | - | 88% | * | * | * | - | 86% | 86% |
| | 2017 | 79% | 93% | **88%** | 81% | - | - | - | 81% | * | * | * | - | 74% | 74% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **65%** | 36% | - | - | - | 36% | * | * | * | - | 36% | 36% |
| | 2017 | 46% | 73% | **63%** | 43% | - | - | - | 43% | * | * | * | - | 39% | 39% |
| At Masters Grade Level | 2018 | 24% | 45% | **40%** | 17% | - | - | - | 17% | * | * | * | - | 14% | 14% |
| | 2017 | 22% | 45% | **40%** | 22% | - | - | - | 22% | * | * | * | - | 17% | 17% |
| **All Grades Writing** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **71%** | * | - | - | - | * | * | * | * | - | * | * |
| | 2017 | 67% | 82% | **75%** | * | - | - | - | * | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **36%** | * | - | - | - | * | * | * | * | - | * | * |
| | 2017 | 36% | 54% | **44%** | * | - | - | - | * | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **9%** | * | - | - | - | * | * | * | * | - | * | * |
| | 2017 | 11% | 22% | **13%** | * | - | - | - | * | * | * | - | - | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **74** | 69 | - | - | - | 69 | 69 | 69 | - | - | 69 | 69 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **69** | 64 | - | - | - | 64 | * | * | - | - | 60 | 60 |
| All Grades Mathematics | 2018 | 70 | 78 | **78** | 75 | - | - | - | 75 | * | * | - | - | 78 | 78 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | **89%** | * | - | - | - | * | - | - | - | - | * | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 35% | 43% | * | * | - | - | - | * | * | * | - | - | * | * |
| Mathematics | 2018 | 47% | 61% | **70%** | * | - | - | - | * | * | * | - | - | * | * |
| | 2017 | 43% | 58% | **56%** | * | - | - | - | * | * | * | - | - | * | * |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 480
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **100%** | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **97%** | 100% | 98% | 96% | - | 100% | - | 100% | 100% | 99% | 100% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **3%** | 0% | 2% | 4% | - | 0% | - | 0% | 0% | 1% | 0% |
| Other Exclusions | 1% | 1% | **0%** | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | **0%** | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | **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: ROSEHILL EL
Campus Number: 101921110

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 480
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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **97.0%** | 95.7% | 97.0% | 97.1% | - | * | * | 95.8% | 96.0% | 96.7% | 97.4% |
| 2015-16 | 95.8% | 96.6% | **96.8%** | * | 96.8% | 96.8% | * | * | - | 96.3% | 95.2% | 96.2% | 97.1% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 480
Grade Span: EE - 04
School Type: Elementary

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators

Total Students: 480
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 (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators



| | 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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information

Total Students: 480
Grade Span: EE - 04
School Type: Elementary

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 480 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 24 | 5.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 22 | 4.6% | 1.4% | 4.3% |
| Kindergarten | 68 | 14.2% | 7.7% | 6.9% |
| Grade 1 | 78 | 16.3% | 8.0% | 7.2% |
| Grade 2 | 90 | 18.8% | 7.7% | 7.3% |
| Grade 3 | 96 | 20.0% | 8.2% | 7.6% |
| Grade 4 | 102 | 21.3% | 8.3% | 7.7% |
| Grade 5 | 0 | 0.0% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 11 | 2.3% | 4.8% | 12.6% |
| Hispanic | 183 | 38.1% | 30.3% | 52.4% |
| White | 257 | 53.5% | 53.3% | 27.8% |
| American Indian | 3 | 0.6% | 0.3% | 0.4% |
| Asian | 7 | 1.5% | 7.3% | 4.4% |
| Pacific Islander | 1 | 0.2% | 0.1% | 0.1% |
| Two or More Races | 18 | 3.8% | 3.9% | 2.3% |
| Economically Disadvantaged | 196 | 40.8% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 284 | 59.2% | 78.2% | 41.2% |
| English Learners (EL) | 117 | 24.4% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 0 | 0.0% | 0.7% | 1.3% |
| At-Risk | 235 | 49.0% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 67 | | | |
| Students with Intellectual Disabilities | 7 | 10.4% | 31.2% | 43.3% |
| Students with Physical Disabilities | 21 | 31.3% | 20.7% | 21.9% |
| Students with Autism | 17 | 25.4% | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 5 | 7.5% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | 17 | 25.4% | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 34 | 8.7% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 2 | 0.5% | | |
| Hispanic | 9 | 2.3% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 22 | 5.6% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 0 | 0.0% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 1 | 0.3% | | |

| Student Information | Non-Special Education Rates: Campus | Non-Special Education Rates: District | Non-Special Education Rates: State | Special Education Rates: Campus | Special Education Rates: District | Special Education Rates: State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 1.6% | 1.7% | 1.8% | 0.0% | 3.8% | 6.9% |
| Grade 1 | 0.0% | 2.1% | 3.4% | 14.3% | 7.8% | 6.2% |
| Grade 2 | 0.0% | 1.0% | 2.1% | 0.0% | 2.0% | 2.6% |
| Grade 3 | 2.4% | 0.9% | 1.3% | 0.0% | 1.6% | 1.0% |
| Grade 4 | 0.0% | 0.6% | 0.6% | 0.0% | 1.7% | 0.5% |
| Grade 5 | - | 0.4% | 0.7% | - | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 17.7 | 19.8 | 18.7 |
| Grade 1 | 20.2 | 19.8 | 18.8 |
| Grade 2 | 17.2 | 18.9 | 18.8 |
| Grade 3 | 17.2 | 20.5 | 19.0 |
| Grade 4 | 18.2 | 19.6 | 19.2 |
| Grade 5 | - | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | - | 20.7 | 16.7 |
| Foreign Languages | - | 21.1 | 18.6 |
| Mathematics | - | 24.1 | 17.9 |
| Science | - | 24.3 | 19.0 |
| Social Studies | - | 24.9 | 19.3 |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information

Total Students: 480
Grade Span: EE - 04
School Type: Elementary

| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 56.7 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 43.2 | 76.3% | 58.6% | 64.1% |
| Teachers | 35.3 | 62.3% | 46.9% | 50.1% |
| Professional Support | 5.9 | 10.4% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 2.0 | 3.5% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 13.4 | 23.7% | 10.0% | 10.1% |
| Total Minority Staff: | 16.3 | 28.7% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.0 | 0.0% | 3.1% | 10.4% |
| Hispanic | 10.2 | 29.0% | 12.7% | 27.2% |
| White | 24.1 | 68.2% | 81.1% | 58.9% |
| American Indian | 1.0 | 2.8% | 0.5% | 0.3% |
| Asian | 0.0 | 0.0% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 0.0 | 0.0% | 1.1% | 1.1% |
| Males | 0.1 | 0.2% | 17.7% | 23.7% |
| Females | 35.3 | 99.8% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 29.3 | 83.0% | 73.7% | 74.1% |
| Masters | 6.0 | 17.0% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 2.6% | 8.2% |
| 1-5 Years Experience | 7.1 | 20.0% | 25.0% | 29.1% |
| 6-10 Years Experience | 11.2 | 31.8% | 24.7% | 19.1% |
| 11-20 Years Experience | 15.0 | 42.5% | 34.2% | 28.2% |
| Over 20 Years Experience | 2.0 | 5.7% | 13.5% | 15.3% |
| Number of Students per Teacher | 13.6 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 9.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 9.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 3.0 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 3.0 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 10.5 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 6.7 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | $53,917 | $47,667 |
| 1-5 Years Experience | $54,288 | $54,166 | $49,663 |
| 6-10 Years Experience | $55,509 | $55,437 | $52,056 |
| 11-20 Years Experience | $58,461 | $59,147 | $55,246 |
| Over 20 Years Experience | $66,426 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $57,138 | $57,818 | $53,334 |
| Professional Support | $67,849 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $84,495 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.2 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 117 | 24.4% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 41 | 8.5% | 9.0% | 7.9% |
| Special Education | 67 | 14.0% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 6.6 | 18.7% | 5.8% | 6.1% |
| Career & Technical Education | 0.0 | 0.0% | 4.1% | 4.7% |
| Compensatory Education | 0.7 | 1.9% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.1 | 0.3% | 1.0% | 1.8% |
| Regular Education | 23.4 | 66.3% | 70.9% | 72.3% |
| Special Education | 4.5 | 12.8% | 7.5% | 9.0% |
| Other | 0.0 | 0.0% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CANYON POINTE EL**

Campus Number: **101921111**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Postsecondary Readiness**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 3 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 92% | **96%** | * | 98% | 95% | - | 95% | * | 100% | * | 91% | 98% |
| | 2017 | 73% | 89% | **96%** | * | 92% | 97% | - | 100% | - | * | * | 93% | 92% |
| At Meets Grade Level or Above | 2018 | 43% | 64% | **71%** | * | 71% | 71% | - | 86% | * | 75% | * | 63% | 71% |
| | 2017 | 45% | 66% | **78%** | * | 70% | 83% | - | 80% | - | * | * | 65% | 69% |
| At Masters Grade Level | 2018 | 25% | 42% | **51%** | * | 39% | 56% | - | 67% | * | 75% | * | 30% | 46% |
| | 2017 | 29% | 46% | **59%** | * | 40% | 74% | - | 53% | - | * | * | 45% | 40% |
| **Grade 3 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 91% | **92%** | * | 89% | 92% | - | 100% | * | 100% | * | 81% | 88% |
| | 2017 | 77% | 91% | **94%** | * | 91% | 95% | - | 100% | - | * | * | 88% | 92% |
| At Meets Grade Level or Above | 2018 | 47% | 69% | **72%** | * | 60% | 79% | - | 90% | * | 100% | * | 51% | 61% |
| | 2017 | 49% | 70% | **66%** | * | 47% | 75% | - | 93% | - | * | * | 35% | 60% |
| At Masters Grade Level | 2018 | 23% | 41% | **50%** | * | 38% | 52% | - | 86% | * | 63% | * | 26% | 41% |
| | 2017 | 26% | 45% | **42%** | * | 34% | 38% | - | 73% | - | * | * | 25% | 42% |
| **Grade 4 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 73% | 92% | **93%** | * | 89% | 95% | - | 100% | - | * | * | 83% | 90% |
| | 2017 | 70% | 87% | **92%** | * | 92% | 92% | - | 92% | - | * | * | 90% | 88% |
| At Meets Grade Level or Above | 2018 | 46% | 72% | **77%** | * | 60% | 86% | - | 94% | - | * | * | 56% | 67% |
| | 2017 | 44% | 63% | **68%** | * | 66% | 73% | - | 75% | - | * | * | 65% | 62% |
| At Masters Grade Level | 2018 | 24% | 43% | **48%** | * | 31% | 58% | - | 61% | - | * | * | 24% | 33% |
| | 2017 | 24% | 40% | **46%** | * | 42% | 53% | - | 50% | - | * | * | 35% | 38% |
| **Grade 4 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 94% | **93%** | * | 91% | 94% | - | 100% | - | * | * | 86% | 91% |
| | 2017 | 76% | 92% | **96%** | * | 96% | 94% | - | 100% | - | * | * | 95% | 96% |
| At Meets Grade Level or Above | 2018 | 49% | 72% | **67%** | * | 50% | 75% | - | 94% | - | * | * | 45% | 55% |
| | 2017 | 47% | 70% | **75%** | * | 70% | 74% | - | 92% | - | * | * | 75% | 74% |
| At Masters Grade Level | 2018 | 27% | 47% | **47%** | * | 29% | 55% | - | 72% | - | * | * | 29% | 34% |
| | 2017 | 27% | 48% | **47%** | * | 43% | 48% | - | 58% | - | * | * | 40% | 46% |
| **Grade 4 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 63% | 82% | **88%** | * | 93% | 82% | - | 94% | - | * | * | * | 100% |
| | 2017 | 65% | 80% | **93%** | * | 92% | 92% | - | * | - | * | * | 93% | 94% |
| At Meets Grade Level or Above | 2018 | 39% | 59% | **67%** | * | 62% | 63% | - | 83% | - | * | * | * | 70% |
| | 2017 | 34% | 47% | **58%** | * | 66% | 56% | - | * | - | * | * | 63% | 72% |
| At Masters Grade Level | 2018 | 11% | 19% | **24%** | * | 13% | 22% | - | 44% | - | * | * | * | 15% |
| | 2017 | 11% | 18% | **23%** | * | 34% | 17% | - | * | - | * | * | 28% | 38% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance

Total Students: 803
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **92%** | 83% | 92% | 92% | - | 98% | * | 100% | 62% | 85% | 93% |
| | 2017 | 75% | 90% | **94%** | 91% | 93% | 94% | - | 98% | - | 100% | 66% | 92% | 93% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **71%** | 56% | 61% | 75% | - | 90% | * | 88% | 34% | 55% | 65% |
| | 2017 | 45% | 68% | **69%** | 48% | 64% | 72% | - | 82% | - | 83% | 23% | 61% | 67% |
| At Masters Grade Level | 2018 | 22% | 40% | **44%** | 42% | 30% | 49% | - | 67% | * | 72% | 12% | 24% | 33% |
| | 2017 | 20% | 37% | **44%** | 36% | 38% | 46% | - | 53% | - | 56% | 11% | 35% | 41% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **95%** | 80% | 94% | 95% | - | 97% | * | 100% | * | 87% | 94% |
| | 2017 | 72% | 88% | **94%** | 92% | 92% | 95% | - | 96% | - | * | * | 91% | 90% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **74%** | 53% | 66% | 79% | - | 90% | * | 82% | * | 60% | 69% |
| | 2017 | 44% | 66% | **73%** | 62% | 68% | 78% | - | 78% | - | * | * | 65% | 66% |
| At Masters Grade Level | 2018 | 19% | 36% | **50%** | 47% | 35% | 57% | - | 64% | * | 73% | * | 27% | 39% |
| | 2017 | 19% | 34% | **53%** | 46% | 41% | 63% | - | 52% | - | * | * | 40% | 39% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **93%** | 87% | 90% | 93% | - | 100% | * | 100% | * | 84% | 89% |
| | 2017 | 79% | 93% | **95%** | 92% | 93% | 95% | - | 100% | - | 100% | * | 91% | 94% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **70%** | 47% | 55% | 77% | - | 92% | * | 91% | * | 48% | 58% |
| | 2017 | 46% | 73% | **70%** | 62% | 58% | 75% | - | 93% | - | 100% | * | 55% | 67% |
| At Masters Grade Level | 2018 | 24% | 45% | **49%** | 33% | 34% | 54% | - | 79% | * | 64% | * | 27% | 37% |
| | 2017 | 22% | 45% | **45%** | 46% | 39% | 44% | - | 67% | - | 71% | * | 33% | 44% |
| **All Grades Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **88%** | * | 93% | 82% | - | 94% | - | * | * | * | 100% |
| | 2017 | 67% | 82% | **93%** | * | 92% | 92% | - | * | - | * | * | 93% | 94% |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **67%** | * | 62% | 63% | - | 83% | - | * | * | * | 70% |
| | 2017 | 36% | 54% | **58%** | * | 66% | 56% | - | * | - | * | * | 63% | 72% |
| At Masters Grade Level | 2018 | 13% | 26% | **24%** | * | 13% | 22% | - | 44% | - | * | * | * | 15% |
| | 2017 | 11% | 22% | **23%** | * | 34% | 17% | - | * | - | * | * | 28% | 38% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 803
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2018 | 63 | 73 | **68** | * | 50 | 74 | - | 94 | - | * | 65 | 56 | 61 |
| Grade 4 Mathematics | 2018 | 65 | 78 | **77** | 83 | 73 | 78 | - | 82 | - | * | 70 | 78 | 69 |
| All Grades Both Subjects | 2018 | 69 | 77 | **73** | 67 | 63 | 76 | - | 88 | - | * | 68 | 68 | 65 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **68** | * | 50 | 74 | - | 94 | - | * | 65 | 56 | 61 |
| All Grades Mathematics | 2018 | 70 | 78 | **77** | 83 | 73 | 78 | - | 82 | - | * | 70 | 78 | 69 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | * | - | * | * | - | - | - | - | - | * | * |
| | 2017 | 35% | 43% | **43%** | * | * | * | - | * | - | - | * | * | * |
| Mathematics | 2018 | 47% | 61% | * | * | * | * | - | - | - | - | * | * | * |
| | 2017 | 43% | 58% | **71%** | * | 83% | * | - | * | - | - | * | * | 83% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 803
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 | 2018 | 77% | 91% | **92%** | 92% | - | - | - | 92% | 94% | 94% | - | - | 92% | 92% |
| | 2017 | 75% | 90% | **94%** | 91% | - | - | - | 91% | 95% | 95% | - | * | 92% | 91% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **71%** | 58% | - | - | - | 58% | 69% | 69% | - | - | 60% | 60% |
| | 2017 | 45% | 68% | **69%** | 67% | - | - | - | 67% | 54% | 54% | - | * | 64% | 63% |
| At Masters Grade Level | 2018 | 22% | 40% | **44%** | 26% | - | - | - | 26% | 25% | 25% | - | - | 26% | 26% |
| | 2017 | 20% | 37% | **44%** | 42% | - | - | - | 42% | 12% | 12% | - | * | 36% | 35% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **95%** | 93% | - | - | - | 93% | 91% | 91% | - | - | 93% | 93% |
| | 2017 | 72% | 88% | **94%** | 89% | - | - | - | 89% | * | * | - | * | 90% | 89% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **74%** | 64% | - | - | - | 64% | 73% | 73% | - | - | 65% | 65% |
| | 2017 | 44% | 66% | **73%** | 67% | - | - | - | 67% | * | * | - | * | 63% | 62% |
| At Masters Grade Level | 2018 | 19% | 36% | **50%** | 30% | - | - | - | 30% | 45% | 45% | - | - | 32% | 32% |
| | 2017 | 19% | 34% | **53%** | 40% | - | - | - | 40% | * | * | - | * | 35% | 34% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **93%** | 87% | - | - | - | 87% | * | * | - | - | 87% | 87% |
| | 2017 | 79% | 93% | **95%** | 91% | - | - | - | 91% | * | * | - | * | 93% | 93% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **70%** | 48% | - | - | - | 48% | * | * | - | - | 51% | 51% |
| | 2017 | 46% | 73% | **70%** | 59% | - | - | - | 59% | * | * | - | * | 62% | 61% |
| At Masters Grade Level | 2018 | 24% | 45% | **49%** | 29% | - | - | - | 29% | * | * | - | - | 29% | 29% |
| | 2017 | 22% | 45% | **45%** | 41% | - | - | - | 41% | * | * | - | * | 37% | 37% |
| **All Grades Writing** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **88%** | * | - | - | - | * | * | * | - | - | * | * |
| | 2017 | 67% | 82% | **93%** | 94% | - | - | - | 94% | * | * | - | * | 93% | 93% |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **67%** | * | - | - | - | * | * | * | - | - | * | * |
| | 2017 | 36% | 54% | **58%** | 84% | - | - | - | 84% | * | * | - | * | 73% | 71% |
| At Masters Grade Level | 2018 | 13% | 26% | **24%** | * | - | - | - | * | * | * | - | - | * | * |
| | 2017 | 11% | 22% | **23%** | 45% | - | - | - | 45% | * | * | - | * | 35% | 34% |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **73** | 59 | - | - | - | 59 | 66 | 66 | - | - | 60 | 60 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **68** | 44 | - | - | - | 44 | 81 | 81 | - | - | 53 | 53 |
| All Grades Mathematics | 2018 | 70 | 78 | **77** | 69 | - | - | - | 69 | * | * | - | - | 66 | 66 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | * | * | - | - | - | * | * | * | - | - | * | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 35% | 43% | **43%** | * | - | - | - | * | * | * | - | * | * | * |
| Mathematics | 2018 | 47% | 61% | * | * | - | - | - | * | - | - | - | - | * | * |
| | 2017 | 43% | 58% | **71%** | * | - | - | - | * | * | * | - | * | * | 83% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 803
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **100%** | 100% | 100% | 99% | - | 100% | - | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **96%** | 87% | 95% | 98% | - | 97% | - | 100% | 90% | 99% | 95% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **3%** | 13% | 2% | 1% | - | 3% | - | 0% | 10% | 0% | 2% |
| Other Exclusions | 1% | 1% | **1%** | 0% | 3% | 0% | - | 0% | - | 0% | 0% | 1% | 3% |
| Not Tested | 1% | 1% | **0%** | 0% | 0% | 1% | - | 0% | - | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | **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: CANYON POINTE EL
Campus Number: 101921111

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 803
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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **97.2%** | 96.8% | 97.3% | 97.1% | * | 97.9% | - | 96.4% | 96.5% | 97.2% | 97.7% |
| 2015-16 | 95.8% | 96.6% | **97.3%** | 97.5% | 97.1% | 97.1% | - | 98.3% | - | 97.9% | 96.9% | 97.1% | 98.1% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 803
Grade Span: PK - 04
School Type: Elementary

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **TSIA Results (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 803
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 803 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 38 | 4.7% | 1.4% | 4.3% |
| Kindergarten | 144 | 17.9% | 7.7% | 6.9% |
| Grade 1 | 145 | 18.1% | 8.0% | 7.2% |
| Grade 2 | 144 | 17.9% | 7.7% | 7.3% |
| Grade 3 | 173 | 21.5% | 8.2% | 7.6% |
| Grade 4 | 159 | 19.8% | 8.3% | 7.7% |
| Grade 5 | 0 | 0.0% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 35 | 4.4% | 4.8% | 12.6% |
| Hispanic | 345 | 43.0% | 30.3% | 52.4% |
| White | 302 | 37.6% | 53.3% | 27.8% |
| American Indian | 2 | 0.2% | 0.3% | 0.4% |
| Asian | 95 | 11.8% | 7.3% | 4.4% |
| Pacific Islander | 1 | 0.1% | 0.1% | 0.1% |
| Two or More Races | 23 | 2.9% | 3.9% | 2.3% |
| Economically Disadvantaged | 213 | 26.5% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 590 | 73.5% | 78.2% | 41.2% |
| English Learners (EL) | 272 | 33.9% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 0 | 0.0% | 0.7% | 1.3% |
| At-Risk | 324 | 40.3% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 58 | | | |
| Students with Intellectual Disabilities | ** | ** | 31.2% | 43.3% |
| Students with Physical Disabilities | 14 | 24.1% | 20.7% | 21.9% |
| Students with Autism | 21 | 36.2% | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 15 | 25.9% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | * | * | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 52 | 8.4% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 8 | 1.3% | | |
| Hispanic | 19 | 3.1% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 20 | 3.2% | | |
| American Indian | 1 | 0.2% | | |
| Asian | 4 | 0.6% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 0 | 0.0% | | |

| Student Information | Non-Special Education Rates Campus | Non-Special Education Rates District | Non-Special Education Rates State | Special Education Rates Campus | Special Education Rates District | Special Education Rates State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.8% | 1.7% | 1.8% | 0.0% | 3.8% | 6.9% |
| Grade 1 | 0.0% | 2.1% | 3.4% | 8.3% | 7.8% | 6.2% |
| Grade 2 | 0.0% | 1.0% | 2.1% | 0.0% | 2.0% | 2.6% |
| Grade 3 | 0.0% | 0.9% | 1.3% | 0.0% | 1.6% | 1.0% |
| Grade 4 | 0.8% | 0.6% | 0.6% | 11.1% | 1.7% | 0.5% |
| Grade 5 | - | 0.4% | 0.7% | - | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 16.8 | 19.8 | 18.7 |
| Grade 1 | 18.2 | 19.8 | 18.8 |
| Grade 2 | 18.3 | 18.9 | 18.8 |
| Grade 3 | 21.0 | 20.5 | 19.0 |
| Grade 4 | 23.4 | 19.6 | 19.2 |
| Grade 5 | - | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | - | 20.7 | 16.7 |
| Foreign Languages | - | 21.1 | 18.6 |
| Mathematics | - | 24.1 | 17.9 |
| Science | - | 24.3 | 19.0 |
| Social Studies | - | 24.9 | 19.3 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 72.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 57.4 | 79.4% | 58.6% | 64.1% |
| Teachers | 50.9 | 70.4% | 46.9% | 50.1% |
| Professional Support | 4.5 | 6.2% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 2.0 | 2.8% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 14.9 | 20.6% | 10.0% | 10.1% |
| Total Minority Staff: | 24.4 | 33.8% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 2.0 | 3.9% | 3.1% | 10.4% |
| Hispanic | 15.8 | 31.0% | 12.7% | 27.2% |
| White | 32.1 | 63.1% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 1.0 | 2.0% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 0.0 | 0.0% | 1.1% | 1.1% |
| Males | 1.1 | 2.2% | 17.7% | 23.7% |
| Females | 49.8 | 97.8% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 40.9 | 80.4% | 73.7% | 74.1% |
| Masters | 10.0 | 19.6% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 2.6% | 8.2% |
| 1-5 Years Experience | 16.1 | 31.7% | 25.0% | 29.1% |
| 6-10 Years Experience | 14.8 | 29.0% | 24.7% | 19.1% |
| 11-20 Years Experience | 15.0 | 29.5% | 34.2% | 28.2% |
| Over 20 Years Experience | 5.0 | 9.8% | 13.5% | 15.3% |
| Number of Students per Teacher | 15.8 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 6.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 6.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 10.0 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 2.0 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 10.0 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 6.3 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | $53,917 | $47,667 |
| 1-5 Years Experience | $54,602 | $54,166 | $49,663 |
| 6-10 Years Experience | $56,056 | $55,437 | $52,056 |
| 11-20 Years Experience | $58,733 | $59,147 | $55,246 |
| Over 20 Years Experience | $65,498 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $57,312 | $57,818 | $53,334 |
| Professional Support | $63,330 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $93,180 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.5 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 275 | 34.2% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 64 | 8.0% | 9.0% | 7.9% |
| Special Education | 58 | 7.2% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 15.0 | 29.4% | 5.8% | 6.1% |
| Career & Technical Education | 0.0 | 0.0% | 4.1% | 4.7% |
| Compensatory Education | 1.6 | 3.1% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.6 | 1.1% | 1.0% | 1.8% |
| Regular Education | 32.0 | 62.8% | 70.9% | 72.3% |
| Special Education | 1.8 | 3.5% | 7.5% | 9.0% |
| Other | 0.0 | 0.0% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CREEKSIDE FOREST EL**

Campus Number: **101921112**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 3 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 92% | **99%** | * | 95% | 100% | - | 100% | - | * | * | - | * |
| | 2017 | 73% | 89% | **100%** | * | 100% | 100% | - | 100% | - | 100% | * | * | 100% |
| At Meets Grade Level or Above | 2018 | 43% | 64% | **89%** | * | 73% | 94% | - | 92% | - | * | * | - | * |
| | 2017 | 45% | 66% | **91%** | * | 92% | 90% | - | 88% | - | 100% | * | * | 89% |
| At Masters Grade Level | 2018 | 25% | 42% | **71%** | * | 59% | 74% | - | 77% | - | * | * | - | * |
| | 2017 | 29% | 46% | **76%** | * | 69% | 78% | - | 63% | - | 100% | * | * | 61% |
| **Grade 3 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 91% | **99%** | * | 95% | 100% | - | 100% | - | * | * | - | 100% |
| | 2017 | 77% | 91% | **100%** | * | 100% | 100% | - | 100% | - | * | * | * | 100% |
| At Meets Grade Level or Above | 2018 | 47% | 69% | **93%** | * | 91% | 92% | - | 100% | - | * | * | - | 90% |
| | 2017 | 49% | 70% | **93%** | * | 96% | 90% | - | 100% | - | * | * | * | 94% |
| At Masters Grade Level | 2018 | 23% | 41% | **74%** | * | 73% | 72% | - | 85% | - | * | * | - | 50% |
| | 2017 | 26% | 45% | **79%** | * | 77% | 80% | - | 88% | - | * | * | * | 61% |
| **Grade 4 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 73% | 92% | **99%** | * | 100% | 98% | - | 100% | - | * | * | * | 95% |
| | 2017 | 70% | 87% | **99%** | - | 100% | 98% | - | * | - | * | * | * | 100% |
| At Meets Grade Level or Above | 2018 | 46% | 72% | **87%** | * | 86% | 85% | - | 89% | - | * | * | * | 75% |
| | 2017 | 44% | 63% | **85%** | - | 93% | 78% | - | * | - | * | * | * | 87% |
| At Masters Grade Level | 2018 | 24% | 43% | **64%** | * | 71% | 60% | - | 67% | - | * | * | * | 60% |
| | 2017 | 24% | 40% | **63%** | - | 68% | 55% | - | * | - | * | * | * | 47% |
| **Grade 4 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 94% | **100%** | * | 100% | 100% | - | 100% | - | 100% | * | * | 100% |
| | 2017 | 76% | 92% | **99%** | - | 100% | 98% | - | * | - | * | * | * | 100% |
| At Meets Grade Level or Above | 2018 | 49% | 72% | **93%** | * | 93% | 92% | - | 100% | - | 100% | * | * | 85% |
| | 2017 | 47% | 70% | **93%** | - | 96% | 90% | - | * | - | * | * | * | 93% |
| At Masters Grade Level | 2018 | 27% | 47% | **72%** | * | 57% | 75% | - | 78% | - | 100% | * | * | 50% |
| | 2017 | 27% | 48% | **77%** | - | 86% | 68% | - | * | - | * | * | * | 67% |
| **Grade 4 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 63% | 82% | **93%** | * | 93% | 91% | - | 100% | - | * | * | * | 100% |
| | 2017 | 65% | 80% | **90%** | - | 89% | 90% | - | * | - | * | * | * | 80% |
| At Meets Grade Level or Above | 2018 | 39% | 59% | **81%** | * | 82% | 74% | - | 100% | - | * | * | * | 80% |
| | 2017 | 34% | 47% | **54%** | - | 54% | 49% | - | * | - | * | * | * | 53% |
| At Masters Grade Level | 2018 | 11% | 19% | **37%** | * | 36% | 32% | - | 56% | - | * | * | * | 35% |
| | 2017 | 11% | 18% | **33%** | - | 36% | 28% | - | * | - | * | * | * | 33% |
| **Grade 5 Reading^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 84% | 95% | **99%** | - | 100% | 97% | - | * | - | * | * | * | 100% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 82% | 95% | **100%** | * | 100% | 100% | - | 100% | - | * | * | - | 100% |
| At Meets Grade Level or Above | 2018 | 54% | 74% | **92%** | - | 96% | 86% | - | * | - | * | * | * | 94% |
| | 2017 | 48% | 70% | **90%** | * | 84% | 91% | - | 100% | - | * | * | - | 89% |
| At Masters Grade Level | 2018 | 26% | 43% | **72%** | - | 71% | 68% | - | * | - | * | * | * | 56% |
| | 2017 | 25% | 43% | **73%** | * | 68% | 72% | - | 86% | - | * | * | - | 68% |
| **Grade 5 Mathematics^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 91% | 97% | **100%** | - | 100% | 100% | - | * | - | * | * | * | 100% |
| | 2017 | 87% | 98% | **100%** | * | 100% | 100% | - | 100% | - | * | * | - | 100% |
| At Meets Grade Level or Above | 2018 | 58% | 77% | **99%** | - | 100% | 97% | - | * | - | * | * | * | 100% |
| | 2017 | 50% | 75% | **97%** | * | 97% | 98% | - | 100% | - | * | * | - | 100% |
| At Masters Grade Level | 2018 | 30% | 48% | **94%** | - | 96% | 92% | - | * | - | * | * | * | 100% |
| | 2017 | 24% | 47% | **83%** | * | 81% | 85% | - | 100% | - | * | * | - | 89% |
| **Grade 5 Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 76% | 88% | **97%** | - | 100% | 95% | - | * | - | * | * | * | 100% |
| | 2017 | 74% | 90% | **98%** | * | 97% | 98% | - | 100% | - | * | * | - | 100% |
| At Meets Grade Level or Above | 2018 | 41% | 58% | **80%** | - | 86% | 73% | - | * | - | * | * | * | 75% |
| | 2017 | 42% | 67% | **85%** | * | 84% | 82% | - | 100% | - | * | * | - | 84% |
| At Masters Grade Level | 2018 | 17% | 31% | **55%** | - | 64% | 41% | - | * | - | * | * | * | 56% |
| | 2017 | 18% | 33% | **62%** | * | 58% | 58% | - | 86% | - | * | * | - | 47% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **98%** | 100% | 98% | 98% | - | 100% | - | 100% | 81% | 100% | 99% |
| | 2017 | 75% | 90% | **98%** | 100% | 98% | 98% | - | 100% | - | 100% | 80% | 100% | 98% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **89%** | 100% | 89% | 87% | - | 97% | - | 100% | 62% | 93% | 83% |
| | 2017 | 45% | 68% | **87%** | 86% | 87% | 84% | - | 98% | - | 100% | 51% | 86% | 87% |
| At Masters Grade Level | 2018 | 22% | 40% | **67%** | 75% | 66% | 64% | - | 78% | - | 79% | 19% | 80% | 56% |
| | 2017 | 20% | 37% | **69%** | 86% | 68% | 66% | - | 84% | - | 86% | 34% | 71% | 60% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **99%** | * | 99% | 99% | - | 100% | - | 100% | * | * | 98% |
| | 2017 | 72% | 88% | **100%** | * | 100% | 99% | - | 100% | - | 100% | 93% | * | 100% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **89%** | * | 86% | 89% | - | 92% | - | 100% | * | * | 78% |
| | 2017 | 44% | 66% | **89%** | * | 89% | 87% | - | 95% | - | 100% | 53% | * | 88% |
| At Masters Grade Level | 2018 | 19% | 36% | **69%** | * | 68% | 67% | - | 77% | - | 73% | * | * | 54% |
| | 2017 | 19% | 34% | **71%** | * | 68% | 69% | - | 79% | - | 100% | 33% | * | 60% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **100%** | * | 99% | 100% | - | 100% | - | 100% | * | * | 100% |
| | 2017 | 79% | 93% | **100%** | * | 100% | 99% | - | 100% | - | 100% | 93% | * | 100% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **95%** | * | 95% | 93% | - | 100% | - | 100% | * | * | 91% |
| | 2017 | 46% | 73% | **94%** | * | 96% | 93% | - | 100% | - | 100% | 67% | * | 96% |
| At Masters Grade Level | 2018 | 24% | 45% | **79%** | * | 76% | 79% | - | 85% | - | 100% | * | * | 67% |
| | 2017 | 22% | 45% | **80%** | * | 81% | 78% | - | 95% | - | 67% | 47% | * | 73% |
| **All Grades Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **93%** | * | 93% | 91% | - | 100% | - | * | * | * | 100% |
| | 2017 | 67% | 82% | **90%** | - | 89% | 90% | - | * | - | * | * | * | 80% |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **81%** | * | 82% | 74% | - | 100% | - | * | * | * | 80% |
| | 2017 | 36% | 54% | **54%** | - | 54% | 49% | - | * | - | * | * | * | 53% |
| At Masters Grade Level | 2018 | 13% | 26% | **37%** | * | 36% | 32% | - | 56% | - | * | * | * | 35% |
| | 2017 | 11% | 22% | **33%** | - | 36% | 28% | - | * | - | * | * | * | 33% |
| **All Grades Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **97%** | - | 100% | 95% | - | * | - | * | * | * | 100% |
| | 2017 | 79% | 91% | **98%** | * | 97% | 98% | - | 100% | - | * | * | - | 100% |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **80%** | - | 86% | 73% | - | * | - | * | * | * | 75% |
| | 2017 | 49% | 70% | **85%** | * | 84% | 82% | - | 100% | - | * | * | - | 84% |
| At Masters Grade Level | 2018 | 23% | 39% | **55%** | - | 64% | 41% | - | * | - | * | * | * | 56% |
| | 2017 | 19% | 34% | **62%** | * | 58% | 58% | - | 86% | - | * | * | - | 47% |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 547
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2018 | 63 | 73 | **80** | * | 84 | 79 | - | 94 | - | * | * | * | 71 |
| Grade 4 Mathematics | 2018 | 65 | 78 | **88** | * | 72 | 92 | - | 100 | - | 100 | * | * | 65 |
| Grade 5 ELA/Reading | 2018 | 80 | 82 | **93** | - | 93 | 93 | - | * | - | * | * | * | 100 |
| Grade 5 Mathematics | 2018 | 81 | 79 | **98** | - | 96 | 100 | - | * | - | * | * | * | 100 |
| All Grades Both Subjects | 2018 | 69 | 77 | **89** | * | 87 | 90 | - | 98 | - | 83 | 88 | 80 | 83 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **86** | * | 88 | 85 | - | 96 | - | * | 92 | * | 85 |
| All Grades Mathematics | 2018 | 70 | 78 | **92** | * | 85 | 96 | - | 100 | - | 100 | 83 | * | 82 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | * | - | * | * | - | - | - | - | * | - | * |
| | 2017 | 35% | 43% | * | - | * | * | - | - | - | - | * | - | * |
| Mathematics | 2018 | 47% | 61% | * | - | * | * | - | - | - | - | * | - | * |
| | 2017 | 43% | 58% | * | - | * | * | - | - | - | - | * | - | - |
| **Student Success Initiative** | | | | | | | | | | | | | | |
| **Grade 5 Reading** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 79% | 92% | **99%** | - | 100% | 97% | - | * | - | * | * | * | 100% |
| Students Requiring Accelerated Instruction | 2018 | 21% | 8% | * | - | * | * | - | * | - | * | * | * | * |
| STAAR Cumulative Met Standard | 2018 | 84% | 95% | **99%** | - | 100% | 97% | - | * | - | * | * | * | 100% |
| **Grade 5 Mathematics** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 85% | 95% | **100%** | - | 100% | 100% | - | * | - | * | * | * | 100% |
| Students Requiring Accelerated Instruction | 2018 | 15% | 5% | * | - | * | * | - | * | - | * | * | * | * |
| STAAR Cumulative Met Standard | 2018 | 90% | 97% | **100%** | - | 100% | 100% | - | * | - | * | * | * | 100% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 | 2018 | 77% | 91% | **98%** | - | - | - | - | - | 98% | 98% | - | - | 98% | 98% |
| | 2017 | 75% | 90% | **98%** | - | - | - | - | - | 98% | 98% | - | - | 98% | 98% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **89%** | - | - | - | - | - | 78% | 78% | - | - | 78% | 78% |
| | 2017 | 45% | 68% | **87%** | - | - | - | - | - | 80% | 80% | - | - | 80% | 80% |
| At Masters Grade Level | 2018 | 22% | 40% | **67%** | - | - | - | - | - | 43% | 43% | - | - | 43% | 43% |
| | 2017 | 20% | 37% | **69%** | - | - | - | - | - | 43% | 43% | - | - | 43% | 43% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **99%** | - | - | - | - | - | 95% | 95% | - | - | 95% | 95% |
| | 2017 | 72% | 88% | **100%** | - | - | - | - | - | 100% | 100% | - | - | 100% | 100% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **89%** | - | - | - | - | - | 73% | 73% | - | - | 73% | 73% |
| | 2017 | 44% | 66% | **89%** | - | - | - | - | - | 75% | 75% | - | - | 75% | 75% |
| At Masters Grade Level | 2018 | 19% | 36% | **69%** | - | - | - | - | - | 36% | 36% | - | - | 36% | 36% |
| | 2017 | 19% | 34% | **71%** | - | - | - | - | - | 35% | 35% | - | - | 35% | 35% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **100%** | - | - | - | - | - | 100% | 100% | - | - | 100% | 100% |
| | 2017 | 79% | 93% | **100%** | - | - | - | - | - | 100% | 100% | - | - | 100% | 100% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **95%** | - | - | - | - | - | 86% | 86% | - | - | 86% | 86% |
| | 2017 | 46% | 73% | **94%** | - | - | - | - | - | 100% | 100% | - | - | 100% | 100% |
| At Masters Grade Level | 2018 | 24% | 45% | **79%** | - | - | - | - | - | 55% | 55% | - | - | 55% | 55% |
| | 2017 | 22% | 45% | **80%** | - | - | - | - | - | 65% | 65% | - | - | 65% | 65% |
| **All Grades Writing** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **93%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 67% | 82% | **90%** | - | - | - | - | - | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **81%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 36% | 54% | **54%** | - | - | - | - | - | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **37%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 11% | 22% | **33%** | - | - | - | - | - | * | * | - | - | * | * |
| **All Grades Science** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **97%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 79% | 91% | **98%** | - | - | - | - | - | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **80%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 49% | 70% | **85%** | - | - | - | - | - | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 23% | 39% | **55%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 19% | 34% | **62%** | - | - | - | - | - | * | * | - | - | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **89** | - | - | - | - | - | 75 | 75 | - | - | 75 | 75 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Grades ELA/Reading | 2018 | 69 | 75 | **86** | - | - | - | - | - | 79 | 79 | - | - | 79 | 79 |
| All Grades Mathematics | 2018 | 70 | 78 | **92** | - | - | - | - | - | 71 | 71 | - | - | 71 | 71 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | * | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 35% | 43% | * | - | - | - | - | - | * | * | - | - | * | * |
| Mathematics | 2018 | 47% | 61% | * | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 43% | 58% | * | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 547
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **100%** | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **97%** | 100% | 93% | 98% | - | 100% | - | 100% | 100% | 100% | 78% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **2%** | 0% | 4% | 1% | - | 0% | - | 0% | 0% | 0% | 9% |
| Other Exclusions | 1% | 1% | **1%** | 0% | 2% | 1% | - | 0% | - | 0% | 0% | 0% | 12% |
| Not Tested | 1% | 1% | **0%** | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | **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
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 547
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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **97.6%** | 98.7% | 97.6% | 97.5% | * | 97.9% | * | 97.2% | 97.0% | * | 97.7% |
| 2015-16 | 95.8% | 96.6% | **97.1%** | 95.9% | 97.0% | 97.1% | * | 97.2% | - | 97.5% | 96.3% | 95.3% | 97.0% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 547
Grade Span: KG - 05
School Type: Elementary

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators

Total Students: 547
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 (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 547
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

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

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information

Total Students: 547
Grade Span: KG - 05
School Type: Elementary

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 547 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 1.4% | 4.3% |
| Kindergarten | 82 | 15.0% | 7.7% | 6.9% |
| Grade 1 | 97 | 17.7% | 8.0% | 7.2% |
| Grade 2 | 102 | 18.6% | 7.7% | 7.3% |
| Grade 3 | 94 | 17.2% | 8.2% | 7.6% |
| Grade 4 | 100 | 18.3% | 8.3% | 7.7% |
| Grade 5 | 72 | 13.2% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 8 | 1.5% | 4.8% | 12.6% |
| Hispanic | 157 | 28.7% | 30.3% | 52.4% |
| White | 293 | 53.6% | 53.3% | 27.8% |
| American Indian | 1 | 0.2% | 0.3% | 0.4% |
| Asian | 60 | 11.0% | 7.3% | 4.4% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.1% |
| Two or More Races | 28 | 5.1% | 3.9% | 2.3% |
| Economically Disadvantaged | 5 | 0.9% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 542 | 99.1% | 78.2% | 41.2% |
| English Learners (EL) | 70 | 12.8% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 0 | 0.0% | 0.7% | 1.3% |
| At-Risk | 103 | 18.8% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 27 | | | |
| Students with Intellectual Disabilities | 5 | 18.5% | 31.2% | 43.3% |
| Students with Physical Disabilities | 11 | 40.7% | 20.7% | 21.9% |
| Students with Autism | * | * | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 8 | 29.6% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | * | * | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 45 | 9.3% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 5 | 1.0% | | |
| Hispanic | 12 | 2.5% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 24 | 4.9% | | |
| American Indian | 1 | 0.2% | | |
| Asian | 1 | 0.2% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 2 | 0.4% | | |

| Student Information | Non-Special Education Rates Campus | Non-Special Education Rates District | Non-Special Education Rates State | Special Education Rates Campus | Special Education Rates District | Special Education Rates State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 1.7% | 1.8% | 25.0% | 3.8% | 6.9% |
| Grade 1 | 0.0% | 2.1% | 3.4% | 0.0% | 7.8% | 6.2% |
| Grade 2 | 3.3% | 1.0% | 2.1% | 0.0% | 2.0% | 2.6% |
| Grade 3 | 0.0% | 0.9% | 1.3% | 0.0% | 1.6% | 1.0% |
| Grade 4 | 0.0% | 0.6% | 0.6% | 0.0% | 1.7% | 0.5% |
| Grade 5 | 0.0% | 0.4% | 0.7% | 0.0% | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 19.4 | 19.8 | 18.7 |
| Grade 1 | 18.4 | 19.8 | 18.8 |
| Grade 2 | 19.7 | 18.9 | 18.8 |
| Grade 3 | 22.0 | 20.5 | 19.0 |
| Grade 4 | 18.7 | 19.6 | 19.2 |
| Grade 5 | 20.5 | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | - | 20.7 | 16.7 |
| Foreign Languages | - | 21.1 | 18.6 |
| Mathematics | - | 24.1 | 17.9 |
| Science | - | 24.3 | 19.0 |
| Social Studies | - | 24.9 | 19.3 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 49.0 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 41.2 | 84.0% | 58.6% | 64.1% |
| Teachers | 34.9 | 71.2% | 46.9% | 50.1% |
| Professional Support | 4.3 | 8.7% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 2.0 | 4.1% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 7.8 | 16.0% | 10.0% | 10.1% |
| Total Minority Staff: | 2.9 | 5.9% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.0 | 0.0% | 3.1% | 10.4% |
| Hispanic | 0.9 | 2.7% | 12.7% | 27.2% |
| White | 33.0 | 94.5% | 81.1% | 58.9% |
| American Indian | 1.0 | 2.9% | 0.5% | 0.3% |
| Asian | 0.0 | 0.0% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 0.0 | 0.0% | 1.1% | 1.1% |
| Males | 0.1 | 0.3% | 17.7% | 23.7% |
| Females | 34.8 | 99.7% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 26.9 | 77.1% | 73.7% | 74.1% |
| Masters | 8.0 | 22.9% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 2.6% | 8.2% |
| 1-5 Years Experience | 4.0 | 11.5% | 25.0% | 29.1% |
| 6-10 Years Experience | 13.9 | 39.8% | 24.7% | 19.1% |
| 11-20 Years Experience | 12.0 | 34.4% | 34.2% | 28.2% |
| Over 20 Years Experience | 5.0 | 14.3% | 13.5% | 15.3% |
| Number of Students per Teacher | 15.7 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 11.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 11.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 6.0 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 6.0 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 13.0 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 5.2 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | $53,917 | $47,667 |
| 1-5 Years Experience | $54,569 | $54,166 | $49,663 |
| 6-10 Years Experience | $53,660 | $55,437 | $52,056 |
| 11-20 Years Experience | $59,817 | $59,147 | $55,246 |
| Over 20 Years Experience | $64,799 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $57,479 | $57,818 | $53,334 |
| Professional Support | $62,308 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $89,437 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.3 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 69 | 12.6% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 87 | 15.9% | 9.0% | 7.9% |
| Special Education | 27 | 4.9% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.0 | 2.9% | 5.8% | 6.1% |
| Career & Technical Education | 0.0 | 0.0% | 4.1% | 4.7% |
| Compensatory Education | 0.1 | 0.2% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.8 | 2.2% | 1.0% | 1.8% |
| Regular Education | 31.5 | 90.1% | 70.9% | 72.3% |
| Special Education | 1.6 | 4.6% | 7.5% | 9.0% |
| Other | 0.0 | 0.0% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TIMBER CREEK EL**

Campus Number: **101921113**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Top 25 Percent: Comparative Closing the Gaps**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 3 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 92% | **95%** | * | 92% | 100% | - | * | - | * | * | * | * |
| | 2017 | 73% | 89% | **93%** | - | 94% | 90% | - | 100% | - | * | * | * | 92% |
| At Meets Grade Level or Above | 2018 | 43% | 64% | **71%** | * | 72% | 73% | - | * | - | * | * | * | * |
| | 2017 | 45% | 66% | **77%** | - | 67% | 80% | - | 86% | - | * | * | * | 67% |
| At Masters Grade Level | 2018 | 25% | 42% | **48%** | * | 56% | 41% | - | * | - | * | * | * | * |
| | 2017 | 29% | 46% | **56%** | - | 33% | 61% | - | 71% | - | * | * | * | 42% |
| **Grade 3 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 91% | **93%** | * | 93% | 93% | - | * | - | 86% | * | * | 82% |
| | 2017 | 77% | 91% | **96%** | - | 94% | 95% | - | 100% | - | * | * | * | 92% |
| At Meets Grade Level or Above | 2018 | 47% | 69% | **69%** | * | 70% | 66% | - | * | - | 86% | * | * | 55% |
| | 2017 | 49% | 70% | **81%** | - | 61% | 85% | - | 100% | - | * | * | * | 67% |
| At Masters Grade Level | 2018 | 23% | 41% | **49%** | * | 48% | 45% | - | * | - | 71% | * | * | 45% |
| | 2017 | 26% | 45% | **50%** | - | 28% | 54% | - | 86% | - | * | * | * | 42% |
| **Grade 4 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 73% | 92% | **97%** | * | * | 98% | - | 100% | - | * | * | * | * |
| | 2017 | 70% | 87% | **96%** | * | 96% | 96% | - | * | - | * | * | * | 94% |
| At Meets Grade Level or Above | 2018 | 46% | 72% | **81%** | * | * | 81% | - | 86% | - | * | * | * | * |
| | 2017 | 44% | 63% | **82%** | * | 78% | 82% | - | * | - | * | * | * | 69% |
| At Masters Grade Level | 2018 | 24% | 43% | **51%** | * | * | 55% | - | 86% | - | * | * | * | * |
| | 2017 | 24% | 40% | **54%** | * | 37% | 60% | - | * | - | * | * | * | 31% |
| **Grade 4 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 94% | **99%** | * | 95% | 100% | - | 100% | - | * | * | * | 100% |
| | 2017 | 76% | 92% | **99%** | * | 100% | 98% | - | * | - | * | 88% | * | 100% |
| At Meets Grade Level or Above | 2018 | 49% | 72% | **84%** | * | 74% | 84% | - | 100% | - | * | * | * | 83% |
| | 2017 | 47% | 70% | **87%** | * | 85% | 87% | - | * | - | * | 63% | * | 94% |
| At Masters Grade Level | 2018 | 27% | 47% | **68%** | * | 37% | 74% | - | 86% | - | * | * | * | 50% |
| | 2017 | 27% | 48% | **64%** | * | 52% | 67% | - | * | - | * | 63% | * | 56% |
| **Grade 4 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 63% | 82% | **92%** | * | * | 93% | - | * | - | * | * | * | * |
| | 2017 | 65% | 80% | **94%** | * | 96% | 91% | - | * | - | * | * | * | 100% |
| At Meets Grade Level or Above | 2018 | 39% | 59% | **72%** | * | * | 78% | - | * | - | * | * | * | * |
| | 2017 | 34% | 47% | **71%** | * | 67% | 69% | - | * | - | * | * | * | 75% |
| At Masters Grade Level | 2018 | 11% | 19% | **28%** | * | * | 29% | - | * | - | * | * | * | * |
| | 2017 | 11% | 18% | **38%** | * | 30% | 38% | - | * | - | * | * | * | 31% |
| **Grade 5 Reading^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 84% | 95% | **100%** | * | 100% | 100% | - | * | - | * | * | * | 100% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 82% | 95% | **96%** | * | 95% | 95% | - | 100% | - | * | * | * | 93% |
| At Meets Grade Level or Above | 2018 | 54% | 74% | **88%** | * | 90% | 86% | - | * | - | * | * | * | 89% |
| | 2017 | 48% | 70% | **84%** | * | 82% | 85% | - | 100% | - | * | * | * | 73% |
| At Masters Grade Level | 2018 | 26% | 43% | **60%** | * | 55% | 61% | - | * | - | * | * | * | 39% |
| | 2017 | 25% | 43% | **61%** | * | 50% | 59% | - | 86% | - | * | * | * | 33% |
| **Grade 5 Mathematics^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 91% | 97% | **100%** | * | 100% | 100% | - | * | - | * | * | * | 100% |
| | 2017 | 87% | 98% | **97%** | * | 91% | 100% | - | 100% | - | * | * | * | 93% |
| At Meets Grade Level or Above | 2018 | 58% | 77% | **91%** | * | 80% | 98% | - | * | - | * | * | * | 88% |
| | 2017 | 50% | 75% | **80%** | * | 77% | 79% | - | 86% | - | * | * | * | 67% |
| At Masters Grade Level | 2018 | 30% | 48% | **62%** | * | 50% | 67% | - | * | - | * | * | * | 59% |
| | 2017 | 24% | 47% | **66%** | * | 68% | 64% | - | 86% | - | * | * | * | 53% |
| **Grade 5 Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 76% | 88% | **95%** | * | 91% | 98% | - | * | - | * | * | * | 95% |
| | 2017 | 74% | 90% | **88%** | * | 82% | 89% | - | 100% | - | * | * | * | 73% |
| At Meets Grade Level or Above | 2018 | 41% | 58% | **70%** | * | 59% | 73% | - | * | - | * | * | * | 58% |
| | 2017 | 42% | 67% | **75%** | * | 64% | 82% | - | 86% | - | * | * | * | 53% |
| At Masters Grade Level | 2018 | 17% | 31% | **37%** | * | 31% | 36% | - | * | - | * | * | * | 37% |
| | 2017 | 18% | 33% | **52%** | * | 59% | 47% | - | 86% | - | * | * | * | 47% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **96%** | * | 94% | 98% | - | 100% | - | 91% | 80% | 88% | 95% |
| | 2017 | 75% | 90% | **95%** | 93% | 94% | 94% | - | 100% | - | 100% | 72% | * | 92% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **78%** | * | 72% | 80% | - | 94% | - | 89% | 40% | 36% | 74% |
| | 2017 | 45% | 68% | **80%** | 80% | 73% | 81% | - | 93% | - | 86% | 44% | * | 71% |
| At Masters Grade Level | 2018 | 22% | 40% | **50%** | * | 42% | 51% | - | 85% | - | 69% | 20% | 21% | 44% |
| | 2017 | 20% | 37% | **55%** | 60% | 45% | 56% | - | 85% | - | 62% | 32% | * | 42% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **97%** | * | 96% | 99% | - | 100% | - | 86% | * | * | 94% |
| | 2017 | 72% | 88% | **95%** | * | 96% | 94% | - | 100% | - | 100% | 78% | * | 93% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **80%** | * | 80% | 80% | - | 92% | - | 79% | * | * | 81% |
| | 2017 | 44% | 66% | **81%** | * | 76% | 82% | - | 94% | - | 73% | 44% | * | 70% |
| At Masters Grade Level | 2018 | 19% | 36% | **53%** | * | 49% | 52% | - | 92% | - | 64% | * | * | 42% |
| | 2017 | 19% | 34% | **57%** | * | 40% | 60% | - | 81% | - | 73% | 28% | * | 35% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **97%** | * | 96% | 98% | - | 100% | - | 93% | * | * | 95% |
| | 2017 | 79% | 93% | **97%** | * | 96% | 98% | - | 100% | - | 100% | 89% | * | 95% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **81%** | * | 75% | 82% | - | 100% | - | 93% | * | * | 78% |
| | 2017 | 46% | 73% | **83%** | * | 76% | 84% | - | 94% | - | 100% | 44% | * | 77% |
| At Masters Grade Level | 2018 | 24% | 45% | **59%** | * | 46% | 62% | - | 92% | - | 79% | * | * | 53% |
| | 2017 | 22% | 45% | **60%** | * | 51% | 62% | - | 88% | - | 64% | 44% | * | 51% |
| **All Grades Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **92%** | * | * | 93% | - | * | - | * | * | * | * |
| | 2017 | 67% | 82% | **94%** | * | 96% | 91% | - | * | - | * | * | * | 100% |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **72%** | * | * | 78% | - | * | - | * | * | * | * |
| | 2017 | 36% | 54% | **71%** | * | 67% | 69% | - | * | - | * | * | * | 75% |
| At Masters Grade Level | 2018 | 13% | 26% | **28%** | * | * | 29% | - | * | - | * | * | * | * |
| | 2017 | 11% | 22% | **38%** | * | 30% | 38% | - | * | - | * | * | * | 31% |
| **All Grades Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **95%** | * | 91% | 98% | - | * | - | * | * | * | 95% |
| | 2017 | 79% | 91% | **88%** | * | 82% | 89% | - | 100% | - | * | * | * | 73% |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **70%** | * | 59% | 73% | - | * | - | * | * | * | 58% |
| | 2017 | 49% | 70% | **75%** | * | 64% | 82% | - | 86% | - | * | * | * | 53% |
| At Masters Grade Level | 2018 | 23% | 39% | **37%** | * | 31% | 36% | - | * | - | * | * | * | 37% |
| | 2017 | 19% | 34% | **52%** | * | 59% | 47% | - | 86% | - | * | * | * | 47% |

District Name: TOMBALL ISD
Campus Name: TIMBER CREEK EL
Campus Number: 101921113

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 510
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2018 | 63 | 73 | **74** | * | 54 | 77 | - | 93 | - | * | * | * | 67 |
| Grade 4 Mathematics | 2018 | 65 | 78 | **85** | * | 72 | 87 | - | 93 | - | * | * | * | 79 |
| Grade 5 ELA/Reading | 2018 | 80 | 82 | **88** | * | 93 | 85 | - | * | - | * | * | * | 89 |
| Grade 5 Mathematics | 2018 | 81 | 79 | **77** | * | 70 | 80 | - | * | - | * | * | * | 79 |
| All Grades Both Subjects | 2018 | 69 | 77 | **81** | * | 75 | 82 | - | 94 | - | 86 | 68 | 64 | 80 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **81** | * | 80 | 81 | - | 94 | - | 86 | 69 | * | 81 |
| All Grades Mathematics | 2018 | 70 | 78 | **81** | * | 71 | 84 | - | 94 | - | 86 | 67 | * | 79 |

District Name: TOMBALL ISD
Campus Name: TIMBER CREEK EL
Campus Number: 101921113

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative

Total Students: 510
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 | 2018 | 38% | 54% | * | - | * | * | - | - | - | - | * | * | * |
| | 2017 | 35% | 43% | **73%** | - | * | 63% | - | - | - | - | 71% | * | * |
| Mathematics | 2018 | 47% | 61% | * | - | - | * | - | - | - | - | * | - | - |
| | 2017 | 43% | 58% | * | - | * | * | - | - | - | - | * | * | * |
| **Student Success Initiative** | | | | | | | | | | | | | | |
| **Grade 5 Reading** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 79% | 92% | **99%** | * | 97% | 100% | - | * | - | * | 100% | * | 100% |
| Students Requiring Accelerated Instruction | 2018 | 21% | 8% | * | * | * | * | - | * | - | * | * | * | * |
| STAAR Cumulative Met Standard | 2018 | 84% | 95% | **100%** | * | 100% | 100% | - | * | - | * | 100% | * | 100% |
| **Grade 5 Mathematics** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 85% | 95% | **99%** | * | 97% | 100% | - | * | - | * | * | * | 100% |
| Students Requiring Accelerated Instruction | 2018 | 15% | 5% | * | * | * | * | - | * | - | * | * | * | * |
| STAAR Cumulative Met Standard | 2018 | 90% | 97% | **100%** | * | 100% | 100% | - | * | - | * | * | * | 100% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2017 | 96% | 90% | * | - | * | - | - | - | - | - | - | * | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 | 2018 | 77% | 91% | **96%** | - | - | - | - | - | 91% | 91% | - | * | 91% | 91% |
| | 2017 | 75% | 90% | **95%** | - | - | - | - | - | 88% | 88% | - | - | 88% | 88% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **78%** | - | - | - | - | - | 64% | 64% | - | * | 64% | 63% |
| | 2017 | 45% | 68% | **80%** | - | - | - | - | - | 61% | 61% | - | - | 61% | 61% |
| At Masters Grade Level | 2018 | 22% | 40% | **50%** | - | - | - | - | - | 27% | 27% | - | * | 27% | 26% |
| | 2017 | 20% | 37% | **55%** | - | - | - | - | - | 31% | 31% | - | - | 31% | 31% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **97%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 72% | 88% | **95%** | - | - | - | - | - | 89% | 89% | - | - | 89% | 89% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **80%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 44% | 66% | **81%** | - | - | - | - | - | 61% | 61% | - | - | 61% | 61% |
| At Masters Grade Level | 2018 | 19% | 36% | **53%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 19% | 34% | **57%** | - | - | - | - | - | 21% | 21% | - | - | 21% | 21% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **97%** | - | - | - | - | - | 91% | 91% | - | * | 91% | 91% |
| | 2017 | 79% | 93% | **97%** | - | - | - | - | - | 93% | 93% | - | - | 93% | 93% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **81%** | - | - | - | - | - | 68% | 68% | - | * | 68% | 65% |
| | 2017 | 46% | 73% | **83%** | - | - | - | - | - | 68% | 68% | - | - | 68% | 68% |
| At Masters Grade Level | 2018 | 24% | 45% | **59%** | - | - | - | - | - | 36% | 36% | - | * | 36% | 35% |
| | 2017 | 22% | 45% | **60%** | - | - | - | - | - | 46% | 46% | - | - | 46% | 46% |
| **All Grades Writing** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **92%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 67% | 82% | **94%** | - | - | - | - | - | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **72%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 36% | 54% | **71%** | - | - | - | - | - | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **28%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 11% | 22% | **38%** | - | - | - | - | - | * | * | - | - | * | * |
| **All Grades Science** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **95%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 79% | 91% | **88%** | - | - | - | - | - | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **70%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 49% | 70% | **75%** | - | - | - | - | - | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 23% | 39% | **37%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 19% | 34% | **52%** | - | - | - | - | - | * | * | - | - | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **81** | - | - | - | - | - | 67 | 67 | - | - | 67 | 67 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Grades ELA/Reading | 2018 | 69 | 75 | **81** | - | - | - | - | - | 71 | 71 | - | - | 71 | 71 |
| All Grades Mathematics | 2018 | 70 | 78 | **81** | - | - | - | - | - | 64 | 64 | - | - | 64 | 64 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | * | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 35% | 43% | **73%** | - | - | - | - | - | * | * | - | - | * | * |
| Mathematics | 2018 | 47% | 61% | * | - | - | - | - | - | - | - | - | - | - | - |
| | 2017 | 43% | 58% | * | - | - | - | - | - | * | * | - | - | * | * |

District Name: TOMBALL ISD
Campus Name: TIMBER CREEK EL
Campus Number: 101921113

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 510
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **100%** | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **95%** | 75% | 94% | 97% | - | 93% | - | 100% | 91% | 91% | 90% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **3%** | 25% | 2% | 3% | - | 7% | - | 0% | 9% | 9% | 0% |
| Other Exclusions | 1% | 1% | **1%** | 0% | 4% | 0% | - | 0% | - | 0% | 0% | 0% | 10% |
| Not Tested | 1% | 1% | **0%** | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | **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
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 510
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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **97.5%** | 98.3% | 97.4% | 97.4% | - | 97.5% | - | 97.7% | 96.9% | 97.1% | 97.3% |
| 2015-16 | 95.8% | 96.6% | **97.3%** | 98.2% | 96.9% | 97.5% | - | 98.5% | - | 97.2% | 97.0% | 96.7% | 96.9% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

District Name: TOMBALL ISD
Campus Name: TIMBER CREEK EL
Campus Number: 101921113

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 510
Grade Span: KG - 05
School Type: Elementary

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

District Name: TOMBALL ISD
Campus Name: TIMBER CREEK EL
Campus Number: 101921113

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators

Total Students: 510
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 (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

District Name: TOMBALL ISD
Campus Name: TIMBER CREEK EL
Campus Number: 101921113

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 510
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

District Name: TOMBALL ISD
Campus Name: TIMBER CREEK EL
Campus Number: 101921113

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information

Total Students: 510
Grade Span: KG - 05
School Type: Elementary

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 510 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 1.4% | 4.3% |
| Kindergarten | 87 | 17.1% | 7.7% | 6.9% |
| Grade 1 | 79 | 15.5% | 8.0% | 7.2% |
| Grade 2 | 91 | 17.8% | 7.7% | 7.3% |
| Grade 3 | 89 | 17.5% | 8.2% | 7.6% |
| Grade 4 | 77 | 15.1% | 8.3% | 7.7% |
| Grade 5 | 87 | 17.1% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 16 | 3.1% | 4.8% | 12.6% |
| Hispanic | 148 | 29.0% | 30.3% | 52.4% |
| White | 286 | 56.1% | 53.3% | 27.8% |
| American Indian | 1 | 0.2% | 0.3% | 0.4% |
| Asian | 31 | 6.1% | 7.3% | 4.4% |
| Pacific Islander | 1 | 0.2% | 0.1% | 0.1% |
| Two or More Races | 27 | 5.3% | 3.9% | 2.3% |
| Economically Disadvantaged | 26 | 5.1% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 484 | 94.9% | 78.2% | 41.2% |
| English Learners (EL) | 53 | 10.4% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 0 | 0.0% | 0.7% | 1.3% |
| At-Risk | 81 | 15.9% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 38 | | | |
| Students with Intellectual Disabilities | * | * | 31.2% | 43.3% |
| Students with Physical Disabilities | 12 | 31.6% | 20.7% | 21.9% |
| Students with Autism | * | * | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 17 | 44.7% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | * | * | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 33 | 7.7% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 4 | 0.9% | | |
| Hispanic | 9 | 2.1% | | |

District Name: TOMBALL ISD
Campus Name: TIMBER CREEK EL
Campus Number: 101921113

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information

Total Students: 510
Grade Span: KG - 05
School Type: Elementary

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 17 | 4.0% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 3 | 0.7% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 0 | 0.0% | | |

| Student Information | Non-Special Education Rates Campus | Non-Special Education Rates District | Non-Special Education Rates State | Special Education Rates Campus | Special Education Rates District | Special Education Rates State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 1.4% | 1.7% | 1.8% | 16.7% | 3.8% | 6.9% |
| Grade 1 | 0.0% | 2.1% | 3.4% | 0.0% | 7.8% | 6.2% |
| Grade 2 | 1.4% | 1.0% | 2.1% | 0.0% | 2.0% | 2.6% |
| Grade 3 | 0.0% | 0.9% | 1.3% | 20.0% | 1.6% | 1.0% |
| Grade 4 | 0.0% | 0.6% | 0.6% | 0.0% | 1.7% | 0.5% |
| Grade 5 | 0.0% | 0.4% | 0.7% | 0.0% | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 21.4 | 19.8 | 18.7 |
| Grade 1 | 19.8 | 19.8 | 18.8 |
| Grade 2 | 17.8 | 18.9 | 18.8 |
| Grade 3 | 21.8 | 20.5 | 19.0 |
| Grade 4 | 18.5 | 19.6 | 19.2 |
| Grade 5 | 21.2 | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | - | 20.7 | 16.7 |
| Foreign Languages | - | 21.1 | 18.6 |
| Mathematics | - | 24.1 | 17.9 |
| Science | - | 24.3 | 19.0 |
| Social Studies | - | 24.9 | 19.3 |

District Name: TOMBALL ISD
Campus Name: TIMBER CREEK EL
Campus Number: 101921113

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information

Total Students: 510
Grade Span: KG - 05
School Type: Elementary

| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 50.5 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 40.9 | 80.8% | 58.6% | 64.1% |
| Teachers | 33.9 | 67.2% | 46.9% | 50.1% |
| Professional Support | 4.9 | 9.7% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 2.0 | 4.0% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 9.7 | 19.2% | 10.0% | 10.1% |
| Total Minority Staff: | 10.7 | 21.1% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.9 | 2.5% | 3.1% | 10.4% |
| Hispanic | 2.0 | 5.9% | 12.7% | 27.2% |
| White | 30.1 | 88.6% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 1.0 | 2.9% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 0.0 | 0.0% | 1.1% | 1.1% |
| Males | 3.1 | 9.1% | 17.7% | 23.7% |
| Females | 30.9 | 90.9% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 25.0 | 73.7% | 73.7% | 74.1% |
| Masters | 8.9 | 26.3% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 2.6% | 8.2% |
| 1-5 Years Experience | 10.0 | 29.5% | 25.0% | 29.1% |
| 6-10 Years Experience | 9.9 | 29.0% | 24.7% | 19.1% |
| 11-20 Years Experience | 11.1 | 32.7% | 34.2% | 28.2% |
| Over 20 Years Experience | 3.0 | 8.8% | 13.5% | 15.3% |
| Number of Students per Teacher | 15.0 | n/a | 16.1 | 15.1 |

District Name: TOMBALL ISD
Campus Name: TIMBER CREEK EL
Campus Number: 101921113

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information

Total Students: 510
Grade Span: KG - 05
School Type: Elementary

| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 7.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 3.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 10.0 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 10.0 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 10.9 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 4.1 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | $53,917 | $47,667 |
| 1-5 Years Experience | $54,031 | $54,166 | $49,663 |
| 6-10 Years Experience | $56,056 | $55,437 | $52,056 |
| 11-20 Years Experience | $59,793 | $59,147 | $55,246 |
| Over 20 Years Experience | $64,746 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $57,448 | $57,818 | $53,334 |
| Professional Support | $66,521 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $86,618 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.2 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 49 | 9.6% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 55 | 10.8% | 9.0% | 7.9% |
| Special Education | 38 | 7.5% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.3 | 0.9% | 5.8% | 6.1% |
| Career & Technical Education | 0.0 | 0.0% | 4.1% | 4.7% |
| Compensatory Education | 0.0 | 0.0% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.0 | 0.0% | 1.0% | 1.8% |
| Regular Education | 31.8 | 93.8% | 70.9% | 72.3% |
| Special Education | 1.8 | 5.3% | 7.5% | 9.0% |
| Other | 0.0 | 0.0% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **WILDWOOD EL**

Campus Number: **101921114**

2018 Accountability Rating: **Met Standard**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 3 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 92% | **88%** | * | 84% | 88% | * | 85% | - | * | * | 72% | 80% |
| | 2017 | 73% | 89% | **92%** | * | 100% | 87% | * | 95% | - | * | * | 100% | 91% |
| At Meets Grade Level or Above | 2018 | 43% | 64% | **60%** | * | 55% | 60% | * | 65% | - | * | * | 44% | 55% |
| | 2017 | 45% | 66% | **74%** | * | 67% | 73% | * | 79% | - | * | * | 67% | 74% |
| At Masters Grade Level | 2018 | 25% | 42% | **40%** | * | 39% | 37% | * | 45% | - | * | * | 24% | 35% |
| | 2017 | 29% | 46% | **46%** | * | 41% | 47% | * | 53% | - | * | * | 39% | 48% |
| **Grade 3 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 91% | **90%** | * | 83% | 94% | * | 100% | - | * | * | * | 91% |
| | 2017 | 77% | 91% | **94%** | * | 93% | 93% | * | 100% | - | 100% | * | * | 96% |
| At Meets Grade Level or Above | 2018 | 47% | 69% | **69%** | * | 64% | 69% | * | 85% | - | * | * | * | 70% |
| | 2017 | 49% | 70% | **74%** | * | 59% | 76% | * | 89% | - | 88% | * | * | 83% |
| At Masters Grade Level | 2018 | 23% | 41% | **40%** | * | 32% | 42% | * | 55% | - | * | * | * | 30% |
| | 2017 | 26% | 45% | **41%** | * | 22% | 44% | * | 58% | - | 63% | * | * | 48% |
| **Grade 4 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 73% | 92% | **93%** | * | 86% | 96% | * | 95% | - | * | * | 83% | 86% |
| | 2017 | 70% | 87% | **89%** | * | 90% | 89% | * | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 46% | 72% | **71%** | * | 64% | 72% | * | 95% | - | * | * | 63% | 79% |
| | 2017 | 44% | 63% | **65%** | * | 60% | 65% | * | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 24% | 43% | **40%** | * | 36% | 41% | * | 47% | - | * | * | 46% | 38% |
| | 2017 | 24% | 40% | **33%** | * | 23% | 41% | * | * | - | * | * | * | * |
| **Grade 4 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 94% | **98%** | * | 98% | 97% | * | 100% | - | 100% | * | 96% | 100% |
| | 2017 | 76% | 92% | **95%** | 100% | 92% | 97% | * | 100% | - | 89% | * | 90% | 94% |
| At Meets Grade Level or Above | 2018 | 49% | 72% | **77%** | * | 60% | 82% | * | 90% | - | 89% | * | 60% | 80% |
| | 2017 | 47% | 70% | **82%** | 100% | 83% | 80% | * | 88% | - | 78% | * | 70% | 78% |
| At Masters Grade Level | 2018 | 27% | 47% | **51%** | * | 37% | 54% | * | 70% | - | 67% | * | 28% | 57% |
| | 2017 | 27% | 48% | **59%** | 75% | 56% | 58% | * | 75% | - | 67% | * | 45% | 61% |
| **Grade 4 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 63% | 82% | **85%** | * | 76% | 87% | * | 95% | - | * | * | * | 86% |
| | 2017 | 65% | 80% | **83%** | * | 87% | 83% | * | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 39% | 59% | **62%** | * | 45% | 64% | * | 84% | - | * | * | * | 75% |
| | 2017 | 34% | 47% | **50%** | * | 37% | 62% | * | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 11% | 19% | **15%** | * | 12% | 12% | * | 32% | - | * | * | * | 18% |
| | 2017 | 11% | 18% | **13%** | * | 13% | 17% | * | * | - | * | * | * | * |

District Name: TOMBALL ISD
Campus Name: WILDWOOD EL
Campus Number: 101921114

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance

Total Students: 923
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **91%** | 89% | 85% | 92% | 100% | 95% | - | 95% | * | 79% | 89% |
| | 2017 | 75% | 90% | **91%** | 93% | 91% | 90% | * | 92% | - | 91% | * | 89% | 87% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **68%** | 67% | 58% | 69% | 100% | 84% | - | 68% | * | 53% | 73% |
| | 2017 | 45% | 68% | **69%** | 69% | 60% | 71% | * | 81% | - | 77% | * | 55% | 65% |
| At Masters Grade Level | 2018 | 22% | 40% | **37%** | 33% | 31% | 37% | 100% | 50% | - | 37% | * | 23% | 36% |
| | 2017 | 20% | 37% | **38%** | 33% | 31% | 41% | * | 52% | - | 37% | * | 25% | 38% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **90%** | 94% | 85% | 92% | * | 90% | - | 100% | * | 78% | 84% |
| | 2017 | 72% | 88% | **90%** | 88% | 94% | 88% | * | 93% | - | 94% | * | 89% | 85% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **65%** | 59% | 59% | 66% | * | 79% | - | 63% | * | 53% | 69% |
| | 2017 | 44% | 66% | **69%** | 71% | 62% | 69% | * | 81% | - | 88% | * | 55% | 63% |
| At Masters Grade Level | 2018 | 19% | 36% | **40%** | 41% | 37% | 39% | * | 46% | - | 44% | * | 35% | 37% |
| | 2017 | 19% | 34% | **39%** | 35% | 29% | 44% | * | 52% | - | 29% | * | 29% | 34% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **94%** | 88% | 90% | 95% | * | 100% | - | 94% | * | 86% | 96% |
| | 2017 | 79% | 93% | **95%** | 94% | 92% | 95% | * | 100% | - | 94% | * | 92% | 95% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **73%** | 71% | 63% | 75% | * | 88% | - | 75% | * | 59% | 75% |
| | 2017 | 46% | 73% | **78%** | 76% | 75% | 78% | * | 89% | - | 82% | * | 68% | 80% |
| At Masters Grade Level | 2018 | 24% | 45% | **45%** | 35% | 34% | 48% | * | 63% | - | 44% | * | 20% | 45% |
| | 2017 | 22% | 45% | **50%** | 47% | 44% | 51% | * | 63% | - | 65% | * | 34% | 54% |
| **All Grades Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **85%** | * | 76% | 87% | * | 95% | - | * | * | * | 86% |
| | 2017 | 67% | 82% | **83%** | * | 87% | 83% | * | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **62%** | * | 45% | 64% | * | 84% | - | * | * | * | 75% |
| | 2017 | 36% | 54% | **50%** | * | 37% | 62% | * | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **15%** | * | 12% | 12% | * | 32% | - | * | * | * | 18% |
| | 2017 | 11% | 22% | **13%** | * | 13% | 17% | * | * | - | * | * | * | * |

District Name: TOMBALL ISD
Campus Name: WILDWOOD EL
Campus Number: 101921114

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 923
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2018 | 63 | 73 | **70** | 50 | 58 | 75 | * | 92 | - | 56 | * | 79 | 72 |
| Grade 4 Mathematics | 2018 | 65 | 78 | **80** | 65 | 78 | 83 | * | 83 | - | 72 | * | 78 | 78 |
| All Grades Both Subjects | 2018 | 69 | 77 | **75** | 58 | 68 | 79 | * | 87 | - | 64 | 64 | 78 | 75 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **70** | 50 | 58 | 75 | * | 92 | - | 56 | * | 79 | 72 |
| All Grades Mathematics | 2018 | 70 | 78 | **80** | 65 | 78 | 83 | * | 83 | - | 72 | * | 78 | 78 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | **58%** | - | * | 75% | - | * | - | - | * | * | * |
| | 2017 | 35% | 43% | * | - | * | * | - | * | - | * | * | * | * |
| Mathematics | 2018 | 47% | 61% | **78%** | - | * | 83% | - | - | - | - | - | * | - |
| | 2017 | 43% | 58% | **50%** | - | * | * | - | * | - | * | * | * | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 | 2018 | 77% | 91% | **91%** | - | - | - | - | - | 74% | 74% | - | * | 74% | 75% |
| | 2017 | 75% | 90% | **91%** | - | - | - | - | - | 82% | 82% | - | - | 82% | 82% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **68%** | - | - | - | - | - | 46% | 46% | - | * | 46% | 47% |
| | 2017 | 45% | 68% | **69%** | - | - | - | - | - | 52% | 52% | - | - | 52% | 52% |
| At Masters Grade Level | 2018 | 22% | 40% | **37%** | - | - | - | - | - | 19% | 19% | - | * | 19% | 18% |
| | 2017 | 20% | 37% | **38%** | - | - | - | - | - | 25% | 25% | - | - | 25% | 25% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **90%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 72% | 88% | **90%** | - | - | - | - | - | 78% | 78% | - | - | 78% | 78% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **65%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 44% | 66% | **69%** | - | - | - | - | - | 44% | 44% | - | - | 44% | 44% |
| At Masters Grade Level | 2018 | 19% | 36% | **40%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 19% | 34% | **39%** | - | - | - | - | - | 19% | 19% | - | - | 19% | 19% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **94%** | - | - | - | - | - | 92% | 92% | - | * | 92% | 92% |
| | 2017 | 79% | 93% | **95%** | - | - | - | - | - | 93% | 93% | - | - | 93% | 93% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **73%** | - | - | - | - | - | 50% | 50% | - | * | 50% | 48% |
| | 2017 | 46% | 73% | **78%** | - | - | - | - | - | 74% | 74% | - | - | 74% | 74% |
| At Masters Grade Level | 2018 | 24% | 45% | **45%** | - | - | - | - | - | 29% | 29% | - | * | 29% | 28% |
| | 2017 | 22% | 45% | **50%** | - | - | - | - | - | 41% | 41% | - | - | 41% | 41% |
| **All Grades Writing** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **85%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 67% | 82% | **83%** | - | - | - | - | - | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **62%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 36% | 54% | **50%** | - | - | - | - | - | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **15%** | - | - | - | - | - | * | * | - | * | * | * |
| | 2017 | 11% | 22% | **13%** | - | - | - | - | - | * | * | - | - | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **75** | - | - | - | - | - | 70 | 73 | - | * | 70 | 70 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **70** | - | - | - | - | - | 65 | 68 | - | - | 65 | 65 |
| All Grades Mathematics | 2018 | 70 | 78 | **80** | - | - | - | - | - | 75 | 77 | - | * | 75 | 73 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | **58%** | - | - | - | - | - | * | * | - | - | * | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 35% | 43% | * | - | - | - | - | - | * | * | - | - | * | * |
| Mathematics | 2018 | 47% | 61% | **78%** | - | - | - | - | - | - | - | - | - | - | - |
| | 2017 | 43% | 58% | **50%** | - | - | - | - | - | * | * | - | - | * | * |

District Name: TOMBALL ISD
Campus Name: WILDWOOD EL
Campus Number: 101921114

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 923
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **100%** | 100% | 100% | 100% | 100% | 100% | - | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **94%** | 93% | 92% | 94% | 100% | 100% | - | 96% | 93% | 96% | 94% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **6%** | 7% | 8% | 6% | 0% | 0% | - | 4% | 7% | 4% | 6% |
| Other Exclusions | 1% | 1% | **0%** | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | **0%** | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | **0%** | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% |
| 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
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 923
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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **97.6%** | 98.1% | 97.6% | 97.4% | * | 98.2% | - | 98.0% | 98.0% | 97.0% | 97.8% |
| 2015-16 | 95.8% | 96.6% | **97.5%** | 98.7% | 97.3% | 97.4% | * | 98.0% | - | 97.7% | 97.2% | 97.1% | 97.1% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

District Name: TOMBALL ISD
Campus Name: WILDWOOD EL
Campus Number: 101921114

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 923
Grade Span: EE - 04
School Type: Elementary

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

District Name: TOMBALL ISD
Campus Name: WILDWOOD EL
Campus Number: 101921114

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)

Total Students: 923
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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

District Name: TOMBALL ISD
Campus Name: WILDWOOD EL
Campus Number: 101921114

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators

Total Students: 923
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 (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

District Name: TOMBALL ISD
Campus Name: WILDWOOD EL
Campus Number: 101921114

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 923
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 923 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 26 | 2.8% | 0.4% | 0.3% |
| Pre-Kindergarten | 32 | 3.5% | 1.4% | 4.3% |
| Kindergarten | 187 | 20.3% | 7.7% | 6.9% |
| Grade 1 | 173 | 18.7% | 8.0% | 7.2% |
| Grade 2 | 171 | 18.5% | 7.7% | 7.3% |
| Grade 3 | 167 | 18.1% | 8.2% | 7.6% |
| Grade 4 | 167 | 18.1% | 8.3% | 7.7% |
| Grade 5 | 0 | 0.0% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 52 | 5.6% | 4.8% | 12.6% |
| Hispanic | 240 | 26.0% | 30.3% | 52.4% |
| White | 460 | 49.8% | 53.3% | 27.8% |
| American Indian | 2 | 0.2% | 0.3% | 0.4% |
| Asian | 116 | 12.6% | 7.3% | 4.4% |
| Pacific Islander | 1 | 0.1% | 0.1% | 0.1% |
| Two or More Races | 52 | 5.6% | 3.9% | 2.3% |
| Economically Disadvantaged | 136 | 14.7% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 787 | 85.3% | 78.2% | 41.2% |
| English Learners (EL) | 103 | 11.2% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 0 | 0.0% | 0.7% | 1.3% |
| At-Risk | 209 | 22.6% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 67 | | | |
| Students with Intellectual Disabilities | 5 | 7.5% | 31.2% | 43.3% |
| Students with Physical Disabilities | 26 | 38.8% | 20.7% | 21.9% |
| Students with Autism | 18 | 26.9% | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 10 | 14.9% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | 8 | 11.9% | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 65 | 10.6% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 3 | 0.5% | | |
| Hispanic | 19 | 3.1% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 35 | 5.7% | | |
| American Indian | 1 | 0.2% | | |
| Asian | 6 | 1.0% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 1 | 0.2% | | |

| Student Information | Non-Special Education Rates Campus | Non-Special Education Rates District | Non-Special Education Rates State | Special Education Rates Campus | Special Education Rates District | Special Education Rates State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 2.8% | 1.7% | 1.8% | 8.3% | 3.8% | 6.9% |
| Grade 1 | 1.4% | 2.1% | 3.4% | 0.0% | 7.8% | 6.2% |
| Grade 2 | 0.8% | 1.0% | 2.1% | 0.0% | 2.0% | 2.6% |
| Grade 3 | 0.0% | 0.9% | 1.3% | 0.0% | 1.6% | 1.0% |
| Grade 4 | 0.0% | 0.6% | 0.6% | 0.0% | 1.7% | 0.5% |
| Grade 5 | - | 0.4% | 0.7% | - | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 20.8 | 19.8 | 18.7 |
| Grade 1 | 21.0 | 19.8 | 18.8 |
| Grade 2 | 20.7 | 18.9 | 18.8 |
| Grade 3 | 20.0 | 20.5 | 19.0 |
| Grade 4 | 19.9 | 19.6 | 19.2 |
| Grade 5 | - | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | - | 20.7 | 16.7 |
| Foreign Languages | - | 21.1 | 18.6 |
| Mathematics | - | 24.1 | 17.9 |
| Science | - | 24.3 | 19.0 |
| Social Studies | - | 24.9 | 19.3 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 78.5 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 63.8 | 81.3% | 58.6% | 64.1% |
| Teachers | 55.9 | 71.3% | 46.9% | 50.1% |
| Professional Support | 5.9 | 7.5% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 2.0 | 2.5% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 14.7 | 18.7% | 10.0% | 10.1% |
| Total Minority Staff: | 18.1 | 23.0% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.0 | 0.0% | 3.1% | 10.4% |
| Hispanic | 6.0 | 10.7% | 12.7% | 27.2% |
| White | 47.0 | 84.1% | 81.1% | 58.9% |
| American Indian | 2.0 | 3.6% | 0.5% | 0.3% |
| Asian | 0.9 | 1.6% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 0.0 | 0.0% | 1.1% | 1.1% |
| Males | 1.9 | 3.4% | 17.7% | 23.7% |
| Females | 54.0 | 96.6% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 47.9 | 85.7% | 73.7% | 74.1% |
| Masters | 8.0 | 14.3% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.9 | 3.4% | 2.6% | 8.2% |
| 1-5 Years Experience | 15.0 | 26.8% | 25.0% | 29.1% |
| 6-10 Years Experience | 18.0 | 32.2% | 24.7% | 19.1% |
| 11-20 Years Experience | 19.0 | 34.0% | 34.2% | 28.2% |
| Over 20 Years Experience | 2.0 | 3.6% | 13.5% | 15.3% |
| Number of Students per Teacher | 16.5 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 3.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 3.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 1.0 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 1.0 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 9.0 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 2.9 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $53,200 | $53,917 | $47,667 |
| 1-5 Years Experience | $54,443 | $54,166 | $49,663 |
| 6-10 Years Experience | $55,633 | $55,437 | $52,056 |
| 11-20 Years Experience | $58,658 | $59,147 | $55,246 |
| Over 20 Years Experience | $62,766 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $56,514 | $57,818 | $53,334 |
| Professional Support | $68,472 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $81,305 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.4 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 97 | 10.5% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 53 | 5.7% | 9.0% | 7.9% |
| Special Education | 67 | 7.3% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 2.1 | 3.8% | 5.8% | 6.1% |
| Career & Technical Education | 0.0 | 0.0% | 4.1% | 4.7% |
| Compensatory Education | 0.7 | 1.3% | 1.1% | 2.8% |
| Gifted & Talented Education | 0.3 | 0.6% | 1.0% | 1.8% |
| Regular Education | 48.7 | 87.1% | 70.9% | 72.3% |
| Special Education | 4.0 | 7.2% | 7.5% | 9.0% |
| Other | 0.0 | 0.0% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CREEKVIEW EL**

Campus Number: **101921115**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Science**

**Postsecondary Readiness**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 3 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 92% | **97%** | * | 100% | 97% | * | * | - | 100% | * | * | 94% |
| | 2017 | 73% | 89% | **92%** | * | 88% | 92% | - | * | - | * | * | * | 80% |
| At Meets Grade Level or Above | 2018 | 43% | 64% | **74%** | * | 67% | 76% | * | * | - | 86% | * | * | 72% |
| | 2017 | 45% | 66% | **80%** | * | 75% | 82% | - | * | - | * | * | * | 70% |
| At Masters Grade Level | 2018 | 25% | 42% | **53%** | * | 44% | 58% | * | * | - | 71% | * | * | 44% |
| | 2017 | 29% | 46% | **59%** | * | 67% | 57% | - | * | - | * | * | * | 50% |
| **Grade 3 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 91% | **95%** | * | 100% | 97% | * | * | - | * | * | * | 95% |
| | 2017 | 77% | 91% | **93%** | * | 92% | 92% | - | * | - | * | * | * | 90% |
| At Meets Grade Level or Above | 2018 | 47% | 69% | **81%** | * | 73% | 86% | * | * | - | * | * | * | 71% |
| | 2017 | 49% | 70% | **80%** | * | 75% | 80% | - | * | - | * | * | * | 80% |
| At Masters Grade Level | 2018 | 23% | 41% | **46%** | * | 47% | 49% | * | * | - | * | * | * | 38% |
| | 2017 | 26% | 45% | **55%** | * | 54% | 53% | - | * | - | * | * | * | 50% |
| **Grade 4 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 73% | 92% | **97%** | * | 100% | 94% | - | * | - | 100% | * | * | * |
| | 2017 | 70% | 87% | **91%** | * | 89% | 94% | - | * | - | * | * | * | 82% |
| At Meets Grade Level or Above | 2018 | 46% | 72% | **78%** | * | 83% | 76% | - | * | - | 70% | * | * | * |
| | 2017 | 44% | 63% | **67%** | * | 71% | 67% | - | * | - | * | * | * | 65% |
| At Masters Grade Level | 2018 | 24% | 43% | **55%** | * | 57% | 49% | - | * | - | 70% | * | * | * |
| | 2017 | 24% | 40% | **41%** | * | 39% | 45% | - | * | - | * | * | * | 35% |
| **Grade 4 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 78% | 94% | **94%** | * | 92% | 92% | - | * | - | 100% | * | * | * |
| | 2017 | 76% | 92% | **86%** | * | 89% | 88% | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 49% | 72% | **71%** | * | 58% | 75% | - | * | - | 80% | * | * | * |
| | 2017 | 47% | 70% | **54%** | * | 61% | 55% | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 27% | 47% | **43%** | * | 31% | 43% | - | * | - | 60% | * | * | * |
| | 2017 | 27% | 48% | **31%** | * | 25% | 36% | - | * | - | * | * | * | * |
| **Grade 4 Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 63% | 82% | **85%** | * | 81% | 87% | - | * | - | * | * | * | * |
| | 2017 | 65% | 80% | **81%** | * | 89% | 85% | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 39% | 59% | **67%** | * | 62% | 72% | - | * | - | * | * | * | * |
| | 2017 | 34% | 47% | **51%** | * | 46% | 58% | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 11% | 19% | **27%** | * | 38% | 21% | - | * | - | * | * | * | * |
| | 2017 | 11% | 18% | **23%** | * | 18% | 24% | - | * | - | * | * | * | * |
| **Grade 5 Reading^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 84% | 95% | **99%** | * | 100% | 100% | * | * | - | * | * | * | 100% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 82% | 95% | **95%** | * | 89% | 100% | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 54% | 74% | **85%** | * | 90% | 86% | * | * | - | * | * | * | 89% |
| | 2017 | 48% | 70% | **78%** | * | 68% | 84% | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 26% | 43% | **50%** | * | 57% | 49% | * | * | - | * | * | * | 53% |
| | 2017 | 25% | 43% | **50%** | * | 32% | 64% | - | * | - | * | * | * | * |
| **Grade 5 Mathematics^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 91% | 97% | **99%** | * | 100% | 100% | * | * | - | * | * | 100% | 100% |
| | 2017 | 87% | 98% | **98%** | * | 96% | 100% | - | * | - | * | * | * | 94% |
| At Meets Grade Level or Above | 2018 | 58% | 77% | **90%** | * | 83% | 100% | * | * | - | * | * | 77% | 84% |
| | 2017 | 50% | 75% | **77%** | * | 68% | 80% | - | * | - | * | * | * | 69% |
| At Masters Grade Level | 2018 | 30% | 48% | **65%** | * | 73% | 62% | * | * | - | * | * | 46% | 74% |
| | 2017 | 24% | 47% | **53%** | * | 43% | 60% | - | * | - | * | * | * | 31% |
| **Grade 5 Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 76% | 88% | **95%** | * | 97% | 100% | * | * | - | * | * | * | 95% |
| | 2017 | 74% | 90% | **90%** | * | 82% | 96% | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 58% | **69%** | * | 66% | 78% | * | * | - | * | * | * | 68% |
| | 2017 | 42% | 67% | **77%** | * | 57% | 92% | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 17% | 31% | **47%** | * | 45% | 51% | * | * | - | * | * | * | 42% |
| | 2017 | 18% | 33% | **40%** | * | 21% | 56% | - | * | - | * | * | * | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **95%** | 73% | 96% | 95% | * | 97% | - | 91% | 60% | 89% | 95% |
| | 2017 | 75% | 90% | **91%** | * | 89% | 93% | - | 97% | - | 80% | 61% | 89% | 83% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **77%** | 55% | 73% | 81% | * | 86% | - | 67% | 42% | 60% | 72% |
| | 2017 | 45% | 68% | **71%** | * | 65% | 74% | - | 86% | - | 68% | 44% | 44% | 61% |
| At Masters Grade Level | 2018 | 22% | 40% | **48%** | 27% | 49% | 47% | * | 62% | - | 44% | 16% | 30% | 42% |
| | 2017 | 20% | 37% | **45%** | * | 37% | 49% | - | 76% | - | 36% | 11% | 15% | 29% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **97%** | * | 100% | 97% | * | 100% | - | 100% | 71% | 100% | 98% |
| | 2017 | 72% | 88% | **92%** | * | 89% | 94% | - | 100% | - | * | * | * | 81% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **79%** | * | 80% | 79% | * | 82% | - | 75% | 47% | 71% | 79% |
| | 2017 | 44% | 66% | **75%** | * | 71% | 78% | - | 82% | - | * | * | * | 65% |
| At Masters Grade Level | 2018 | 19% | 36% | **53%** | * | 53% | 53% | * | 55% | - | 60% | 29% | 29% | 43% |
| | 2017 | 19% | 34% | **51%** | * | 45% | 55% | - | 73% | - | * | * | * | 35% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **95%** | * | 98% | 96% | * | 100% | - | 86% | * | 91% | 96% |
| | 2017 | 79% | 93% | **92%** | * | 93% | 93% | - | 100% | - | * | * | 88% | 88% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **80%** | * | 72% | 86% | * | 100% | - | 68% | * | 58% | 71% |
| | 2017 | 46% | 73% | **70%** | * | 68% | 72% | - | 91% | - | * | * | 44% | 67% |
| At Masters Grade Level | 2018 | 24% | 45% | **50%** | * | 51% | 50% | * | 73% | - | 45% | * | 36% | 46% |
| | 2017 | 22% | 45% | **47%** | * | 40% | 50% | - | 82% | - | * | * | 24% | 33% |
| **All Grades Writing** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **85%** | * | 81% | 87% | - | * | - | * | * | * | * |
| | 2017 | 67% | 82% | **81%** | * | 89% | 85% | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **67%** | * | 62% | 72% | - | * | - | * | * | * | * |
| | 2017 | 36% | 54% | **51%** | * | 46% | 58% | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **27%** | * | 38% | 21% | - | * | - | * | * | * | * |
| | 2017 | 11% | 22% | **23%** | * | 18% | 24% | - | * | - | * | * | * | * |
| **All Grades Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **95%** | * | 97% | 100% | * | * | - | * | * | * | 95% |
| | 2017 | 79% | 91% | **90%** | * | 82% | 96% | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **69%** | * | 66% | 78% | * | * | - | * | * | * | 68% |
| | 2017 | 49% | 70% | **77%** | * | 57% | 92% | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 23% | 39% | **47%** | * | 45% | 51% | * | * | - | * | * | * | 42% |
| | 2017 | 19% | 34% | **40%** | * | 21% | 56% | - | * | - | * | * | * | * |

District Name: TOMBALL ISD
Campus Name: CREEKVIEW EL
Campus Number: 101921115

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 619
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2018 | 63 | 73 | **72** | * | 85 | 63 | - | * | - | 71 | 71 | 71 | 85 |
| Grade 4 Mathematics | 2018 | 65 | 78 | **63** | * | 56 | 63 | - | * | - | 79 | 45 | 65 | 46 |
| Grade 5 ELA/Reading | 2018 | 80 | 82 | **88** | * | 88 | 89 | * | * | - | * | 83 | 77 | 95 |
| Grade 5 Mathematics | 2018 | 81 | 79 | **94** | * | 98 | 89 | * | * | - | * | 100 | 81 | 97 |
| All Grades Both Subjects | 2018 | 69 | 77 | **78** | 72 | 82 | 74 | * | 100 | - | 83 | 70 | 74 | 84 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **79** | * | 87 | 74 | * | 100 | - | 80 | 77 | 75 | 91 |
| All Grades Mathematics | 2018 | 70 | 78 | **77** | * | 78 | 73 | * | 100 | - | 85 | 65 | 74 | 77 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | **75%** | * | 100% | * | - | * | - | - | * | - | 100% |
| | 2017 | 35% | 43% | **54%** | * | * | * | - | * | - | - | * | * | * |
| Mathematics | 2018 | 47% | 61% | **75%** | * | 100% | * | - | - | - | * | * | * | * |
| | 2017 | 43% | 58% | **77%** | * | 83% | * | - | * | - | * | * | * | * |
| **Student Success Initiative** | | | | | | | | | | | | | | |
| **Grade 5 Reading** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 79% | 92% | **99%** | * | 100% | 100% | * | * | - | * | 83% | 100% | 100% |
| Students Requiring Accelerated Instruction | 2018 | 21% | 8% | * | * | * | * | * | * | - | * | * | * | * |
| STAAR Cumulative Met Standard | 2018 | 84% | 95% | **99%** | * | 100% | 100% | * | * | - | * | 83% | 100% | 100% |
| **Grade 5 Mathematics** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 85% | 95% | **99%** | * | 100% | 100% | * | * | - | * | 83% | 100% | 100% |
| Students Requiring Accelerated Instruction | 2018 | 15% | 5% | * | * | * | * | * | * | - | * | * | * | * |
| STAAR Cumulative Met Standard | 2018 | 90% | 97% | **99%** | * | 100% | 100% | * | * | - | * | 83% | 100% | 100% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 | 2018 | 77% | 91% | **95%** | - | - | - | - | - | 99% | 98% | * | - | 99% | 99% |
| | 2017 | 75% | 90% | **91%** | - | - | - | - | - | 75% | 74% | * | - | 75% | 75% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **77%** | - | - | - | - | - | 62% | 61% | * | - | 62% | 62% |
| | 2017 | 45% | 68% | **71%** | - | - | - | - | - | 49% | 47% | * | - | 49% | 49% |
| At Masters Grade Level | 2018 | 22% | 40% | **48%** | - | - | - | - | - | 29% | 29% | * | - | 29% | 29% |
| | 2017 | 20% | 37% | **45%** | - | - | - | - | - | 21% | 21% | * | - | 21% | 21% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **97%** | - | - | - | - | - | 100% | 100% | * | - | 100% | 100% |
| | 2017 | 72% | 88% | **92%** | - | - | - | - | - | 73% | 72% | * | - | 73% | 73% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **79%** | - | - | - | - | - | 68% | 65% | * | - | 68% | 68% |
| | 2017 | 44% | 66% | **75%** | - | - | - | - | - | 50% | 48% | * | - | 50% | 50% |
| At Masters Grade Level | 2018 | 19% | 36% | **53%** | - | - | - | - | - | 28% | 26% | * | - | 28% | 28% |
| | 2017 | 19% | 34% | **51%** | - | - | - | - | - | 23% | 24% | * | - | 23% | 23% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **95%** | - | - | - | - | - | 100% | 100% | * | - | 100% | 100% |
| | 2017 | 79% | 93% | **92%** | - | - | - | - | - | 81% | 80% | * | - | 81% | 81% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **80%** | - | - | - | - | - | 62% | 63% | * | - | 62% | 62% |
| | 2017 | 46% | 73% | **70%** | - | - | - | - | - | 58% | 56% | * | - | 58% | 58% |
| At Masters Grade Level | 2018 | 24% | 45% | **50%** | - | - | - | - | - | 34% | 33% | * | - | 34% | 34% |
| | 2017 | 22% | 45% | **47%** | - | - | - | - | - | 27% | 28% | * | - | 27% | 27% |
| **All Grades Writing** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 66% | 84% | **85%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 67% | 82% | **81%** | - | - | - | - | - | * | * | - | - | * | * |
| At Meets Grade Level or Above | 2018 | 41% | 62% | **67%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 36% | 54% | **51%** | - | - | - | - | - | * | * | - | - | * | * |
| At Masters Grade Level | 2018 | 13% | 26% | **27%** | - | - | - | - | - | * | * | - | - | * | * |
| | 2017 | 11% | 22% | **23%** | - | - | - | - | - | * | * | - | - | * | * |
| **All Grades Science** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **95%** | - | - | - | - | - | * | * | * | - | * | * |
| | 2017 | 79% | 91% | **90%** | - | - | - | - | - | * | * | * | - | * | * |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **69%** | - | - | - | - | - | * | * | * | - | * | * |
| | 2017 | 49% | 70% | **77%** | - | - | - | - | - | * | * | * | - | * | * |
| At Masters Grade Level | 2018 | 23% | 39% | **47%** | - | - | - | - | - | * | * | * | - | * | * |
| | 2017 | 19% | 34% | **40%** | - | - | - | - | - | * | * | * | - | * | * |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **78** | - | - | - | - | - | 85 | 85 | * | - | 85 | 85 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Grades ELA/Reading | 2018 | 69 | 75 | **79** | - | - | - | - | - | 96 | 95 | * | - | 96 | 96 |
| All Grades Mathematics | 2018 | 70 | 78 | **77** | - | - | - | - | - | 75 | 75 | * | - | 75 | 75 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | **75%** | - | - | - | - | - | 100% | 100% | * | - | 100% | 100% |
| | 2017 | 35% | 43% | **54%** | - | - | - | - | - | * | * | - | - | * | * |
| Mathematics | 2018 | 47% | 61% | **75%** | - | - | - | - | - | * | * | * | - | * | * |
| | 2017 | 43% | 58% | **77%** | - | - | - | - | - | * | * | - | - | * | * |

District Name: TOMBALL ISD
Campus Name: CREEKVIEW EL
Campus Number: 101921115

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 619
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **100%** | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **89%** | 100% | 86% | 91% | - | 91% | - | 93% | 95% | 100% | 65% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **6%** | 0% | 4% | 8% | - | 0% | - | 7% | 5% | 0% | 9% |
| Other Exclusions | 1% | 1% | **5%** | 0% | 10% | 1% | - | 9% | - | 0% | 0% | 0% | 27% |
| Not Tested | 1% | 1% | **0%** | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | **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: CREEKVIEW EL
Campus Number: 101921115

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 619
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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **97.5%** | 97.5% | 97.5% | 97.3% | * | 98.2% | - | 97.8% | 97.2% | 97.0% | 97.8% |
| 2015-16 | 95.8% | 96.6% | **97.3%** | 96.5% | 97.5% | 97.2% | * | 97.0% | - | 97.9% | 96.2% | 96.6% | 97.6% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

District Name: TOMBALL ISD
Campus Name: CREEKVIEW EL
Campus Number: 101921115

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 619
Grade Span: KG - 05
School Type: Elementary

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

District Name: TOMBALL ISD
Campus Name: CREEKVIEW EL
Campus Number: 101921115

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators

Total Students: 619
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 (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

District Name: TOMBALL ISD
Campus Name: CREEKVIEW EL
Campus Number: 101921115

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 619
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 619 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 1.4% | 4.3% |
| Kindergarten | 99 | 16.0% | 7.7% | 6.9% |
| Grade 1 | 117 | 18.9% | 8.0% | 7.2% |
| Grade 2 | 105 | 17.0% | 7.7% | 7.3% |
| Grade 3 | 116 | 18.7% | 8.2% | 7.6% |
| Grade 4 | 101 | 16.3% | 8.3% | 7.7% |
| Grade 5 | 81 | 13.1% | 8.1% | 7.7% |
| Grade 6 | 0 | 0.0% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 18 | 2.9% | 4.8% | 12.6% |
| Hispanic | 190 | 30.7% | 30.3% | 52.4% |
| White | 337 | 54.4% | 53.3% | 27.8% |
| American Indian | 4 | 0.6% | 0.3% | 0.4% |
| Asian | 31 | 5.0% | 7.3% | 4.4% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.1% |
| Two or More Races | 39 | 6.3% | 3.9% | 2.3% |
| Economically Disadvantaged | 56 | 9.0% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 563 | 91.0% | 78.2% | 41.2% |
| English Learners (EL) | 82 | 13.2% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 0 | 0.0% | 0.7% | 1.3% |
| At-Risk | 148 | 23.9% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 47 | | | |
| Students with Intellectual Disabilities | * | * | 31.2% | 43.3% |
| Students with Physical Disabilities | 21 | 44.7% | 20.7% | 21.9% |
| Students with Autism | 15 | 31.9% | 15.5% | 13.2% |
| Students with Behavioral Disabilities | ** | ** | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 54 | 11.7% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 0 | 0.0% | | |
| Hispanic | 16 | 3.5% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 34 | 7.4% | | |
| American Indian | 1 | 0.2% | | |
| Asian | 0 | 0.0% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 3 | 0.7% | | |

| Student Information | Non-Special Education Rates Campus | Non-Special Education Rates District | Non-Special Education Rates State | Special Education Rates Campus | Special Education Rates District | Special Education Rates State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 2.3% | 1.7% | 1.8% | 0.0% | 3.8% | 6.9% |
| Grade 1 | 5.7% | 2.1% | 3.4% | 25.0% | 7.8% | 6.2% |
| Grade 2 | 0.0% | 1.0% | 2.1% | 0.0% | 2.0% | 2.6% |
| Grade 3 | 0.0% | 0.9% | 1.3% | 0.0% | 1.6% | 1.0% |
| Grade 4 | 1.4% | 0.6% | 0.6% | 0.0% | 1.7% | 0.5% |
| Grade 5 | 0.0% | 0.4% | 0.7% | 0.0% | 1.1% | 0.6% |
| Grade 6 | - | 0.5% | 0.5% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 19.0 | 19.8 | 18.7 |
| Grade 1 | 21.5 | 19.8 | 18.8 |
| Grade 2 | 20.1 | 18.9 | 18.8 |
| Grade 3 | 21.6 | 20.5 | 19.0 |
| Grade 4 | 18.4 | 19.6 | 19.2 |
| Grade 5 | 18.6 | 23.2 | 21.2 |
| Grade 6 | - | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | - | 20.7 | 16.7 |
| Foreign Languages | - | 21.1 | 18.6 |
| Mathematics | - | 24.1 | 17.9 |
| Science | - | 24.3 | 19.0 |
| Social Studies | - | 24.9 | 19.3 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 55.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 45.5 | 82.3% | 58.6% | 64.1% |
| Teachers | 39.7 | 71.8% | 46.9% | 50.1% |
| Professional Support | 4.8 | 8.7% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 1.0 | 1.8% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 9.8 | 17.7% | 10.0% | 10.1% |
| Total Minority Staff: | 10.9 | 19.8% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 1.0 | 2.5% | 3.1% | 10.4% |
| Hispanic | 3.0 | 7.6% | 12.7% | 27.2% |
| White | 32.7 | 82.4% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 3.0 | 7.6% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 0.0 | 0.0% | 1.1% | 1.1% |
| Males | 1.2 | 3.0% | 17.7% | 23.7% |
| Females | 38.5 | 97.0% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 22.5 | 56.7% | 73.7% | 74.1% |
| Masters | 16.2 | 40.7% | 25.6% | 23.8% |
| Doctorate | 1.0 | 2.5% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 2.6% | 8.2% |
| 1-5 Years Experience | 7.0 | 17.6% | 25.0% | 29.1% |
| 6-10 Years Experience | 11.0 | 27.7% | 24.7% | 19.1% |
| 11-20 Years Experience | 17.2 | 43.3% | 34.2% | 28.2% |
| Over 20 Years Experience | 4.5 | 11.4% | 13.5% | 15.3% |
| Number of Students per Teacher | 15.6 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 0.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 0.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 9.0 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 9.0 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 12.2 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 4.3 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | $53,917 | $47,667 |
| 1-5 Years Experience | $54,155 | $54,166 | $49,663 |
| 6-10 Years Experience | $55,925 | $55,437 | $52,056 |
| 11-20 Years Experience | $59,000 | $59,147 | $55,246 |
| Over 20 Years Experience | $66,784 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $58,182 | $57,818 | $53,334 |
| Professional Support | $61,369 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $75,450 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.2 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 78 | 12.6% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 43 | 6.9% | 9.0% | 7.9% |
| Special Education | 47 | 7.6% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.0 | 2.5% | 5.8% | 6.1% |
| Career & Technical Education | 0.0 | 0.0% | 4.1% | 4.7% |
| Compensatory Education | 0.0 | 0.0% | 1.1% | 2.8% |
| Gifted & Talented Education | 1.0 | 2.5% | 1.0% | 1.8% |
| Regular Education | 34.4 | 86.6% | 70.9% | 72.3% |
| Special Education | 3.3 | 8.4% | 7.5% | 9.0% |
| Other | 0.0 | 0.0% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

# 2017-18 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **OAKCREST INT**

Campus Number: **101921116**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in ELA/Reading**

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **Grade 5 Reading^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 84% | 95% | **96%** | 100% | 97% | 94% | - | 100% | - | 92% | * | 98% | 100% |
| | 2017 | 82% | 95% | **97%** | 89% | 95% | 99% | - | 100% | - | 100% | * | 91% | 95% |
| At Meets Grade Level or Above | 2018 | 54% | 74% | **81%** | 78% | 84% | 79% | - | 87% | - | 67% | * | 74% | 82% |
| | 2017 | 48% | 70% | **70%** | 50% | 67% | 73% | - | 80% | - | 73% | * | 63% | 74% |
| At Masters Grade Level | 2018 | 26% | 43% | **45%** | 33% | 45% | 47% | - | 48% | - | 42% | * | 31% | 41% |
| | 2017 | 25% | 43% | **44%** | 28% | 40% | 45% | - | 56% | - | 64% | * | 35% | 42% |
| **Grade 5 Mathematics^^** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 91% | 97% | **98%** | 100% | 99% | 97% | - | 100% | - | 100% | * | 97% | 100% |
| | 2017 | 87% | 98% | **98%** | * | 98% | 98% | - | 100% | - | 100% | * | 93% | 97% |
| At Meets Grade Level or Above | 2018 | 58% | 77% | **71%** | 61% | 68% | 71% | - | 91% | - | 75% | * | 58% | 79% |
| | 2017 | 50% | 75% | **70%** | * | 67% | 73% | - | 92% | - | 64% | * | 57% | 71% |
| At Masters Grade Level | 2018 | 30% | 48% | **41%** | 39% | 40% | 36% | - | 70% | - | 50% | * | 29% | 43% |
| | 2017 | 24% | 47% | **38%** | * | 31% | 37% | - | 76% | - | 55% | * | 28% | 42% |
| **Grade 5 Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 76% | 88% | **88%** | 89% | 87% | 87% | - | 96% | - | * | * | 78% | 87% |
| | 2017 | 74% | 90% | **89%** | * | 89% | 90% | - | 88% | - | * | * | 83% | 85% |
| At Meets Grade Level or Above | 2018 | 41% | 58% | **60%** | 44% | 59% | 60% | - | 78% | - | * | * | 44% | 57% |
| | 2017 | 42% | 67% | **63%** | * | 55% | 66% | - | 76% | - | * | * | 54% | 63% |
| At Masters Grade Level | 2018 | 17% | 31% | **30%** | 28% | 27% | 34% | - | 22% | - | * | * | 20% | 30% |
| | 2017 | 18% | 33% | **22%** | * | 18% | 21% | - | 48% | - | * | * | 24% | 27% |
| **Grade 6 Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 69% | 88% | **91%** | * | 90% | 93% | - | 97% | - | * | * | 84% | 92% |
| | 2017 | 69% | 88% | **92%** | * | 86% | 93% | - | 96% | - | * | * | 77% | 87% |
| At Meets Grade Level or Above | 2018 | 39% | 62% | **64%** | * | 60% | 66% | - | 83% | - | * | * | 52% | 61% |
| | 2017 | 37% | 62% | **66%** | * | 48% | 72% | - | 89% | - | * | * | 38% | 57% |
| At Masters Grade Level | 2018 | 19% | 37% | **32%** | * | 25% | 33% | - | 60% | - | * | * | 22% | 27% |
| | 2017 | 18% | 36% | **40%** | * | 25% | 46% | - | 68% | - | * | * | 19% | 30% |
| **Grade 6 Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 94% | **96%** | 95% | 98% | 96% | - | 100% | - | 83% | * | 93% | 98% |
| | 2017 | 76% | 95% | **97%** | 93% | 92% | 99% | - | 100% | - | * | * | 85% | 92% |
| At Meets Grade Level or Above | 2018 | 44% | 73% | **71%** | 58% | 72% | 69% | - | 90% | - | 58% | * | 58% | 75% |
| | 2017 | 43% | 74% | **73%** | 57% | 60% | 76% | - | 100% | - | * | * | 48% | 72% |
| At Masters Grade Level | 2018 | 18% | 44% | **39%** | 26% | 35% | 35% | - | 73% | - | 42% | * | 24% | 42% |
| | 2017 | 18% | 45% | **45%** | 36% | 29% | 46% | - | 86% | - | * | * | 21% | 45% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^** | | | | | | | | | | | | | | |
| **All Grades All Subjects** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 77% | 91% | **94%** | 92% | 94% | 93% | - | 98% | - | 92% | * | 90% | 95% |
| | 2017 | 75% | 90% | **95%** | 91% | 93% | 96% | - | 97% | - | 94% | 68% | 86% | 91% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **69%** | 55% | 69% | 69% | - | 86% | - | 62% | * | 57% | 71% |
| | 2017 | 45% | 68% | **68%** | 46% | 60% | 72% | - | 88% | - | 70% | 26% | 52% | 67% |
| At Masters Grade Level | 2018 | 22% | 40% | **37%** | 28% | 35% | 37% | - | 56% | - | 40% | * | 25% | 37% |
| | 2017 | 20% | 37% | **38%** | 24% | 29% | 39% | - | 67% | - | 38% | 12% | 25% | 37% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **94%** | 89% | 94% | 93% | - | 98% | - | 92% | * | 92% | 96% |
| | 2017 | 72% | 88% | **95%** | 91% | 91% | 96% | - | 98% | - | 95% | * | 84% | 91% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **72%** | 57% | 73% | 72% | - | 85% | - | 63% | * | 63% | 72% |
| | 2017 | 44% | 66% | **68%** | 53% | 59% | 73% | - | 85% | - | 67% | * | 50% | 66% |
| At Masters Grade Level | 2018 | 19% | 36% | **39%** | 24% | 36% | 40% | - | 55% | - | 38% | * | 27% | 35% |
| | 2017 | 19% | 34% | **42%** | 25% | 33% | 45% | - | 62% | - | 43% | * | 27% | 37% |
| **All Grades Mathematics** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **97%** | 97% | 98% | 96% | - | 100% | - | 92% | * | 95% | 99% |
| | 2017 | 79% | 93% | **97%** | 97% | 95% | 98% | - | 100% | - | 95% | * | 89% | 95% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **71%** | 59% | 70% | 70% | - | 91% | - | 67% | * | 58% | 77% |
| | 2017 | 46% | 73% | **71%** | 44% | 64% | 75% | - | 96% | - | 67% | * | 52% | 71% |
| At Masters Grade Level | 2018 | 24% | 45% | **40%** | 32% | 38% | 36% | - | 72% | - | 46% | * | 27% | 42% |
| | 2017 | 22% | 45% | **41%** | 28% | 30% | 41% | - | 81% | - | 43% | * | 24% | 43% |
| **All Grades Science** | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **88%** | 89% | 87% | 87% | - | 96% | - | * | * | 78% | 87% |
| | 2017 | 79% | 91% | **89%** | * | 89% | 90% | - | 88% | - | * | * | 83% | 85% |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **60%** | 44% | 59% | 60% | - | 78% | - | * | * | 44% | 57% |
| | 2017 | 49% | 70% | **63%** | * | 55% | 66% | - | 76% | - | * | * | 54% | 63% |
| At Masters Grade Level | 2018 | 23% | 39% | **30%** | 28% | 27% | 34% | - | 22% | - | * | * | 20% | 30% |
| | 2017 | 19% | 34% | **22%** | * | 18% | 21% | - | 48% | - | * | * | 24% | 27% |

District Name: TOMBALL ISD
Campus Name: OAKCREST INT
Campus Number: 101921116

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Progress

Total Students: 631
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 & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | |
| Grade 5 ELA/Reading | 2018 | 80 | 82 | **83** | 89 | 90 | 80 | - | 74 | - | 79 | 76 | 82 | 86 |
| Grade 5 Mathematics | 2018 | 81 | 79 | **67** | 53 | 64 | 68 | - | 80 | - | 67 | 82 | 58 | 65 |
| Grade 6 ELA/Reading | 2018 | 47 | 60 | **58** | 36 | 62 | 57 | - | 71 | - | 54 | * | 61 | 67 |
| Grade 6 Mathematics | 2018 | 56 | 73 | **74** | 86 | 77 | 68 | - | 88 | - | 71 | 82 | 76 | 82 |
| All Grades Both Subjects | 2018 | 69 | 77 | **71** | 66 | 74 | 68 | - | 78 | - | 68 | 68 | 69 | 75 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **71** | 63 | 77 | 68 | - | 73 | - | 67 | 54 | 72 | 77 |
| All Grades Mathematics | 2018 | 70 | 78 | **70** | 69 | 70 | 68 | - | 84 | - | 69 | 82 | 67 | 73 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Prior Year and Student Success Initiative



| | | 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 | 2018 | 38% | 54% | **61%** | * | 71% | 56% | - | * | - | * | * | 56% | 100% |
| | 2017 | 35% | 43% | **57%** | * | * | 67% | - | * | - | - | * | * | * |
| Mathematics | 2018 | 47% | 61% | **60%** | - | 75% | 45% | - | - | - | * | 57% | * | * |
| | 2017 | 43% | 58% | **80%** | 100% | 74% | 82% | - | * | - | * | 86% | 67% | 64% |
| **Student Success Initiative** | | | | | | | | | | | | | | |
| **Grade 5 Reading** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 79% | 92% | **94%** | 94% | 95% | 91% | - | 100% | - | 92% | * | 97% | 98% |
| Students Requiring Accelerated Instruction | 2018 | 21% | 8% | **6%** | * | 5% | 9% | - | * | - | * | 75% | * | * |
| STAAR Cumulative Met Standard | 2018 | 84% | 95% | **96%** | 100% | 97% | 94% | - | 100% | - | 92% | 38% | 98% | 100% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2017 | 97% | 90% | * | - | * | - | - | - | - | - | - | * | * |
| STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6 | 2018 | 10% | * | * | - | * | - | - | - | - | - | - | * | - |
| **Grade 5 Mathematics** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2018 | 85% | 95% | **94%** | 100% | 97% | 89% | - | 100% | - | 92% | 38% | 91% | 100% |
| Students Requiring Accelerated Instruction | 2018 | 15% | 5% | **6%** | * | * | 11% | - | * | - | * | 63% | 9% | * |
| STAAR Cumulative Met Standard | 2018 | 90% | 97% | **98%** | 100% | 99% | 97% | - | 100% | - | 100% | 75% | 97% | 100% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2017 | 96% | 90% | * | - | * | - | - | - | - | - | - | * | * |
| STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6 | 2018 | 23% | 38% | * | - | * | - | - | - | - | - | - | * | * |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language



| | | 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 | 2018 | 77% | 91% | **94%** | 97% | - | 97% | - | 97% | 90% | 90% | - | - | 95% | 95% |
| | 2017 | 75% | 90% | **95%** | 91% | - | - | - | 91% | 72% | 72% | - | * | 85% | 85% |
| At Meets Grade Level or Above | 2018 | 48% | 70% | **69%** | 77% | - | 72% | - | 80% | 42% | 42% | - | - | 64% | 64% |
| | 2017 | 45% | 68% | **68%** | 48% | - | - | - | 48% | 44% | 44% | - | * | 47% | 47% |
| At Masters Grade Level | 2018 | 22% | 40% | **37%** | 46% | - | 33% | - | 52% | 8% | 8% | - | - | 32% | 32% |
| | 2017 | 20% | 37% | **38%** | 21% | - | - | - | 21% | 22% | 22% | - | * | 21% | 21% |
| **All Grades ELA/Reading** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 74% | 90% | **94%** | 98% | - | * | - | 100% | * | * | - | - | 97% | 97% |
| | 2017 | 72% | 88% | **95%** | 92% | - | - | - | 92% | * | * | - | * | 84% | 85% |
| At Meets Grade Level or Above | 2018 | 46% | 69% | **72%** | 83% | - | * | - | 91% | * | * | - | - | 70% | 70% |
| | 2017 | 44% | 66% | **68%** | 49% | - | - | - | 49% | * | * | - | * | 43% | 42% |
| At Masters Grade Level | 2018 | 19% | 36% | **39%** | 41% | - | * | - | 57% | * | * | - | - | 30% | 30% |
| | 2017 | 19% | 34% | **42%** | 23% | - | - | - | 23% | * | * | - | * | 22% | 22% |
| **All Grades Mathematics** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 81% | 94% | **97%** | 100% | - | 100% | - | 100% | * | * | - | - | 100% | 100% |
| | 2017 | 79% | 93% | **97%** | 92% | - | - | - | 92% | * | * | - | * | 90% | 90% |
| At Meets Grade Level or Above | 2018 | 50% | 74% | **71%** | 78% | - | 72% | - | 83% | * | * | - | - | 70% | 70% |
| | 2017 | 46% | 73% | **71%** | 49% | - | - | - | 49% | * | * | - | * | 50% | 51% |
| At Masters Grade Level | 2018 | 24% | 45% | **40%** | 49% | - | 44% | - | 52% | * | * | - | - | 34% | 34% |
| | 2017 | 22% | 45% | **41%** | 23% | - | - | - | 23% | * | * | - | * | 22% | 22% |
| **All Grades Science** | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2018 | 80% | 91% | **88%** | 91% | - | - | - | 91% | * | * | - | - | 83% | 83% |
| | 2017 | 79% | 91% | **89%** | * | - | - | - | * | * | * | - | * | 76% | 76% |
| At Meets Grade Level or Above | 2018 | 51% | 70% | **60%** | 65% | - | - | - | 65% | * | * | - | - | 45% | 45% |
| | 2017 | 49% | 70% | **63%** | * | - | - | - | * | * | * | - | * | 48% | 50% |
| At Masters Grade Level | 2018 | 23% | 39% | **30%** | 48% | - | - | - | 48% | * | * | - | - | 30% | 30% |
| | 2017 | 19% | 34% | **22%** | * | - | - | - | * | * | * | - | * | 18% | 18% |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2018 | 69 | 77 | **71** | 81 | - | 82 | - | 79 | 70 | 70 | - | - | 76 | 76 |
| All Grades ELA/Reading | 2018 | 69 | 75 | **71** | 79 | - | 63 | - | 91 | 80 | 80 | - | - | 79 | 79 |
| All Grades Mathematics | 2018 | 70 | 78 | **70** | 81 | - | 91 | - | 74 | 61 | 61 | - | - | 74 | 74 |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2018 | 38% | 54% | **61%** | * | - | - | - | * | 100% | 100% | - | - | 100% | 100% |

# TEXAS EDUCATION AGENCY

## Texas Academic Performance Report

## 2017-18 Campus STAAR Performance

Bilingual Education/English as a Second Language



| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 35% | 43% | **57%** | - | - | - | - | - | * | * | - | - | * | * |
| Mathematics | 2018 | 47% | 61% | **60%** | * | - | - | - | * | * | * | - | - | * | * |
| | 2017 | 43% | 58% | **80%** | * | - | - | - | * | * | * | - | - | 64% | 64% |

District Name: TOMBALL ISD
Campus Name: OAKCREST INT
Campus Number: 101921116

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus STAAR Participation

Total Students: 631
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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% |
| **2017 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | **100%** | 100% | 100% | 99% | - | 100% | - | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **95%** | 95% | 94% | 95% | - | 100% | - | 100% | 100% | 98% | 94% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **4%** | 5% | 5% | 4% | - | 0% | - | 0% | 0% | 2% | 3% |
| Other Exclusions | 1% | 1% | **0%** | 0% | 1% | 0% | - | 0% | - | 0% | 0% | 0% | 3% |
| Not Tested | 1% | 1% | **0%** | 0% | 0% | 1% | - | 0% | - | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | **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
## 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 631
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** | | | | | | | | | | | | | |
| 2016-17 | 95.7% | 96.5% | **97.5%** | 97.6% | 97.4% | 97.1% | - | 99.1% | - | 97.7% | 97.7% | 96.9% | 97.7% |
| 2015-16 | 95.8% | 96.6% | **97.2%** | 98.0% | 97.4% | 96.8% | - | 98.1% | - | 97.8% | 95.6% | 96.6% | 97.7% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2016-17 | 1.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 2.0% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 89.6% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.3% | 97.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.1% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 97.9% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2014 | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.2% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 7.2% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 92.8% | 98.0% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | 89.7% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 89.1% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 88.5% | 88.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 87.4% | 88.5% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 6.0% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 5.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 60.8% | 20.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 54.0% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2017 | 85.9% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | 85.1% | 88.3% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 87.2% | 87.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 85.6% | 87.9% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 7.2% | 18.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 56.5% | 27.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 51.9% | 71.4% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2016-17 | 84.0% | 87.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 83.3% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |

District Name: TOMBALL ISD
Campus Name: OAKCREST INT
Campus Number: 101921116

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Graduation Profile

Total Students: 631
Grade Span: 05 - 06
School Type: Middle

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2016-17 Annual Graduates)** | | | | |
| Total Graduates | - | - | 903 | 334,424 |
| By Ethnicity: | | | | |
| African American | - | - | 56 | 42,132 |
| Hispanic | - | - | 238 | 164,446 |
| White | - | - | 526 | 105,748 |
| American Indian | - | - | 3 | 1,254 |
| Asian | - | - | 42 | 14,036 |
| Pacific Islander | - | - | 1 | 525 |
| Two or More Races | - | - | 37 | 6,283 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 111 | 37,072 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 781 | 252,091 |
| Foundation H.S. Program (No Endorsement) | - | - | 6 | 16,650 |
| Foundation H.S. Program (Endorsement) | - | - | 2 | 3,212 |
| Foundation H.S. Program (DLA) | - | - | 3 | 25,399 |
| Special Education Graduates | - | - | 53 | 25,105 |
| Economically Disadvantaged Graduates | - | - | 168 | 159,476 |
| LEP Graduates | - | - | 17 | 17,579 |
| At-Risk Graduates | - | - | 255 | 132,112 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus College, Career, and Military Readiness (CCMR)



| | 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, and Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 54.2% | 74.2% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 47.0% | 67.3% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 53.2% | 70.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 42.0% | 63.2% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 37.8% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 19.9% | 40.9% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2016-17 | 20.1% | 36.0% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 13.2% | 10.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.7% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 1.0% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 17.3% | 10.7% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2016-17 | 2.2% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **TSIA Results (Examinees >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2016-17 | 23.4% | 22.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 22.6% | 18.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.8% | 27.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 18.1% | 14.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 12.9% | 15.9% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2016-17 | 50.5% | 34.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 47.8% | 33.1% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2016-17 | 0.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 26.2% | 33.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 25.5% | 33.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 15.9% | 13.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 15.5% | 10.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 7.2% | 8.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 6.8% | 7.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 10.9% | 13.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 10.4% | 12.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2017 | 15.0% | 26.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 14.8% | 26.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017 | 49.1% | 73.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 49.5% | 74.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017 | 41.3% | 73.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 43.3% | 78.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017 | 51.3% | 66.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 54.0% | 70.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017 | 38.3% | 43.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 35.1% | 38.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus CCMR-related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | | | | |
| 2017 | 41.4% | 78.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016 | 41.6% | 80.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| Class of 2017 | 73.5% | 69.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 71.6% | 67.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| Class of 2017 | 22.3% | 39.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 22.5% | 44.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 1019 | 1122 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 1375 | 1553 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 512 | 562 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 903 | 1019 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 507 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 472 | 534 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| Class of 2017 | 20.3 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.3 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| Class of 2017 | 19.9 | 23.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 19.8 | 23.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| Class of 2017 | 20.4 | 24.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| Class of 2017 | 20.6 | 23.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Class of 2016 | 20.5 | 23.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |

District Name: TOMBALL ISD
Campus Name: OAKCREST INT
Campus Number: 101921116

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Other Postsecondary Indicators

Total Students: 631
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 | | | | | | | | | | | | | |
| 2016-17 | 37.1% | 40.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 35.9% | 42.0% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2016-17 | 16.8% | 20.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 16.2% | 20.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2016-17 | 19.5% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 19.3% | 26.9% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2016-17 | 5.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 5.1% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2016-17 | 21.8% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 20.8% | 23.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2015-16 | 51.8% | 57.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 56.1% | 62.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2015-16 | 55.7% | 73.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2014-15 | 55.6% | 72.2% | - | - | - | - | - | - | - | - | - | - | - |

District Name: TOMBALL ISD
Campus Name: OAKCREST INT
Campus Number: 101921116

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information

Total Students: 631
Grade Span: 05 - 06
School Type: Middle

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 631 | 100.0% | 15,884 | 5,385,012 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.4% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 1.4% | 4.3% |
| Kindergarten | 0 | 0.0% | 7.7% | 6.9% |
| Grade 1 | 0 | 0.0% | 8.0% | 7.2% |
| Grade 2 | 0 | 0.0% | 7.7% | 7.3% |
| Grade 3 | 0 | 0.0% | 8.2% | 7.6% |
| Grade 4 | 0 | 0.0% | 8.3% | 7.7% |
| Grade 5 | 318 | 50.4% | 8.1% | 7.7% |
| Grade 6 | 313 | 49.6% | 8.1% | 7.5% |
| Grade 7 | 0 | 0.0% | 7.7% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.4% |
| Grade 9 | 0 | 0.0% | 7.6% | 8.0% |
| Grade 10 | 0 | 0.0% | 7.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 6.3% | 6.9% |
| Grade 12 | 0 | 0.0% | 6.1% | 6.4% |
| Ethnic Distribution: | | | | |
| African American | 37 | 5.9% | 4.8% | 12.6% |
| Hispanic | 206 | 32.6% | 30.3% | 52.4% |
| White | 310 | 49.1% | 53.3% | 27.8% |
| American Indian | 0 | 0.0% | 0.3% | 0.4% |
| Asian | 54 | 8.6% | 7.3% | 4.4% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.1% |
| Two or More Races | 24 | 3.8% | 3.9% | 2.3% |
| Economically Disadvantaged | 108 | 17.1% | 21.8% | 58.8% |
| Non-Educationally Disadvantaged | 523 | 82.9% | 78.2% | 41.2% |
| English Learners (EL) | 69 | 10.9% | 10.2% | 18.8% |
| Students w/ Disciplinary Placements (2016-17) | 0 | 0.0% | 0.7% | 1.3% |
| At-Risk | 105 | 16.6% | 28.8% | 50.8% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities By Type of Primary Disability | 34 | | | |
| Students with Intellectual Disabilities | 13 | 38.2% | 31.2% | 43.3% |
| Students with Physical Disabilities | 8 | 23.5% | 20.7% | 21.9% |
| Students with Autism | 5 | 14.7% | 15.5% | 13.2% |
| Students with Behavioral Disabilities | 8 | 23.5% | 29.5% | 20.3% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 3.1% | 1.4% |
| Mobility (2016-17): | | | | |
| Total Mobile Students | 36 | 6.6% | 9.3% | 16.0% |
| By Ethnicity: | | | | |
| African American | 6 | 1.1% | | |
| Hispanic | 12 | 2.2% | | |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| White | 17 | 3.1% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 0 | 0.0% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 1 | 0.2% | | |

| Student Information | Non-Special Education Rates Campus | Non-Special Education Rates District | Non-Special Education Rates State | Special Education Rates Campus | Special Education Rates District | Special Education Rates State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 1.7% | 1.8% | - | 3.8% | 6.9% |
| Grade 1 | - | 2.1% | 3.4% | - | 7.8% | 6.2% |
| Grade 2 | - | 1.0% | 2.1% | - | 2.0% | 2.6% |
| Grade 3 | - | 0.9% | 1.3% | - | 1.6% | 1.0% |
| Grade 4 | - | 0.6% | 0.6% | - | 1.7% | 0.5% |
| Grade 5 | 0.0% | 0.4% | 0.7% | 0.0% | 1.1% | 0.6% |
| Grade 6 | 0.0% | 0.5% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 7 | - | 0.1% | 0.7% | - | 0.0% | 0.6% |
| Grade 8 | - | 0.1% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 2.2% | 8.0% | - | 1.3% | 13.5% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.8 | 18.7 |
| Grade 1 | - | 19.8 | 18.8 |
| Grade 2 | - | 18.9 | 18.8 |
| Grade 3 | - | 20.5 | 19.0 |
| Grade 4 | - | 19.6 | 19.2 |
| Grade 5 | 24.5 | 23.2 | 21.2 |
| Grade 6 | 26.8 | 23.9 | 20.3 |
| Secondary: | | | |
| English/Language Arts | - | 20.7 | 16.7 |
| Foreign Languages | - | 21.1 | 18.6 |
| Mathematics | - | 24.1 | 17.9 |
| Science | - | 24.3 | 19.0 |
| Social Studies | - | 24.9 | 19.3 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 54.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 45.3 | 83.7% | 58.6% | 64.1% |
| Teachers | 39.2 | 72.5% | 46.9% | 50.1% |
| Professional Support | 4.1 | 7.5% | 7.8% | 9.8% |
| Campus Administration (School Leadership) | 2.0 | 3.7% | 2.6% | 3.0% |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 18.0 | 4,429.0 |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 31.0 | 12,131.0 |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Educational Aides: | 8.8 | 16.3% | 10.0% | 10.1% |
| Total Minority Staff: | 12.9 | 23.8% | 27.8% | 49.9% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.0 | 0.0% | 3.1% | 10.4% |
| Hispanic | 5.0 | 12.7% | 12.7% | 27.2% |
| White | 33.2 | 84.7% | 81.1% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.5% | 0.3% |
| Asian | 1.0 | 2.5% | 1.5% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.4% |
| Two or More Races | 0.0 | 0.0% | 1.1% | 1.1% |
| Males | 4.6 | 11.6% | 17.7% | 23.7% |
| Females | 34.7 | 88.4% | 82.3% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 26.8 | 68.3% | 73.7% | 74.1% |
| Masters | 12.4 | 31.7% | 25.6% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 2.5% | 2.6% | 8.2% |
| 1-5 Years Experience | 9.5 | 24.3% | 25.0% | 29.1% |
| 6-10 Years Experience | 12.1 | 30.7% | 24.7% | 19.1% |
| 11-20 Years Experience | 12.6 | 32.1% | 34.2% | 28.2% |
| Over 20 Years Experience | 4.1 | 10.3% | 13.5% | 15.3% |
| Number of Students per Teacher | 16.1 | n/a | 16.1 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 3.0 | 7.0 | 6.3 |
| Average Years Experience of Principals with District | 3.0 | 5.3 | 5.4 |
| Average Years Experience of Assistant Principals | 3.0 | 7.3 | 5.2 |
| Average Years Experience of Assistant Principals with District | 3.0 | 5.7 | 4.6 |
| Average Years Experience of Teachers: | 10.2 | 11.4 | 10.9 |
| Average Years Experience of Teachers with District: | 5.8 | 5.9 | 7.1 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $53,200 | $53,917 | $47,667 |
| 1-5 Years Experience | $54,751 | $54,166 | $49,663 |
| 6-10 Years Experience | $52,192 | $55,437 | $52,056 |
| 11-20 Years Experience | $58,198 | $59,147 | $55,246 |
| Over 20 Years Experience | $66,523 | $66,291 | $61,428 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $56,247 | $57,818 | $53,334 |
| Professional Support | $66,148 | $68,644 | $63,165 |
| Campus Administration (School Leadership) | $69,495 | $86,014 | $77,712 |
| Instructional Staff Percent: | n/a | 60.9% | 64.4% |
| Contracted Instructional Staff (not incl. above): | 0.1 | 4.4 | 6,218.9 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2017-18 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 69 | 10.9% | 10.0% | 18.9% |
| Career & Technical Education | 0 | 0.0% | 28.6% | 25.8% |
| Gifted & Talented Education | 94 | 14.9% | 9.0% | 7.9% |
| Special Education | 34 | 5.4% | 7.8% | 9.1% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 2.4 | 6.1% | 5.8% | 6.1% |
| Career & Technical Education | 0.0 | 0.0% | 4.1% | 4.7% |
| Compensatory Education | 1.6 | 4.1% | 1.1% | 2.8% |
| Gifted & Talented Education | 1.0 | 2.5% | 1.0% | 1.8% |
| Regular Education | 27.5 | 70.0% | 70.9% | 72.3% |
| Special Education | 1.9 | 5.0% | 7.5% | 9.0% |
| Other | 4.8 | 12.3% | 9.5% | 3.4% |

'^' Domain modeling data applied to year 2017.
'^^' 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.
'-' 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 2016-17 Financial Actual Report**

Comparison of 2012-13 through 2016-17 Operational Revenue Sources
State Average (All Districts)
Tomball ISD (101921)
Revenue per Student
$10,000
$8,000
$6,000
$4,000
$2,000
$0
2012-13
2013-14
2014-15
2015-16
2016-17
Revenue Source
Federal
Local Tax
Other Local and Intermediate
State
State Average (All Districts) Total Enrolled Students in Membership = 5,341,009
Tomball ISD (101921) Total Enrolled Students in Membership = 14,882
Excludes Debt Service & Recapture

# Comparison of 2012-13 through 2016-17 Operational Total Expenditures

State Average (All Districts) Total Enrolled Students in Membership = 5,341,009

Tomball ISD (101921) Total Enrolled Students in Membership = 14,882

Excludes Capital Outlay & Debt Service

Comparison of 2012-13 through 2016-17 Program Expenditures
State Average (All Districts)
Tomball ISD (101921)
Expenditures per Student (All Funds)
$6,000
$4,000
$2,000
$0
2012-13
2013-14
2014-15
2015-16
2016-17
Expenditure Category (Program Intent Code)
Accelerated Education
Athletics/Related Activities
Bilingual
Career and Technical
Other
Regular
Students with Disabilities
T1 A Schoolwide-St Comp>=40%
State Average (All Districts) Total Enrolled Students in Membership = 5,341,009
Tomball ISD (101921) Total Enrolled Students in Membership = 14,882
Excludes Program Intent Code 99 (undistributed)

Comparison of 2012-13 through 2016-17 Local Tax Collections
State Average (All Districts)
Tomball ISD (101921)
Total Tax Rate
1.2463
1.2539
1.2638
1.2803
1.2970
1.3600
1.3600
1.3600
1.3400
1.3400
Local Tax Collections Per Student
$8,000
$6,000
$4,000
$2,000
$0
2012-13
2013-14
2014-15
2015-16
2016-17
2012-13
2013-14
2014-15
2015-16
2016-17
Local Tax Collections
I&S Local Tax
M&O Local Tax (net of recapture)
Recapture
State Average (All Districts) Total Enrolled Students in Membership = 5,341,009
Tomball ISD (101921) Total Enrolled Students in Membership = 14,882

Comparison of 2012-13 through 2016-17 All Funds Revenue
State Average (All Districts)
Tomball ISD (101921)
Revenue per Student (All Funds)
$10,000
$8,000
$6,000
$4,000
$2,000
$0
2012-13
2013-14
2014-15
2015-16
2016-17
2012-13
2013-14
2014-15
2015-16
2016-17
Revenue Source
Federal
Local Tax
Other Local and Intermediate
State
State Average (All Districts) Total Enrolled Students in Membership = 5,341,009
Tomball ISD (101921) Total Enrolled Students in Membership = 14,882

# Comparison of 2012-13 through 2016-17 All Funds Total Expenditures

State Average (All Districts) Total Enrolled Students in Membership = 5,341,009

Tomball ISD (101921) Total Enrolled Students in Membership = 14,882

Excludes Capital Outlay

Comparison of 2012-13 through 2016-17 All Funds Capital Outlay
State Average (All Districts)
Tomball ISD (101921)
Expenditures per Student (All Funds)
$5,000
$4,000
$3,000
$2,000
$1,000
$0
2012-13
2013-14
2014-15
2015-16
2016-17
2012-13
2013-14
2014-15
2015-16
2016-17
Expenditure Caregory (Function)
Capital Outlay (Objects 6600)
State Average (All Districts) Total Enrolled Students in Membership = 5,341,009
Tomball ISD (101921) Total Enrolled Students in Membership = 14,882

Comparison of 2012-13 through 2016-17 All Funds Fund Balances
State Average (All Districts)
Tomball ISD (101921)
Fund Balances per Student (for ISDs) (All Funds)
$10,000
$8,000
$6,000
$4,000
$2,000
$0
2012-13
2013-14
2014-15
2015-16
2016-17
2012-13
2013-14
2014-15
2015-16
2016-17
Fund Balance Category
Unassigned Fund Balance
Assigned Fund Balance
Committed Fund Balance
Restricted Fund Balance
Nonspendable Fund Balance
State Average (All Districts) Total Enrolled Students in Membership = 5,341,009
Tomball ISD (101921) Total Enrolled Students in Membership = 14,882

Comparison of 2012-13 through 2016-17 General Fund Unassigned Fund Balance
State Average (All Districts)
Tomball ISD (101921)
Financial data per Student (for ISDs) (General Fund)
$2,000
$1,500
$1,000
$500
$0
2012-13
2013-14
2014-15
2015-16
2016-17
2012-13
2013-14
2014-15
2015-16
2016-17
Financial data Category
Unassigned Fund Balance
3 Month Operating Expenditures
State Average (All Districts) Total Enrolled Students in Membership = 5,341,009
Tomball ISD (101921) Total Enrolled Students in Membership = 14,882

# 2017-2018 Budgeted Financial data

## Totals for Tomball ISD (101921)

**Total Membership:** 15,884

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Receipts** | | | | | | |
| **Total Revenue** | 128,500,000 | 100.00% | 8,090 | 164,935,000 | 100.00% | 10,384 |
| Local Tax | 109,422,336 | 85.15% | 6,889 | 138,867,336 | 84.20% | 8,743 |
| Other Local and Intermediate | 1,583,653 | 1.23% | 100 | 5,294,956 | 3.21% | 333 |
| State | 16,494,011 | 12.84% | 1,038 | 17,220,053 | 10.44% | 1,084 |
| Federal | 1,000,000 | 0.78% | 63 | 3,552,655 | 2.15% | 224 |
| **Total Receipts** | 128,500,000 | 100.00% | 8,090 | 164,935,000 | 100.00% | 10,384 |
| Total Revenue | 128,500,000 | 100.00% | 8,090 | 164,935,000 | 100.00% | 10,384 |
| 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 | 129,279,310 | 100.00% | 8,139 | 165,715,214 | 100.00% | 10,433 |
| Payroll | 114,529,670 | 88.59% | 7,210 | 117,286,500 | 70.78% | 7,384 |
| Other Operating | 13,976,887 | 10.81% | 880 | 17,608,961 | 10.63% | 1,109 |
| Debt Service | 0 | 0.00% | 0 | 30,000,000 | 18.10% | 1,889 |
| Capital Outlay | 772,753 | 0.60% | 49 | 819,753 | 0.49% | 52 |
| BY FUNCTION (Objects 6100-6400 only) | | | | | | |
| Community Services (61) | 619 | | 0 | 619 | | 0 |
| Total Operating Expenditures | 128,505,938 | 100.00% | 8,090 | 134,894,842 | 100.00% | 8,492 |
| Instruction (11,95) | 80,978,310 | 63.02% | 5,098 | 80,978,310 | 60.03% | 5,098 |
| Instructional Res Media (12) | 1,534,342 | 1.19% | 97 | 1,534,342 | 1.14% | 97 |
| Curriculum/Staff Develop (13) | 1,854,356 | 1.44% | 117 | 1,854,356 | 1.37% | 117 |
| Instructional Leadership (21) | 1,561,099 | 1.21% | 98 | 1,561,099 | 1.16% | 98 |
| School Leadership (23) | 8,851,851 | 6.89% | 557 | 8,851,851 | 6.56% | 557 |
| Guidance Counseling Svcs (31) | 4,285,218 | 3.33% | 270 | 4,285,218 | 3.18% | 270 |
| Social Work Services (32) | 67,571 | 0.05% | 4 | 67,571 | 0.05% | 4 |
| Health Services (33) | 1,567,162 | 1.22% | 99 | 1,567,162 | 1.16% | 99 |
| Transportation (34) | 5,580,721 | 4.34% | 351 | 5,580,721 | 4.14% | 351 |
| Food (35) | 0 | 0.00% | 0 | 6,388,904 | 4.74% | 402 |
| Extracurricular (36) | 3,331,144 | 2.59% | 210 | 3,331,144 | 2.47% | 210 |
| General Administration (41,92) | 4,057,366 | 3.16% | 255 | 4,057,366 | 3.01% | 255 |
| Plant Maint/Operation (51) | 12,369,094 | 9.63% | 779 | 12,369,094 | 9.17% | 779 |
| Security/Monitoring (52) | 580,421 | 0.45% | 37 | 580,421 | 0.43% | 37 |
| Data Processing Services (53) | 1,887,283 | 1.47% | 119 | 1,887,283 | 1.40% | 119 |
| **Total Disbursements** | 130,287,310 | 100.00% | 8,202 | 166,723,214 | 100.00% | 10,496 |
| Total Expenditures | 129,279,310 | 99.23% | 8,139 | 165,715,214 | 99.40% | 10,433 |
| Equity Transfers | 0 | 0.00% | 0 | 0 | 0.00% | 0 |
| Total Other Uses | 0 | 0.00% | 0 | 0 | 0.00% | 0 |
| Intergovernmental Charge | 1,008,000 | 0.77% | 63 | 1,008,000 | 0.60% | 63 |
| **Program Expenditures** | | | | | | |
| Operating Expenditures - Program | 104,252,560 | 100.00% | 6,563 | 104,252,560 | 100.00% | 6,563 |
| Regular | 71,139,523 | 68.24% | 4,479 | 71,139,523 | 68.24% | 4,479 |
| Gifted and Talented | 624,581 | 0.60% | 39 | 624,581 | 0.60% | 39 |
| Career and Technical | 3,258,296 | 3.13% | 205 | 3,258,296 | 3.13% | 205 |
| Students with Disabilities | 18,314,493 | 17.57% | 1,153 | 18,314,493 | 17.57% | 1,153 |
| Accelerated Education | 5,163,906 | 4.95% | 325 | 5,163,906 | 4.95% | 325 |
| Bilingual | 831,574 | 0.80% | 52 | 831,574 | 0.80% | 52 |
| Nondisc Alt Ed-AEP Basic Serv | 0 | 0.00% | 0 | 0 | 0.00% | 0 |
| Disc Alt Ed-DAEP Basic Serv | 653,827 | 0.63% | 41 | 653,827 | 0.63% | 41 |
| 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 | 471,250 | 0.45% | 30 | 471,250 | 0.45% | 30 |
| Athletics/Related Activities | 2,444,363 | 2.34% | 154 | 2,444,363 | 2.34% | 154 |
| Prekindergarten | 1,350,747 | 1.30% | 85 | 1,350,747 | 1.30% | 85 |

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Tomball H S District: TOMBALL ISD

**Campus Number: 101921001 Total Membership: 1,930**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 13,141,784 | 100.00 | 6,809 | 13,430,784 | 100.00 | 6,959 |
| Operating-Payroll | 12,191,389 | 92.77 | 6,317 | 12,480,389 | 92.92 | 6,467 |
| Other Operating | 899,877 | 6.85 | 466 | 899,877 | 6.70 | 466 |
| Non-Operating(Equipt/Supplies) | 50,518 | 0.38 | 26 | 50,518 | 0.38 | 26 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 13,091,266 | 100.00 | 6,783 | 13,380,266 | 100.00 | 6,933 |
| Instruction (11,95) * | 9,748,686 | 74.47 | 5,051 | 9,748,686 | 72.86 | 5,051 |
| Instructional Res/Media (12) * | 103,238 | 0.79 | 53 | 103,238 | 0.77 | 53 |
| Curriculum/Staff Develop (13) * | 178,349 | 1.36 | 92 | 178,349 | 1.33 | 92 |
| Instructional Leadership (21) * | 204,692 | 1.56 | 106 | 204,692 | 1.53 | 106 |
| School Leadership (23) * | 924,336 | 7.06 | 479 | 924,336 | 6.91 | 479 |
| Guidance/Counseling Svcs (31) * | 652,517 | 4.98 | 338 | 652,517 | 4.88 | 338 |
| Social Work Services (32) * | 2,068 | 0.02 | 1 | 2,068 | 0.02 | 1 |
| Health Services (33) * | 162,289 | 1.24 | 84 | 162,289 | 1.21 | 84 |
| Food (35) ** | 0 | 0.00 | 0 | 289,000 | 2.16 | 150 |
| Extracurricular (36) * ** | 1,086,056 | 8.30 | 563 | 1,086,056 | 8.12 | 563 |
| Plant Maint/Operation (51) * ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Security/Monitoring (52) * ** | 29,035 | 0.22 | 15 | 29,035 | 0.22 | 15 |
| Data Processing Svcs (53)* ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| **Program expenditures by Program (Objects 6100-6400 only)** | | | | | | |
| Total Operating Expenditures | 11,976,175 | 100.00 | 6,205 | 11,976,175 | 100.00 | 6,205 |
| Regular | 8,362,709 | 69.83 | 4,333 | 8,362,709 | 69.83 | 4,333 |
| Gifted & Talented | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Career & Technical | 1,188,296 | 9.92 | 616 | 1,188,296 | 9.92 | 616 |
| Students with Disabilities | 2,084,488 | 17.41 | 1,080 | 2,084,488 | 17.41 | 1,080 |
| Accelerated Education | 289,540 | 2.42 | 150 | 289,540 | 2.42 | 150 |
| Bilingual | 1,742 | 0.01 | 1 | 1,742 | 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 | 49,400 | 0.41 | 26 | 49,400 | 0.41 | 26 |
| Prekindergarten | 0 | 0.00 | 0 | 0 | 0.00 | 0 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Tomball Memorial H S District: TOMBALL ISD

**Campus Number: 101921002 Total Membership: 2,247**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 12,412,159 | 100.00 | 5,524 | 12,741,899 | 100.00 | 5,671 |
| Operating-Payroll | 11,414,327 | 91.96 | 5,080 | 11,744,067 | 92.17 | 5,227 |
| Other Operating | 992,271 | 7.99 | 442 | 992,271 | 7.79 | 442 |
| Non-Operating(Equipt/Supplies) | 5,561 | 0.04 | 2 | 5,561 | 0.04 | 2 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 12,406,598 | 100.00 | 5,521 | 12,736,338 | 100.00 | 5,668 |
| Instruction (11,95) * | 8,956,615 | 72.19 | 3,986 | 8,956,615 | 70.32 | 3,986 |
| Instructional Res/Media (12) * | 103,124 | 0.83 | 46 | 103,124 | 0.81 | 46 |
| Curriculum/Staff Develop (13) * | 169,750 | 1.37 | 76 | 169,750 | 1.33 | 76 |
| Instructional Leadership (21) * | 205,116 | 1.65 | 91 | 205,116 | 1.61 | 91 |
| School Leadership (23) * | 1,105,394 | 8.91 | 492 | 1,105,394 | 8.68 | 492 |
| Guidance/Counseling Svcs (31) * | 567,142 | 4.57 | 252 | 567,142 | 4.45 | 252 |
| Social Work Services (32) * | 2,026 | 0.02 | 1 | 2,026 | 0.02 | 1 |
| Health Services (33) * | 128,878 | 1.04 | 57 | 128,878 | 1.01 | 57 |
| Food (35) ** | 0 | 0.00 | 0 | 329,740 | 2.59 | 147 |
| Extracurricular (36) * ** | 1,098,021 | 8.85 | 489 | 1,098,021 | 8.62 | 489 |
| Plant Maint/Operation (51) * ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Security/Monitoring (52) * ** | 70,532 | 0.57 | 31 | 70,532 | 0.55 | 31 |
| Data Processing Svcs (53)* ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| **Program expenditures by Program (Objects 6100-6400 only)** | | | | | | |
| Total Operating Expenditures | 11,238,045 | 100.00 | 5,001 | 11,238,045 | 100.00 | 5,001 |
| Regular | 8,086,545 | 71.96 | 3,599 | 8,086,545 | 71.96 | 3,599 |
| Gifted & Talented | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Career & Technical | 1,323,814 | 11.78 | 589 | 1,323,814 | 11.78 | 589 |
| Students with Disabilities | 1,497,956 | 13.33 | 667 | 1,497,956 | 13.33 | 667 |
| Accelerated Education | 282,443 | 2.51 | 126 | 282,443 | 2.51 | 126 |
| Bilingual | 100 | 0.00 | 0 | 100 | 0.00 | 0 |
| Nondisc Alted-AEP Basic Serv | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Disc Alted-DAEP Basic Serv | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Disc Alted-DAEP Supplemental | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| 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 | 47,187 | 0.42 | 21 | 47,187 | 0.42 | 21 |
| Prekindergarten | 0 | 0.00 | 0 | 0 | 0.00 | 0 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Tomball Star Academy District: TOMBALL ISD

**Campus Number: 101921005 Total Membership: 104**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 991,114 | 100.00 | 9,530 | 991,114 | 100.00 | 9,530 |
| Operating-Payroll | 926,105 | 93.44 | 8,905 | 926,105 | 93.44 | 8,905 |
| Other Operating | 64,627 | 6.52 | 621 | 64,627 | 6.52 | 621 |
| Non-Operating(Equipt/Supplies) | 382 | 0.04 | 4 | 382 | 0.04 | 4 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 990,732 | 100.00 | 9,526 | 990,732 | 100.00 | 9,526 |
| Instruction (11,95) * | 691,029 | 69.75 | 6,645 | 691,029 | 69.75 | 6,645 |
| Instructional Res/Media (12) * | 245 | 0.02 | 2 | 245 | 0.02 | 2 |
| Curriculum/Staff Develop (13) * | 9,995 | 1.01 | 96 | 9,995 | 1.01 | 96 |
| Instructional Leadership (21) * | 7,786 | 0.79 | 75 | 7,786 | 0.79 | 75 |
| School Leadership (23) * | 185,771 | 18.75 | 1,786 | 185,771 | 18.75 | 1,786 |
| Guidance/Counseling Svcs (31) * | 93,688 | 9.46 | 901 | 93,688 | 9.46 | 901 |
| Social Work Services (32) * | 141 | 0.01 | 1 | 141 | 0.01 | 1 |
| Health Services (33) * | 2,077 | 0.21 | 20 | 2,077 | 0.21 | 20 |
| 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 | 990,732 | 100.00 | 9,526 | 990,732 | 100.00 | 9,526 |
| Regular | 830,465 | 83.82 | 7,985 | 830,465 | 83.82 | 7,985 |
| Gifted & Talented | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 25,470 | 2.57 | 245 | 25,470 | 2.57 | 245 |
| Accelerated Education | 58,337 | 5.89 | 561 | 58,337 | 5.89 | 561 |
| 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 | 76,460 | 7.72 | 735 | 76,460 | 7.72 | 735 |
| Prekindergarten | 0 | 0.00 | 0 | 0 | 0.00 | 0 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Tomball J H District: TOMBALL ISD

**Campus Number: 101921042 Total Membership: 740**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 5,284,312 | 100.00 | 7,141 | 5,427,612 | 100.00 | 7,335 |
| Operating-Payroll | 5,064,816 | 95.85 | 6,844 | 5,208,116 | 95.96 | 7,038 |
| Other Operating | 217,011 | 4.11 | 293 | 217,011 | 4.00 | 293 |
| Non-Operating(Equipt/Supplies) | 2,485 | 0.05 | 3 | 2,485 | 0.05 | 3 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 5,281,827 | 100.00 | 7,138 | 5,425,127 | 100.00 | 7,331 |
| Instruction (11,95) * | 3,959,873 | 74.97 | 5,351 | 3,959,873 | 72.99 | 5,351 |
| Instructional Res/Media (12) * | 87,385 | 1.65 | 118 | 87,385 | 1.61 | 118 |
| Curriculum/Staff Develop (13) * | 77,314 | 1.46 | 104 | 77,314 | 1.43 | 104 |
| Instructional Leadership (21) * | 77,307 | 1.46 | 104 | 77,307 | 1.42 | 104 |
| School Leadership (23) * | 572,793 | 10.84 | 774 | 572,793 | 10.56 | 774 |
| Guidance/Counseling Svcs (31) * | 257,458 | 4.87 | 348 | 257,458 | 4.75 | 348 |
| Social Work Services (32) * | 904 | 0.02 | 1 | 904 | 0.02 | 1 |
| Health Services (33) * | 93,472 | 1.77 | 126 | 93,472 | 1.72 | 126 |
| Food (35) ** | 0 | 0.00 | 0 | 143,300 | 2.64 | 194 |
| Extracurricular (36) * ** | 152,321 | 2.88 | 206 | 152,321 | 2.81 | 206 |
| Plant Maint/Operation (51) * ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Security/Monitoring (52) * ** | 3,000 | 0.06 | 4 | 3,000 | 0.06 | 4 |
| Data Processing Svcs (53)* ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| **Program expenditures by Program (Objects 6100-6400 only)** | | | | | | |
| Total Operating Expenditures | 5,126,506 | 100.00 | 6,928 | 5,126,506 | 100.00 | 6,928 |
| Regular | 3,301,868 | 64.41 | 4,462 | 3,301,868 | 64.41 | 4,462 |
| Gifted & Talented | 70 | 0.00 | 0 | 70 | 0.00 | 0 |
| Career & Technical | 301,383 | 5.88 | 407 | 301,383 | 5.88 | 407 |
| Students with Disabilities | 1,162,796 | 22.68 | 1,571 | 1,162,796 | 22.68 | 1,571 |
| Accelerated Education | 325,841 | 6.36 | 440 | 325,841 | 6.36 | 440 |
| Bilingual | 24,785 | 0.48 | 33 | 24,785 | 0.48 | 33 |
| 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 | 9,763 | 0.19 | 13 | 9,763 | 0.19 | 13 |
| Prekindergarten | 0 | 0.00 | 0 | 0 | 0.00 | 0 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Willow Wood J H District: TOMBALL ISD

**Campus Number: 101921043 Total Membership: 1,251**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 6,399,514 | 100.00 | 5,116 | 6,570,034 | 100.00 | 5,252 |
| Operating-Payroll | 6,078,275 | 94.98 | 4,859 | 6,248,795 | 95.11 | 4,995 |
| Other Operating | 317,868 | 4.97 | 254 | 317,868 | 4.84 | 254 |
| Non-Operating(Equipt/Supplies) | 3,371 | 0.05 | 3 | 3,371 | 0.05 | 3 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 6,396,143 | 100.00 | 5,113 | 6,566,663 | 100.00 | 5,249 |
| Instruction (11,95) * | 5,083,832 | 79.48 | 4,064 | 5,083,832 | 77.42 | 4,064 |
| Instructional Res/Media (12) * | 83,006 | 1.30 | 66 | 83,006 | 1.26 | 66 |
| Curriculum/Staff Develop (13) * | 117,540 | 1.84 | 94 | 117,540 | 1.79 | 94 |
| Instructional Leadership (21) * | 101,436 | 1.59 | 81 | 101,436 | 1.54 | 81 |
| School Leadership (23) * | 554,279 | 8.67 | 443 | 554,279 | 8.44 | 443 |
| Guidance/Counseling Svcs (31) * | 206,827 | 3.23 | 165 | 206,827 | 3.15 | 165 |
| Social Work Services (32) * | 1,230 | 0.02 | 1 | 1,230 | 0.02 | 1 |
| Health Services (33) * | 77,404 | 1.21 | 62 | 77,404 | 1.18 | 62 |
| Food (35) ** | 0 | 0.00 | 0 | 170,520 | 2.60 | 136 |
| Extracurricular (36) * ** | 167,389 | 2.62 | 134 | 167,389 | 2.55 | 134 |
| Plant Maint/Operation (51) * ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Security/Monitoring (52) * ** | 3,200 | 0.05 | 3 | 3,200 | 0.05 | 3 |
| Data Processing Svcs (53)* ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| **Program expenditures by Program (Objects 6100-6400 only)** | | | | | | |
| Total Operating Expenditures | 6,225,554 | 100.00 | 4,976 | 6,225,554 | 100.00 | 4,976 |
| Regular | 4,532,801 | 72.81 | 3,623 | 4,532,801 | 72.81 | 3,623 |
| Gifted & Talented | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Career & Technical | 348,852 | 5.60 | 279 | 348,852 | 5.60 | 279 |
| Students with Disabilities | 1,025,438 | 16.47 | 820 | 1,025,438 | 16.47 | 820 |
| Accelerated Education | 286,213 | 4.60 | 229 | 286,213 | 4.60 | 229 |
| 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 | 32,250 | 0.52 | 26 | 32,250 | 0.52 | 26 |
| Prekindergarten | 0 | 0.00 | 0 | 0 | 0.00 | 0 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Creekside Park J H District: TOMBALL ISD

**Campus Number: 101921044 Total Membership: 672**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 4,274,245 | 100.00 | 6,360 | 4,370,685 | 100.00 | 6,504 |
| Operating-Payroll | 4,085,004 | 95.57 | 6,079 | 4,181,444 | 95.67 | 6,222 |
| Other Operating | 187,141 | 4.38 | 278 | 187,141 | 4.28 | 278 |
| Non-Operating(Equipt/Supplies) | 2,100 | 0.05 | 3 | 2,100 | 0.05 | 3 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 4,272,145 | 100.00 | 6,357 | 4,368,585 | 100.00 | 6,501 |
| Instruction (11,95) * | 3,140,848 | 73.52 | 4,674 | 3,140,848 | 71.90 | 4,674 |
| Instructional Res/Media (12) * | 85,157 | 1.99 | 127 | 85,157 | 1.95 | 127 |
| Curriculum/Staff Develop (13) * | 53,186 | 1.24 | 79 | 53,186 | 1.22 | 79 |
| Instructional Leadership (21) * | 60,579 | 1.42 | 90 | 60,579 | 1.39 | 90 |
| School Leadership (23) * | 489,982 | 11.47 | 729 | 489,982 | 11.22 | 729 |
| Guidance/Counseling Svcs (31) * | 186,965 | 4.38 | 278 | 186,965 | 4.28 | 278 |
| Social Work Services (32) * | 766 | 0.02 | 1 | 766 | 0.02 | 1 |
| Health Services (33) * | 85,056 | 1.99 | 127 | 85,056 | 1.95 | 127 |
| Food (35) ** | 0 | 0.00 | 0 | 96,440 | 2.21 | 144 |
| Extracurricular (36) * ** | 165,606 | 3.88 | 246 | 165,606 | 3.79 | 246 |
| Plant Maint/Operation (51) * ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Security/Monitoring (52) * ** | 4,000 | 0.09 | 6 | 4,000 | 0.09 | 6 |
| Data Processing Svcs (53)* ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| **Program expenditures by Program (Objects 6100-6400 only)** | | | | | | |
| Total Operating Expenditures | 4,102,539 | 100.00 | 6,105 | 4,102,539 | 100.00 | 6,105 |
| Regular | 3,394,376 | 82.74 | 5,051 | 3,394,376 | 82.74 | 5,051 |
| Gifted & Talented | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 701,274 | 17.09 | 1,044 | 701,274 | 17.09 | 1,044 |
| 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 | 6,889 | 0.17 | 10 | 6,889 | 0.17 | 10 |
| Prekindergarten | 0 | 0.00 | 0 | 0 | 0.00 | 0 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Decker Prairie El District: TOMBALL ISD

**Campus Number: 101921102 Total Membership: 646**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 4,307,126 | 100.00 | 6,667 | 4,389,341 | 100.00 | 6,795 |
| Operating-Payroll | 4,178,687 | 97.02 | 6,469 | 4,260,902 | 97.07 | 6,596 |
| Other Operating | 125,913 | 2.92 | 195 | 125,913 | 2.87 | 195 |
| Non-Operating(Equipt/Supplies) | 2,526 | 0.06 | 4 | 2,526 | 0.06 | 4 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 4,304,600 | 100.00 | 6,663 | 4,386,815 | 100.00 | 6,791 |
| Instruction (11,95) * | 3,447,681 | 80.09 | 5,337 | 3,447,681 | 78.59 | 5,337 |
| Instructional Res/Media (12) * | 76,197 | 1.77 | 118 | 76,197 | 1.74 | 118 |
| Curriculum/Staff Develop (13) * | 94,485 | 2.19 | 146 | 94,485 | 2.15 | 146 |
| Instructional Leadership (21) * | 73,522 | 1.71 | 114 | 73,522 | 1.68 | 114 |
| School Leadership (23) * | 345,977 | 8.04 | 536 | 345,977 | 7.89 | 536 |
| Guidance/Counseling Svcs (31) * | 184,599 | 4.29 | 286 | 184,599 | 4.21 | 286 |
| Social Work Services (32) * | 922 | 0.02 | 1 | 922 | 0.02 | 1 |
| Health Services (33) * | 80,843 | 1.88 | 125 | 80,843 | 1.84 | 125 |
| Food (35) ** | 0 | 0.00 | 0 | 82,215 | 1.87 | 127 |
| Extracurricular (36) * ** | 374 | 0.01 | 1 | 374 | 0.01 | 1 |
| 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 | 4,304,226 | 100.00 | 6,663 | 4,304,226 | 100.00 | 6,663 |
| Regular | 2,880,360 | 66.92 | 4,459 | 2,880,360 | 66.92 | 4,459 |
| Gifted & Talented | 5,069 | 0.12 | 8 | 5,069 | 0.12 | 8 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 762,826 | 17.72 | 1,181 | 762,826 | 17.72 | 1,181 |
| Accelerated Education | 381,993 | 8.87 | 591 | 381,993 | 8.87 | 591 |
| Bilingual | 111,067 | 2.58 | 172 | 111,067 | 2.58 | 172 |
| 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 | 162,911 | 3.78 | 252 | 162,911 | 3.78 | 252 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Lakewood El District: TOMBALL ISD

**Campus Number: 101921103 Total Membership: 811**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 5,102,162 | 100.00 | 6,291 | 5,186,032 | 100.00 | 6,395 |
| Operating-Payroll | 4,972,213 | 97.45 | 6,131 | 5,056,083 | 97.49 | 6,234 |
| Other Operating | 127,335 | 2.50 | 157 | 127,335 | 2.46 | 157 |
| Non-Operating(Equipt/Supplies) | 2,614 | 0.05 | 3 | 2,614 | 0.05 | 3 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 5,099,548 | 100.00 | 6,288 | 5,183,418 | 100.00 | 6,391 |
| Instruction (11,95) * | 4,226,919 | 82.89 | 5,212 | 4,226,919 | 81.55 | 5,212 |
| Instructional Res/Media (12) * | 85,476 | 1.68 | 105 | 85,476 | 1.65 | 105 |
| Curriculum/Staff Develop (13) * | 81,541 | 1.60 | 101 | 81,541 | 1.57 | 101 |
| Instructional Leadership (21) * | 69,054 | 1.35 | 85 | 69,054 | 1.33 | 85 |
| School Leadership (23) * | 329,140 | 6.45 | 406 | 329,140 | 6.35 | 406 |
| Guidance/Counseling Svcs (31) * | 205,897 | 4.04 | 254 | 205,897 | 3.97 | 254 |
| Social Work Services (32) * | 953 | 0.02 | 1 | 953 | 0.02 | 1 |
| Health Services (33) * | 91,962 | 1.80 | 113 | 91,962 | 1.77 | 113 |
| Food (35) ** | 0 | 0.00 | 0 | 83,870 | 1.62 | 103 |
| Extracurricular (36) * ** | 258 | 0.01 | 0 | 258 | 0.00 | 0 |
| Plant Maint/Operation (51) * ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Security/Monitoring (52) * ** | 8,348 | 0.16 | 10 | 8,348 | 0.16 | 10 |
| Data Processing Svcs (53)* ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| **Program expenditures by Program (Objects 6100-6400 only)** | | | | | | |
| Total Operating Expenditures | 5,090,942 | 100.00 | 6,277 | 5,090,942 | 100.00 | 6,277 |
| Regular | 3,706,228 | 72.80 | 4,570 | 3,706,228 | 72.80 | 4,570 |
| Gifted & Talented | 139,303 | 2.74 | 172 | 139,303 | 2.74 | 172 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 759,243 | 14.91 | 936 | 759,243 | 14.91 | 936 |
| Accelerated Education | 278,498 | 5.47 | 343 | 278,498 | 5.47 | 343 |
| 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 | 207,670 | 4.08 | 256 | 207,670 | 4.08 | 256 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 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 | 783,332 | 100.00 | 0 | 783,332 | 100.00 | 0 |
| Operating-Payroll | 766,055 | 97.79 | 0 | 766,055 | 97.79 | 0 |
| Other Operating | 16,937 | 2.16 | 0 | 16,937 | 2.16 | 0 |
| Non-Operating(Equipt/Supplies) | 340 | 0.04 | 0 | 340 | 0.04 | 0 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 782,992 | 100.00 | 0 | 782,992 | 100.00 | 0 |
| Instruction (11,95) * | 575,754 | 73.53 | 0 | 575,754 | 73.53 | 0 |
| Instructional Res/Media (12) * | 1,418 | 0.18 | 0 | 1,418 | 0.18 | 0 |
| Curriculum/Staff Develop (13) * | 7,783 | 0.99 | 0 | 7,783 | 0.99 | 0 |
| Instructional Leadership (21) * | 8,671 | 1.11 | 0 | 8,671 | 1.11 | 0 |
| School Leadership (23) * | 184,669 | 23.59 | 0 | 184,669 | 23.59 | 0 |
| Guidance/Counseling Svcs (31) * | 2,670 | 0.34 | 0 | 2,670 | 0.34 | 0 |
| Social Work Services (32) * | 125 | 0.02 | 0 | 125 | 0.02 | 0 |
| Health Services (33) * | 1,902 | 0.24 | 0 | 1,902 | 0.24 | 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 | 782,992 | 100.00 | 0 | 782,992 | 100.00 | 0 |
| Regular | 30,074 | 3.84 | 0 | 30,074 | 3.84 | 0 |
| Gifted & Talented | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 99,091 | 12.66 | 0 | 99,091 | 12.66 | 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 | 653,827 | 83.50 | 0 | 653,827 | 83.50 | 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 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Tomball Int District: TOMBALL ISD

**Campus Number: 101921105 Total Membership: 752**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 5,467,332 | 100.00 | 7,270 | 5,573,892 | 100.00 | 7,412 |
| Operating-Payroll | 5,306,774 | 97.06 | 7,057 | 5,413,334 | 97.12 | 7,199 |
| Other Operating | 157,672 | 2.88 | 210 | 157,672 | 2.83 | 210 |
| Non-Operating(Equipt/Supplies) | 2,886 | 0.05 | 4 | 2,886 | 0.05 | 4 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 5,464,446 | 100.00 | 7,267 | 5,571,006 | 100.00 | 7,408 |
| Instruction (11,95) * | 4,403,067 | 80.58 | 5,855 | 4,403,067 | 79.04 | 5,855 |
| Instructional Res/Media (12) * | 83,528 | 1.53 | 111 | 83,528 | 1.50 | 111 |
| Curriculum/Staff Develop (13) * | 100,053 | 1.83 | 133 | 100,053 | 1.80 | 133 |
| Instructional Leadership (21) * | 90,013 | 1.65 | 120 | 90,013 | 1.62 | 120 |
| School Leadership (23) * | 465,999 | 8.53 | 620 | 465,999 | 8.36 | 620 |
| Guidance/Counseling Svcs (31) * | 230,975 | 4.23 | 307 | 230,975 | 4.15 | 307 |
| Social Work Services (32) * | 1,050 | 0.02 | 1 | 1,050 | 0.02 | 1 |
| Health Services (33) * | 77,766 | 1.42 | 103 | 77,766 | 1.40 | 103 |
| Food (35) ** | 0 | 0.00 | 0 | 106,560 | 1.91 | 142 |
| Extracurricular (36) * ** | 7,594 | 0.14 | 10 | 7,594 | 0.14 | 10 |
| Plant Maint/Operation (51) * ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Security/Monitoring (52) * ** | 4,401 | 0.08 | 6 | 4,401 | 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 | 5,452,451 | 100.00 | 7,251 | 5,452,451 | 100.00 | 7,251 |
| Regular | 3,673,559 | 67.37 | 4,885 | 3,673,559 | 67.37 | 4,885 |
| Gifted & Talented | 100,541 | 1.84 | 134 | 100,541 | 1.84 | 134 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 1,293,887 | 23.73 | 1,721 | 1,293,887 | 23.73 | 1,721 |
| Accelerated Education | 283,694 | 5.20 | 377 | 283,694 | 5.20 | 377 |
| Bilingual | 100,770 | 1.85 | 134 | 100,770 | 1.85 | 134 |
| 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 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Willow Creek El District: TOMBALL ISD

**Campus Number: 101921107 Total Membership: 794**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 5,940,874 | 100.00 | 7,482 | 6,031,034 | 100.00 | 7,596 |
| Operating-Payroll | 5,798,263 | 97.60 | 7,303 | 5,888,423 | 97.64 | 7,416 |
| Other Operating | 139,979 | 2.36 | 176 | 139,979 | 2.32 | 176 |
| Non-Operating(Equipt/Supplies) | 2,632 | 0.04 | 3 | 2,632 | 0.04 | 3 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 5,938,242 | 100.00 | 7,479 | 6,028,402 | 100.00 | 7,592 |
| Instruction (11,95) * | 5,097,593 | 85.84 | 6,420 | 5,097,593 | 84.56 | 6,420 |
| Instructional Res/Media (12) * | 88,137 | 1.48 | 111 | 88,137 | 1.46 | 111 |
| Curriculum/Staff Develop (13) * | 80,177 | 1.35 | 101 | 80,177 | 1.33 | 101 |
| Instructional Leadership (21) * | 76,838 | 1.29 | 97 | 76,838 | 1.27 | 97 |
| School Leadership (23) * | 334,479 | 5.63 | 421 | 334,479 | 5.55 | 421 |
| Guidance/Counseling Svcs (31) * | 183,953 | 3.10 | 232 | 183,953 | 3.05 | 232 |
| Social Work Services (32) * | 958 | 0.02 | 1 | 958 | 0.02 | 1 |
| Health Services (33) * | 75,837 | 1.28 | 96 | 75,837 | 1.26 | 96 |
| Food (35) ** | 0 | 0.00 | 0 | 90,160 | 1.50 | 114 |
| Extracurricular (36) * ** | 270 | 0.00 | 0 | 270 | 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 | 5,937,972 | 100.00 | 7,479 | 5,937,972 | 100.00 | 7,479 |
| Regular | 4,746,062 | 79.93 | 5,977 | 4,746,062 | 79.93 | 5,977 |
| Gifted & Talented | 98,672 | 1.66 | 124 | 98,672 | 1.66 | 124 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 1,019,340 | 17.17 | 1,284 | 1,019,340 | 17.17 | 1,284 |
| Accelerated Education | 73,648 | 1.24 | 93 | 73,648 | 1.24 | 93 |
| Bilingual | 250 | 0.00 | 0 | 250 | 0.00 | 0 |
| Nondisc Alted-AEP Basic Serv | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Disc Alted-DAEP Basic Serv | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Disc Alted-DAEP Supplemental | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| T1 A Schoolwide-St Comp >=50% | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Athletic Programming | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| High School Allotment | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Prekindergarten | 0 | 0.00 | 0 | 0 | 0.00 | 0 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Tomball El District: TOMBALL ISD

**Campus Number: 101921108 Total Membership: 715**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 5,535,754 | 100.00 | 7,742 | 5,652,775 | 100.00 | 7,906 |
| Operating-Payroll | 5,391,970 | 97.40 | 7,541 | 5,508,991 | 97.46 | 7,705 |
| Other Operating | 141,033 | 2.55 | 197 | 141,033 | 2.49 | 197 |
| Non-Operating(Equipt/Supplies) | 2,751 | 0.05 | 4 | 2,751 | 0.05 | 4 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 5,533,003 | 100.00 | 7,738 | 5,650,024 | 100.00 | 7,902 |
| Instruction (11,95) * | 4,529,322 | 81.86 | 6,335 | 4,529,322 | 80.16 | 6,335 |
| Instructional Res/Media (12) * | 90,010 | 1.63 | 126 | 90,010 | 1.59 | 126 |
| Curriculum/Staff Develop (13) * | 99,906 | 1.81 | 140 | 99,906 | 1.77 | 140 |
| Instructional Leadership (21) * | 79,410 | 1.44 | 111 | 79,410 | 1.41 | 111 |
| School Leadership (23) * | 456,467 | 8.25 | 638 | 456,467 | 8.08 | 638 |
| Guidance/Counseling Svcs (31) * | 169,373 | 3.06 | 237 | 169,373 | 3.00 | 237 |
| Social Work Services (32) * | 1,004 | 0.02 | 1 | 1,004 | 0.02 | 1 |
| Health Services (33) * | 99,051 | 1.79 | 139 | 99,051 | 1.75 | 139 |
| Food (35) ** | 0 | 0.00 | 0 | 117,021 | 2.07 | 164 |
| Extracurricular (36) * ** | 594 | 0.01 | 1 | 594 | 0.01 | 1 |
| Plant Maint/Operation (51) * ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Security/Monitoring (52) * ** | 7,866 | 0.14 | 11 | 7,866 | 0.14 | 11 |
| Data Processing Svcs (53)* ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| **Program expenditures by Program (Objects 6100-6400 only)** | | | | | | |
| Total Operating Expenditures | 5,524,543 | 100.00 | 7,727 | 5,524,543 | 100.00 | 7,727 |
| Regular | 3,444,735 | 62.35 | 4,818 | 3,444,735 | 62.35 | 4,818 |
| Gifted & Talented | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 936,480 | 16.95 | 1,310 | 936,480 | 16.95 | 1,310 |
| Accelerated Education | 659,176 | 11.93 | 922 | 659,176 | 11.93 | 922 |
| Bilingual | 114,107 | 2.07 | 160 | 114,107 | 2.07 | 160 |
| 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 | 370,045 | 6.70 | 518 | 370,045 | 6.70 | 518 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Northpointe Int District: TOMBALL ISD

**Campus Number: 101921109 Total Membership: 708**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 4,994,879 | 100.00 | 7,055 | 5,092,399 | 100.00 | 7,193 |
| Operating-Payroll | 4,876,965 | 97.64 | 6,888 | 4,974,485 | 97.68 | 7,026 |
| Other Operating | 115,810 | 2.32 | 164 | 115,810 | 2.27 | 164 |
| Non-Operating(Equipt/Supplies) | 2,104 | 0.04 | 3 | 2,104 | 0.04 | 3 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 4,992,775 | 100.00 | 7,052 | 5,090,295 | 100.00 | 7,190 |
| Instruction (11,95) * | 3,955,111 | 79.22 | 5,586 | 3,955,111 | 77.70 | 5,586 |
| Instructional Res/Media (12) * | 84,051 | 1.68 | 119 | 84,051 | 1.65 | 119 |
| Curriculum/Staff Develop (13) * | 64,178 | 1.29 | 91 | 64,178 | 1.26 | 91 |
| Instructional Leadership (21) * | 56,238 | 1.13 | 79 | 56,238 | 1.10 | 79 |
| School Leadership (23) * | 543,270 | 10.88 | 767 | 543,270 | 10.67 | 767 |
| Guidance/Counseling Svcs (31) * | 198,796 | 3.98 | 281 | 198,796 | 3.91 | 281 |
| Social Work Services (32) * | 767 | 0.02 | 1 | 767 | 0.02 | 1 |
| Health Services (33) * | 68,174 | 1.37 | 96 | 68,174 | 1.34 | 96 |
| Food (35) ** | 0 | 0.00 | 0 | 97,520 | 1.92 | 138 |
| Extracurricular (36) * ** | 12,344 | 0.25 | 17 | 12,344 | 0.24 | 17 |
| Plant Maint/Operation (51) * ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Security/Monitoring (52) * ** | 9,846 | 0.20 | 14 | 9,846 | 0.19 | 14 |
| Data Processing Svcs (53)* ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| **Program expenditures by Program (Objects 6100-6400 only)** | | | | | | |
| Total Operating Expenditures | 4,970,585 | 100.00 | 7,021 | 4,970,585 | 100.00 | 7,021 |
| Regular | 3,641,285 | 73.26 | 5,143 | 3,641,285 | 73.26 | 5,143 |
| Gifted & Talented | 164,764 | 3.31 | 233 | 164,764 | 3.31 | 233 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 945,862 | 19.03 | 1,336 | 945,862 | 19.03 | 1,336 |
| Accelerated Education | 201,031 | 4.04 | 284 | 201,031 | 4.04 | 284 |
| Bilingual | 17,643 | 0.35 | 25 | 17,643 | 0.35 | 25 |
| Nondisc Alted-AEP Basic Serv | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Disc Alted-DAEP Basic Serv | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Disc Alted-DAEP Supplemental | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| T1 A Schoolwide-St Comp >=50% | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Athletic Programming | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| High School Allotment | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Prekindergarten | 0 | 0.00 | 0 | 0 | 0.00 | 0 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Rosehill El District: TOMBALL ISD

**Campus Number: 101921110 Total Membership: 480**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 4,068,177 | 100.00 | 8,475 | 4,148,167 | 100.00 | 8,642 |
| Operating-Payroll | 3,956,830 | 97.26 | 8,243 | 4,036,820 | 97.32 | 8,410 |
| Other Operating | 109,141 | 2.68 | 227 | 109,141 | 2.63 | 227 |
| Non-Operating(Equipt/Supplies) | 2,206 | 0.05 | 5 | 2,206 | 0.05 | 5 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 4,065,971 | 100.00 | 8,471 | 4,145,961 | 100.00 | 8,637 |
| Instruction (11,95) * | 3,172,924 | 78.04 | 6,610 | 3,172,924 | 76.53 | 6,610 |
| Instructional Res/Media (12) * | 72,454 | 1.78 | 151 | 72,454 | 1.75 | 151 |
| Curriculum/Staff Develop (13) * | 85,819 | 2.11 | 179 | 85,819 | 2.07 | 179 |
| Instructional Leadership (21) * | 67,688 | 1.66 | 141 | 67,688 | 1.63 | 141 |
| School Leadership (23) * | 330,527 | 8.13 | 689 | 330,527 | 7.97 | 689 |
| Guidance/Counseling Svcs (31) * | 255,431 | 6.28 | 532 | 255,431 | 6.16 | 532 |
| Social Work Services (32) * | 804 | 0.02 | 2 | 804 | 0.02 | 2 |
| Health Services (33) * | 80,151 | 1.97 | 167 | 80,151 | 1.93 | 167 |
| Food (35) ** | 0 | 0.00 | 0 | 79,990 | 1.93 | 167 |
| Extracurricular (36) * ** | 173 | 0.00 | 0 | 173 | 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 | 4,065,798 | 100.00 | 8,470 | 4,065,798 | 100.00 | 8,470 |
| Regular | 2,305,604 | 56.71 | 4,803 | 2,305,604 | 56.71 | 4,803 |
| Gifted & Talented | 2,554 | 0.06 | 5 | 2,554 | 0.06 | 5 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 928,722 | 22.84 | 1,935 | 928,722 | 22.84 | 1,935 |
| Accelerated Education | 496,883 | 12.22 | 1,035 | 496,883 | 12.22 | 1,035 |
| Bilingual | 107,834 | 2.65 | 225 | 107,834 | 2.65 | 225 |
| 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 | 224,201 | 5.51 | 467 | 224,201 | 5.51 | 467 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Canyon Pointe El District: TOMBALL ISD

**Campus Number: 101921111 Total Membership: 803**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 4,776,683 | 100.00 | 5,949 | 4,840,733 | 100.00 | 6,028 |
| Operating-Payroll | 4,633,130 | 96.99 | 5,770 | 4,697,180 | 97.03 | 5,850 |
| Other Operating | 140,774 | 2.95 | 175 | 140,774 | 2.91 | 175 |
| Non-Operating(Equipt/Supplies) | 2,779 | 0.06 | 3 | 2,779 | 0.06 | 3 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 4,773,904 | 100.00 | 5,945 | 4,837,954 | 100.00 | 6,025 |
| Instruction (11,95) * | 3,848,763 | 80.62 | 4,793 | 3,848,763 | 79.55 | 4,793 |
| Instructional Res/Media (12) * | 81,572 | 1.71 | 102 | 81,572 | 1.69 | 102 |
| Curriculum/Staff Develop (13) * | 116,368 | 2.44 | 145 | 116,368 | 2.41 | 145 |
| Instructional Leadership (21) * | 75,583 | 1.58 | 94 | 75,583 | 1.56 | 94 |
| School Leadership (23) * | 350,638 | 7.34 | 437 | 350,638 | 7.25 | 437 |
| Guidance/Counseling Svcs (31) * | 208,385 | 4.37 | 260 | 208,385 | 4.31 | 260 |
| Social Work Services (32) * | 1,014 | 0.02 | 1 | 1,014 | 0.02 | 1 |
| Health Services (33) * | 87,023 | 1.82 | 108 | 87,023 | 1.80 | 108 |
| Food (35) ** | 0 | 0.00 | 0 | 64,050 | 1.32 | 80 |
| Extracurricular (36) * ** | 522 | 0.01 | 1 | 522 | 0.01 | 1 |
| Plant Maint/Operation (51) * ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Security/Monitoring (52) * ** | 4,036 | 0.08 | 5 | 4,036 | 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 | 4,769,346 | 100.00 | 5,939 | 4,769,346 | 100.00 | 5,939 |
| Regular | 3,251,871 | 68.18 | 4,050 | 3,251,871 | 68.18 | 4,050 |
| Gifted & Talented | 112,658 | 2.36 | 140 | 112,658 | 2.36 | 140 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 733,715 | 15.38 | 914 | 733,715 | 15.38 | 914 |
| Accelerated Education | 318,437 | 6.68 | 397 | 318,437 | 6.68 | 397 |
| Bilingual | 178,798 | 3.75 | 223 | 178,798 | 3.75 | 223 |
| 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 | 173,867 | 3.65 | 217 | 173,867 | 3.65 | 217 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Creekside Forest El District: TOMBALL ISD

**Campus Number: 101921112 Total Membership: 547**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 3,841,070 | 100.00 | 7,022 | 3,902,143 | 100.00 | 7,134 |
| Operating-Payroll | 3,740,434 | 97.38 | 6,838 | 3,801,507 | 97.42 | 6,950 |
| Other Operating | 98,735 | 2.57 | 181 | 98,735 | 2.53 | 181 |
| Non-Operating(Equipt/Supplies) | 1,901 | 0.05 | 3 | 1,901 | 0.05 | 3 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 3,839,169 | 100.00 | 7,019 | 3,900,242 | 100.00 | 7,130 |
| Instruction (11,95) * | 3,136,653 | 81.70 | 5,734 | 3,136,653 | 80.42 | 5,734 |
| Instructional Res/Media (12) * | 75,948 | 1.98 | 139 | 75,948 | 1.95 | 139 |
| Curriculum/Staff Develop (13) * | 65,762 | 1.71 | 120 | 65,762 | 1.69 | 120 |
| Instructional Leadership (21) * | 51,703 | 1.35 | 95 | 51,703 | 1.33 | 95 |
| School Leadership (23) * | 321,951 | 8.39 | 589 | 321,951 | 8.25 | 589 |
| Guidance/Counseling Svcs (31) * | 113,639 | 2.96 | 208 | 113,639 | 2.91 | 208 |
| Social Work Services (32) * | 694 | 0.02 | 1 | 694 | 0.02 | 1 |
| Health Services (33) * | 63,953 | 1.67 | 117 | 63,953 | 1.64 | 117 |
| Food (35) ** | 0 | 0.00 | 0 | 61,073 | 1.57 | 112 |
| Extracurricular (36) * ** | 8,788 | 0.23 | 16 | 8,788 | 0.23 | 16 |
| Plant Maint/Operation (51) * ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Security/Monitoring (52) * ** | 78 | 0.00 | 0 | 78 | 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 | 3,830,303 | 100.00 | 7,002 | 3,830,303 | 100.00 | 7,002 |
| Regular | 2,991,263 | 78.09 | 5,468 | 2,991,263 | 78.09 | 5,468 |
| Gifted & Talented | 150 | 0.00 | 0 | 150 | 0.00 | 0 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 670,281 | 17.50 | 1,225 | 670,281 | 17.50 | 1,225 |
| Accelerated Education | 161,496 | 4.22 | 295 | 161,496 | 4.22 | 295 |
| Bilingual | 7,113 | 0.19 | 13 | 7,113 | 0.19 | 13 |
| 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 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Timber Creek El District: TOMBALL ISD

**Campus Number: 101921113 Total Membership: 510**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 3,695,776 | 100.00 | 7,247 | 3,753,616 | 100.00 | 7,360 |
| Operating-Payroll | 3,599,070 | 97.38 | 7,057 | 3,656,910 | 97.42 | 7,170 |
| Other Operating | 94,883 | 2.57 | 186 | 94,883 | 2.53 | 186 |
| Non-Operating(Equipt/Supplies) | 1,823 | 0.05 | 4 | 1,823 | 0.05 | 4 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 3,693,953 | 100.00 | 7,243 | 3,751,793 | 100.00 | 7,356 |
| Instruction (11,95) * | 2,799,463 | 75.79 | 5,489 | 2,799,463 | 74.62 | 5,489 |
| Instructional Res/Media (12) * | 82,035 | 2.22 | 161 | 82,035 | 2.19 | 161 |
| Curriculum/Staff Develop (13) * | 146,976 | 3.98 | 288 | 146,976 | 3.92 | 288 |
| Instructional Leadership (21) * | 46,300 | 1.25 | 91 | 46,300 | 1.23 | 91 |
| School Leadership (23) * | 319,688 | 8.65 | 627 | 319,688 | 8.52 | 627 |
| Guidance/Counseling Svcs (31) * | 213,684 | 5.78 | 419 | 213,684 | 5.70 | 419 |
| Social Work Services (32) * | 663 | 0.02 | 1 | 663 | 0.02 | 1 |
| Health Services (33) * | 59,724 | 1.62 | 117 | 59,724 | 1.59 | 117 |
| Food (35) ** | 0 | 0.00 | 0 | 57,840 | 1.54 | 113 |
| Extracurricular (36) * ** | 25,420 | 0.69 | 50 | 25,420 | 0.68 | 50 |
| 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 | 3,668,533 | 100.00 | 7,193 | 3,668,533 | 100.00 | 7,193 |
| Regular | 2,905,502 | 79.20 | 5,697 | 2,905,502 | 79.20 | 5,697 |
| Gifted & Talented | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 627,629 | 17.11 | 1,231 | 627,629 | 17.11 | 1,231 |
| Accelerated Education | 134,902 | 3.68 | 265 | 134,902 | 3.68 | 265 |
| Bilingual | 500 | 0.01 | 1 | 500 | 0.01 | 1 |
| Nondisc Alted-AEP Basic Serv | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Disc Alted-DAEP Basic Serv | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Disc Alted-DAEP Supplemental | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| T1 A Schoolwide-St Comp >=50% | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Athletic Programming | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| High School Allotment | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Prekindergarten | 0 | 0.00 | 0 | 0 | 0.00 | 0 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Wildwood El District: TOMBALL ISD

**Campus Number: 101921114 Total Membership: 923**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 5,262,248 | 100.00 | 5,701 | 5,348,896 | 100.00 | 5,795 |
| Operating-Payroll | 5,099,209 | 96.90 | 5,525 | 5,185,857 | 96.95 | 5,618 |
| Other Operating | 160,032 | 3.04 | 173 | 160,032 | 2.99 | 173 |
| Non-Operating(Equipt/Supplies) | 3,007 | 0.06 | 3 | 3,007 | 0.06 | 3 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 5,259,241 | 100.00 | 5,698 | 5,345,889 | 100.00 | 5,792 |
| Instruction (11,95) * | 4,376,694 | 83.22 | 4,742 | 4,376,694 | 81.87 | 4,742 |
| Instructional Res/Media (12) * | 72,960 | 1.39 | 79 | 72,960 | 1.36 | 79 |
| Curriculum/Staff Develop (13) * | 108,300 | 2.06 | 117 | 108,300 | 2.03 | 117 |
| Instructional Leadership (21) * | 82,668 | 1.57 | 90 | 82,668 | 1.55 | 90 |
| School Leadership (23) * | 405,938 | 7.72 | 440 | 405,938 | 7.59 | 440 |
| Guidance/Counseling Svcs (31) * | 113,252 | 2.15 | 123 | 113,252 | 2.12 | 123 |
| Social Work Services (32) * | 1,098 | 0.02 | 1 | 1,098 | 0.02 | 1 |
| Health Services (33) * | 78,926 | 1.50 | 86 | 78,926 | 1.48 | 86 |
| Food (35) ** | 0 | 0.00 | 0 | 86,648 | 1.62 | 94 |
| Extracurricular (36) * ** | 19,405 | 0.37 | 21 | 19,405 | 0.36 | 21 |
| 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 | 5,239,836 | 100.00 | 5,677 | 5,239,836 | 100.00 | 5,677 |
| Regular | 3,654,286 | 69.74 | 3,959 | 3,654,286 | 69.74 | 3,959 |
| Gifted & Talented | 400 | 0.01 | 0 | 400 | 0.01 | 0 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 800,027 | 15.27 | 867 | 800,027 | 15.27 | 867 |
| Accelerated Education | 517,491 | 9.88 | 561 | 517,491 | 9.88 | 561 |
| Bilingual | 55,579 | 1.06 | 60 | 55,579 | 1.06 | 60 |
| 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 | 230 | 212,053 | 4.05 | 230 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Creekview El District: TOMBALL ISD

**Campus Number: 101921115 Total Membership: 619**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 3,531,063 | 100.00 | 5,704 | 3,587,953 | 100.00 | 5,796 |
| Operating-Payroll | 3,428,524 | 97.10 | 5,539 | 3,485,414 | 97.14 | 5,631 |
| Other Operating | 100,488 | 2.85 | 162 | 100,488 | 2.80 | 162 |
| Non-Operating(Equipt/Supplies) | 2,051 | 0.06 | 3 | 2,051 | 0.06 | 3 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 3,529,012 | 100.00 | 5,701 | 3,585,902 | 100.00 | 5,793 |
| Instruction (11,95) * | 2,699,771 | 76.50 | 4,362 | 2,699,771 | 75.29 | 4,362 |
| Instructional Res/Media (12) * | 71,962 | 2.04 | 116 | 71,962 | 2.01 | 116 |
| Curriculum/Staff Develop (13) * | 86,729 | 2.46 | 140 | 86,729 | 2.42 | 140 |
| Instructional Leadership (21) * | 56,638 | 1.60 | 91 | 56,638 | 1.58 | 91 |
| School Leadership (23) * | 383,448 | 10.87 | 619 | 383,448 | 10.69 | 619 |
| Guidance/Counseling Svcs (31) * | 129,459 | 3.67 | 209 | 129,459 | 3.61 | 209 |
| Social Work Services (32) * | 746 | 0.02 | 1 | 746 | 0.02 | 1 |
| Health Services (33) * | 78,446 | 2.22 | 127 | 78,446 | 2.19 | 127 |
| Food (35) ** | 0 | 0.00 | 0 | 56,890 | 1.59 | 92 |
| Extracurricular (36) * ** | 18,264 | 0.52 | 30 | 18,264 | 0.51 | 30 |
| Plant Maint/Operation (51) * ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Security/Monitoring (52) * ** | 3,549 | 0.10 | 6 | 3,549 | 0.10 | 6 |
| Data Processing Svcs (53)* ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| **Program expenditures by Program (Objects 6100-6400 only)** | | | | | | |
| Total Operating Expenditures | 3,507,199 | 100.00 | 5,666 | 3,507,199 | 100.00 | 5,666 |
| Regular | 2,725,750 | 77.72 | 4,403 | 2,725,750 | 77.72 | 4,403 |
| Gifted & Talented | 400 | 0.01 | 1 | 400 | 0.01 | 1 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 645,711 | 18.41 | 1,043 | 645,711 | 18.41 | 1,043 |
| Accelerated Education | 135,338 | 3.86 | 219 | 135,338 | 3.86 | 219 |
| 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 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

**TEXAS EDUCATION AGENCY**

**2017-2018 PEIMS Budget Financial Data by Campus**

## School Campus: Oakcrest Int District: TOMBALL ISD

**Campus Number: 101921116 Total Membership: 631**

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|---|---|---|---|---|---|
| **Expenditures by Object (Objects 6100-6600)** | | | | | | |
| Total Expenditures | 3,354,402 | 100.00 | 5,316 | 3,430,617 | 100.00 | 5,437 |
| Operating-Payroll | 3,235,361 | 96.45 | 5,127 | 3,311,576 | 96.53 | 5,248 |
| Other Operating | 117,123 | 3.49 | 186 | 117,123 | 3.41 | 186 |
| Non-Operating(Equipt/Supplies) | 1,918 | 0.06 | 3 | 1,918 | 0.06 | 3 |
| **Expenditures by Function (Objects 6100-6400 Only)** | | | | | | |
| Total Operating Expenditures | 3,352,484 | 100.00 | 5,313 | 3,428,699 | 100.00 | 5,434 |
| Instruction (11,95) * | 2,640,092 | 78.75 | 4,184 | 2,640,092 | 77.00 | 4,184 |
| Instructional Res/Media (12) * | 106,218 | 3.17 | 168 | 106,218 | 3.10 | 168 |
| Curriculum/Staff Develop (13) * | 102,447 | 3.06 | 162 | 102,447 | 2.99 | 162 |
| Instructional Leadership (21) * | 48,949 | 1.46 | 78 | 48,949 | 1.43 | 78 |
| School Leadership (23) * | 245,321 | 7.32 | 389 | 245,321 | 7.15 | 389 |
| Guidance/Counseling Svcs (31) * | 102,327 | 3.05 | 162 | 102,327 | 2.98 | 162 |
| Social Work Services (32) * | 701 | 0.02 | 1 | 701 | 0.02 | 1 |
| Health Services (33) * | 68,354 | 2.04 | 108 | 68,354 | 1.99 | 108 |
| Food (35) ** | 0 | 0.00 | 0 | 76,215 | 2.22 | 121 |
| Extracurricular (36) * ** | 29,831 | 0.89 | 47 | 29,831 | 0.87 | 47 |
| Plant Maint/Operation (51) * ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Security/Monitoring (52) * ** | 8,244 | 0.25 | 13 | 8,244 | 0.24 | 13 |
| Data Processing Svcs (53)* ** | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| **Program expenditures by Program (Objects 6100-6400 only)** | | | | | | |
| Total Operating Expenditures | 3,314,409 | 100.00 | 5,253 | 3,314,409 | 100.00 | 5,253 |
| Regular | 2,551,651 | 76.99 | 4,044 | 2,551,651 | 76.99 | 4,044 |
| Gifted & Talented | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Career & Technical | 0 | 0.00 | 0 | 0 | 0.00 | 0 |
| Students with Disabilities | 537,515 | 16.22 | 852 | 537,515 | 16.22 | 852 |
| Accelerated Education | 112,207 | 3.39 | 178 | 112,207 | 3.39 | 178 |
| Bilingual | 111,286 | 3.36 | 176 | 111,286 | 3.36 | 176 |
| 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 | 1,750 | 0.05 | 3 | 1,750 | 0.05 | 3 |
| Prekindergarten | 0 | 0.00 | 0 | 0 | 0.00 | 0 |

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**

## *PERFORMANCE OBJECTIVES*

The following performance objectives have been identified to support improvement in each priority:

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

## *DISTRICTWIDE REFORM STRATEGIES AND SMART GOALS*

The District will implement the following districtwide reform strategies to address district 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 District will particularly address the needs of those at-risk of not meeting the challenging State academic standards. This District will use methods and instructional strategies to strengthen the academic program in the District, 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*** | *Recruit, Support, and Retain Teachers and Principals.* | | | | | | |
| | ***Goal 1*** | *Provide a more rigorous professional development plan connected to teacher goals and needs* | | | | | |
| | | ***Strategies*** | Goal Setting, Needs Assessment, Professional development | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Survey teachers for professional development needs | Asst Superintendent of Strategic Initiatives | October | Google Platform | Analysis of data and resulting catalog |
| | | | Enlist high performing teachers to design and deliver training to peers. | Asst Superintendent of Strategic Initiatives | October | Google Platform, Eduphoria | Analysis of data and resulting catalog |
| | | | Expand student-teacher opportunities and redesign program expectations | Chief of Human Talent | September | District guidance documents, partnerships with teaching colleges | Exit surveys, recruitment data, teacher preparedness |
| | | | | | | | |
| | ***Goal 2*** | *Increase pathways to teaching and leading;* | | | | | |
| | | ***Strategies*** | Coaching, Professional Development, Mentoring | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Coach teachers through the Master Teacher Cohort | Assistant Superintendent of Strategic Initiatives | October- May | Local and ESSA Funds | Completion of cohort, T-TESS |
| | | | Designate dates for districtwide professional development | Assistant Superintendent of Strategic Initiatives | January | Calendar Committee, needs assessment | Alignment of DIP and CIPs to Professional development catalog. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Motivate master teachers, mentors and coaches through stipends | Assistant Superintendent of Elementary, Assistant Superintendent of Secondary, Assistant Superintendent of Innovative Programs | May 2019 | Local and ESSA Funds | STAAR Data, T-TESS |
| | | | | | | | |
| | **Goal 3** | *Increase administrator skill in coaching and effective feedback.* | | | | | |
| | | **Strategies** | Professional Development | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Revise walk-through tools | Assist Superintendents of Elementary and Secondary | Summer | Online tools, Eduphoria appraise | Analysis of feedback results, TTESS and teacher-based assessment results |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Priority 2** | *Build a Foundation in Reading and Math.* | | | | | | |
| | **Goal 1** | *District 7th grade STAAR Math scores will increase by 3% for the 2018-2019 school year.* | | | | | |
| | | **Strategies** | Professional Development, Coaching | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | District Specialist visit classroom to train, support and monitor teachers | Director of Mathematics | October-April | Math 180, Imagine Math, ESSA funds | 2016-2018 STAAR data. |
| | | | | | | | |
| | **Goal 2** | *District 4th and 7th grade (including At-Risk) STAAR Writing scores will increase by 5% for the 2018-2019 school year and PBMAS SpEd results will decrease from 2 to 1.* | | | | | |
| | | **Strategies** | Collaboration, consulting and coaching | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Director of Elementary ELA will provide one-on-one as well as group training and monitoring of effective practices in PLC for writing collaboratives. | Director of Elementary ELA | October-February | ESSA Funds | 2016-2018 STAAR data |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Writers in the Schools provides coaching for 6th and 7th grade writing teachers. | Director of Secondary ELA | September-February | ESSA Funds | 2016-2018 STAAR data |
| | | | | | | | |
| | **Goal 3** | *Improve CTE/SPED PBMAS from 3 to 2; CTE/LEP, LEP, and SpED ELA EOC scores from 2 to 1.* | | | | | |
| | | **Strategies** | Academic Support, Infused Technology, Extended Learning Time | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Supplemental reading opportunities for PK-K students and K-5 students through web-based literacy programs. | Coordinator of Bilingual Education | August - May | MyOn, I-Station, ESSA and local Funds | Program quarterly reports, STAAR data |
| | | | Increase the use of Snap and Read from 19 million to 30 million words read across the district. | Assistant Superintendent of Student Support | June 1, 2019 | Don Johnston UDL, dyslexia grant | Monthly Usage Report |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Priority 3** | *Connect High School to Career and College.* | | | | | | |
| | **Goal 1** | *We will increase CTE non-traditional course completion in females 2% by next year's PBMAS results from 32.9 to 33.5.* | | | | | |
| | | **Strategies** | Innovative Staffing, Communications, Curriculum Design | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Placing non-traditional teachers in these classrooms. (i.e. Women in engineering, men in health science) | Director of CTE and campus principals | August | Teachers, Nontraditional course list | Individual teacher assignments |
| | | | Hosting STEAM conference | Director of CTE and STEAM Committee | August - October | Committee, district facility, session materials | Conference participation, survey |
| | | | Creation of aligned curriculum using | Director of CTE | October - June | Curriculum writers, google platform, | Completion of curriculum, reviewing rubric |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | non-bias information | | | curriculum consultant | |
| | | | | | | |
| **Goal 2** | *Increase partnerships with area businesses and industries* | | | | | |
| | **Strategies** | Communication, Partnerships, Parent/Community Engagement | | | | |
| | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | Submitting grant proposals - Tomball Regional Health Foundation, American Association of University Women, Chuck Lorre Foundation | Coordinator of Federal Grants / Special Grants and Director/Assistant Superintendent (depends on the subject) | August - May | Google platform | Individual evaluation of the district initiative |
| | | District participation in the Dyslexia Collaborative Network Agreement | Assistant Superintendent of Student Support, Coordinator of Testing and Instructional Resources, Directors of ELA/SS | May 1, 2018 - August 31, 2019 | TEA competitive grants, Region 4 | Reports from Curriculum Access Tools and Aimsweb Plus Progress Monitoring Tool, STAAR data |
| | | Communication and parent training collaboration with Private Nonprofit schools participating in the district's federal programs | Coordinator of Federal Grants / Special Grants | July 1, 2018 - June 30, 2019 | ESSA | Constant feedback from PNPs, Annual survey |
| | | Community Conversations | Superintendent, Director of Communication | October 2018 | District website | Survey |
| | | | | | | |
| **Goal 3** | *Increase and improve programs, activities, and courses necessary to provide a well-rounded education.* | | | | | |
| | **Strategies** | Program alignment, communication, marketing | | | | |
| | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Enhance the robotics program districtwide | Director of Science and Robotics | August - May | Local funds, Chuck Lorre Foundation Grant | Student participation in clubs, competition rankings, STAAR Math, STAAR Science, graduates with STEM Endorsement |
| | | | Increase program communication and alignment | CIA program leads | August - May | Local funds, ESSA, IDEA, Perkins, IEP, Dyslexia, Private Grants, State Compensation Education funds | STAAR data |
| | | | Identify qualifying students through increased marketing - PK Roundup district event | Coordinator of Bilingual Education, Assistant Superintendent of Elementary Schools, Director of Special Programs, Director of Communications | April 2018 | District website, PEIMS data, District Snapshot data | 18-19 program enrollment |
| | | | Support PK high-quality program focused professional learning communities | Director of Instructional Design, Elem ELA; Coordinator of Bilingual Education and PK | Fall | PLC support materials | Change in collaborative practice |
| | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Priority 4*** | *Collaborative Practice* | | | | | | |
| | ***Goal 1*** | *Increase effectiveness of teacher collaborations* | | | | | |
| | | ***Strategies*** | Master Scheduling, teacher engagement, consulting and coaching | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Establish collaborative sessions to provide time for teachers to address instructional needs in math, science and social studies by engaging with teachers of the same grade levels in data analysis and planning of high yield strategies for content and language needs. | Coordinator of Bilingual Education | August - February | ESSA Funds | STAAR data, T-TESS |
| | | | | | | | |
| | ***Goal 2*** | *Increase collaborative opportunities for leaders and teachers.* | | | | | |
| | | ***Strategies*** | Professional development | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Learn innovative coaching, mentoring, instructional and technology opportunities by attending professional development trainings and conferences | Chief Academic Officer | August - February | Local and ESSA Funds | Application of learned strategies, STAAR data |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Priority 5*** | *Effective Student Supports* | | | | | | |
| | ***Goal 1*** | *Decrease CTE/SpEd PBMAS Science from 3 to 2., Decrease ESL and SpEd Social Studies PBMAS from 2 to 1. Improve STAAR Participation, instructional setting, removal rates and representation for SpEd students to acceptable PBMAS scores. Improve STAAR outcomes for At-Risk students. Improve graduation rate of At-Risk Students* | | | | | |
| | | ***Strategies*** | Curriculum Access Tools; Accelerated Intensive Instruction; Dropout Prevention | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Provide supplemental web-based first-language support to help transition newcomer students to the American Education System | Coordinator of Bilingual Education, Director of Special Programs | September - June | Imagine Learning, ESSA Funds | Program usage log, STAAR data |
| | | | Certify training completion of 100% of Tomball ISD staff on mental health Emotional Backpack campaign | Director of Interventions | June 1, 2019 | | Monthly Check of Emotional Backpack Project Map |
| | | | Provide supports to campuses that serve at-risk of dropping out students | Director of Interventions | Quarterly entry and exit | State Compensatory Education | Assessment results |
| | | | Increase opportunity for utilization of technology and support tools in electives | Director of CTE | October - June | Perkins, Title 4 | Increase in technology provided to CTE classrooms |
| | | | | | | | |
| | ***Goal 2*** | *Improve writing interventions, supports, and instructions* | | | | | |
| | | ***Strategies*** | Professional development, curriculum access tools | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Increase the use of Co:Writer from 1.1 million to 2 million words written across the district. | Michael Webb | June 1, 2019 | Co:Writer program, Dyslexia Grant, Don Johnston UDL | Monthly Usage Report |
| | | | | | | | |
| | ***Goal 3*** | *Improve socio-emotional services, counseling, mental health programs, climate and safety. Decrease incidents of discipline removals.* | | | | | |
| | | ***Strategies*** | Professional Development, administrative assignments, contracted services, | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | partnerships | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Certify training completion of 100% of Tomball ISD staff on mental health Emotional Backpack campaign | Director of Intervention | June 1, 2019 | Grant: Tomball Regional Health Foundation | Monthly Check of Emotional Backpack Project Map |
| | | | Enroll students in RISE program for substance abuse | Director of Intervention | September-May | Grant: Tomball Regional Health Foundation | Quarterly report to Tomball Regional Health Foundation |
| | | | Redirect non-counseling duties to other personnel | Chief Academic Officer | October-December | | Review of work-hour time study and allocation of duties |
| | | | Provide supplemental web-based counseling | Director of Intervention | November-May | Presence Learning, ESSA funds | Review of usage log |
| | | | Increase parental engagement and awareness through the Mental Health Continuum, community conversations, parent prep academy and campus opportunities | Chief Academic Officer, Coordinator of Federal Programs, Campus Administration | September - May | Panorama, Speak Up Survey, Emotional Backpack Campaign, Grant: Tomball Regional Health Foundation, ESSA and Local Funds | Attendance, survey results, school and district climate report, ESSA compliance report |
| | | | Develop online safety manual | Director of Communications | August | ESSA Funds | Usage log |
| | | | Monitor social media through geofencing | Chief Administrative Officer | August | geofencing company?, Local Funds | District disciple report, ESSA Compliance Report |

## *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*** | *English 1 instructional quality and planning* | | | | | | |
| | ***Goal 1*** | *Increase the percentage of students meeting grade level standard by 5% for English 1(79% to 84%)* | | | | | |
| | | ***Strategies*** | PLC improvement, Instructional design, Feedback and coaching | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Provide Instructional Coaching for DC to coach PLCs. | Associate of C&I | Oct. 18-June 19 | Region 4 ESC | Continuous assessment of PLC productivity through assessments and Administrator feedback. |
| | | | Administrators required to attend PLCs and provide specific feedback and coaching. | Principal & Associates | Aug. 18-June 19 | Notes from walkthroughs. | Consistency of feedback provided by administrators. |
| | | | Provide PLC time beyond the school day by providing subs so team can effectively PLC. | Associate of C&I | Aug. 18-June 19 | Staff Development Budget | Consistency between evaluations, feedback from staff on walk throughs |
| | | | Have District Level coaches attend and coach PLCs. | Associate of C&I | Aug. 18-June 19 | District Personnel | Consistency between evaluations, feedback from staff on walk throughs |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Train PLC's on the use of Lead4ward to help drive first time instruction through backwards design. | English Dept, ELA dept. chair, Associate of C&I | Aug. 18-June 19 | Lead4ward | Performance on EOC for targeted students |
| | | | | | | | |
| | ***Goal 2*** | *Increase the percentage of students meeting master's level by 3% for English 1 (13% to 16%)* | | | | | |
| | | ***Strategies*** | Feedback and coaching, data analysis | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Targeted Walkthrough focus with 4 specific areas. | Administrative team, Department Chairs | Aug. 18-June 19 | Administrative support | # of walk throughs, feedback from staff on walk throughs |
| | | | Conduct administrative team walkthroughs. | Associate of C&I | Twice a month Aug. 18-June 19 | Administrative support | Consistency between evaluations, feedback from staff on walk throughs |
| | | | Identify of bubble students to target for enrichment instruction during Advisory opportunity. | English Dept, ELA dept. chair, Associate of C&I | After fall interim assessment data (Dec/Jan) for identification. February - April for targeted instruction | Aware data, IPR grades, campus based assessment, district interim assessments, teacher input | Performance on EOC for targeted students |
| | | | Train PLC teams on the use of Lead4ward data to answer 4th PLC question. | English Dept, ELA dept. chair, Associate of C&I | Aug. 18-June 19 | Lead4ward | Performance on EOC for targeted students |

| | | | | | | |
|---|---|---|---|---|---|---|
| ***Priority 2*** | *Collaborative PLC practice* | | | | | |
| | ***Goal 1*** | *Increase the percentage of students meeting grade level standard by 5% for Algebra 1(57% to 62%), English 1(79% to 89%) English 2(69% to 74%), Biology (72% to 77%) and US History(86% to 91%) end of course exams.* | | | | |
| | | ***Strategies*** | Coaching, professional learning , admin support | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Provide Instructional Coaching for DC to coach PLCs. | Associate of C&I | Oct. 18-June 19 | Region 4 ESC | Admin observations, teacher surveys, PLC agenda items and actions |
| | | | Administrators required to attend PLCs and provide specific feedback and coaching. | Principal & Associates | Aug. 18-June 19 | Administrators | Attendance, design learning templates, PLC agendas, teacher surveys |
| | | | Provide PLC time beyond the school day by providing subs so team can effectively PLC both within the campus and with TMHS. | Associate of C&I | Aug. 18-June 19 | Staff Development Budget | Calendar of meetings, attendance, design learning templates, PLC agendas, teacher surveys |
| | | | District Level coaches attend and coach PLCs. | Associate of C&I | Aug. 18-June 19 | District Personnel | Attendance, design learning templates, PLC agendas, teacher surveys |
| | | | Identification of bubble students to target for enrichment instruction during Advisory and Cougar Block opportunities. | Core Depts, Core dept. chairs, Associate of C&I | After fall interim assessment data (Dec/Jan) for identification. February - April for targeted instruction | District assessments/EOCs/Teacher created assessments | Performance on EOC for targeted students |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Goal 2** | *Increase the percentage of students meeting master's level standard by 3% for Algebra 1 (30% to 33%), English 1 (13% to 16%), English 2 (14% to 17%), Biology(33% to 36%) and US History(68% to 71%) end of course exams.* | | | | |
| | | **Strategies** | Coaching, professional learning , admin support, Walk through data, data analysis | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Targeted Walkthrough focus with 4 specific areas | Administrative team, Department Chairs | Aug. 18-June 19 | Administrative support | # of walk throughs, feedback from staff on walk throughs |
| | | | Administrative Team walkthroughs | Associate of C&I/Administrators | Twice a month Aug. 18-June 19 | Administrative support | Consistency between evaluations, feedback from staff on walk throughs |
| | | | Identification of bubble students to target for enrichment instruction during Advisory and Cougar Block opportunities. | Core Depts, Core dept. chairs, Associate of C&I | After fall interim assessment data (Dec/Jan) for identification. February - April for targeted instruction | Aware data, IPR grades, campus based assessment, district interim assessments, teacher input | Performance on EOC for targeted students |
| | | | Provide opportunities to have PLC teams attend Model PLC teams on campus and collaborate with TMHS on PLC best practices. | Principal/Associate of C&I | Monthly | Staff Development Budget | Feedback from staff/Feedback from campus administrators |
| | | | School wide continuous PLC training through Garth Larson/Summer training | Principal/Associate of C&I | Various Times | Staff Development Budget | Performance on EOC for targeted students |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Priority 3*** | *Quality feedback and coaching* | | | | | | |
| | ***Goal 1*** | *Increase staff survey positive responses on feedback and coaching on surveys from 50% to 65%* | | | | | |
| | | ***Strategies*** | Walk throughs, PLC work, attention to T-TESS process | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Collaborative Admin Walks | Associate of C&I | Aug. 18-June 19 | T-Tess | Consistency between evaluations, feedback from staff on walkthroughs, teacher survey data |
| | | | DC Walk throughs | DCs/ Associate of C&I | Nov. 18-June 19 | School created Google Form | Consistency between evaluations, feedback from staff on walkthroughs, teacher survey data |
| | | | Get feedback on coaching by providing regular opportunities for teachers to use QR codes to give administrators feedback on their feedback/coaching | Associate of C&I | Nov. 18-June 19 | School Created QR Code Form | Amount of teacher participation on feedback, teacher survey data |
| | | | Weekly administrative PLC's to discuss teacher walkthroughs, coaching and support | Principal | August 18-June 19 | | Administrative PLC agendas, teacher evaluations, walk through data |
| | | | | | | | |
| | ***Goal 2*** | *Increase staff survey positive responses on amount and quality of professional development 51% to 66%* | | | | | |
| | | ***Strategies*** | Offerings, pd cadre work, budget support | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | All instructional teaching staff will accumulate 6 pts of professional learning as defined by our choice board menus per semester. This professional learning is above and beyond the required training by the district. | Department chairs, administration, teachers, professional development cadre | December 18 - May 19 | Staff development opportunities, administrative support | Professional development offerings, teacher participation, teacher survey data, professional development products from choice board. |
| | | | Provide quarterly training on campus in topics that cover safety, curriculum, instruction, assessment and classroom leadership | Administration, department chairs, professional development cadre | October, December, March, May | Staff development opportunities, administrative support | Professional development offerings, teacher survey data |
| | | | Regular opportunities for teachers to observe other teachers within the school day. | Administration, department chairs, professional development cadre | October 18-May 19 | Staff development opportunities, administrative support | Professional development offerings, teacher survey data, teacher participation |
| | | | New Teacher Mentoring through monthly meetings with mentees, mentors. | Administration, department chairs, professional development cadre | Monthly | Staff development opportunities, administrative support, Lead Mentor | Teacher sign in, teacher survey data |
| | | | New teacher specific training on classroom management, procedures, instruction, differentiation, etc. | Administration, department chairs, professional development cadre | Monthly | Staff development opportunities, administrative support, Lead Mentor | Teacher sign in, teacher survey data |

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|---|---|---|---|---|---|---|
| ***Priority 4*** | *Increase students college, career and military readiness and social emotional learning within the school day* | | | | | |
| | ***Goal 1*** | *Design and implement a schedule that allows for students to have flexible learning opportunities within the school day.* | | | | |
| | | ***Strategies*** | design work, collaborative practice with other schools using models | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Develop draft plan and get feedback from multiple stakeholders including campus leadership, campus improvement teams and district personnel | Administration | Spring 2018 | Site visits | Stakeholder feedback |
| | | | Educate staff on schedule and how it will be used and measured for effectiveness | Administration, department chairs | Summer/Fall 2018 | Schedule, FAQ's, staff development time for training | Teacher feedback, student participation data, student surveys |
| | | | Educate our students and parents on schedule and how it will be used and measured for effectiveness | All THS staff | Fall 2018 | Schedule, FAQ's, website, videos, call outs | Student surveys, students performance, student participation, parent feedback, campus improvement team feedback |
| | | | Schedule students in EOC prep courses as intervention to successfully pass EOCs | Administration, EOC tested courses, department chairs | September 18-May 19 | Use of flexible schedule, teacher coordination, APEX EOC tutorials | Student performance, teacher feedback |
| | | | | | | | |
| | ***Goal 2*** | *Create 6-8 opportunities within the first nine weeks of school for students to get academic, behavioral, co-curricular and social emotional learning (SEL) support during the school day that includes a focus on post-secondary readiness.* | | | | | |
| | | ***Strategies*** | team collaboration among leadership, feedback, risk-taking | | | | |

| | | | Action | Responsible | Timeline | Resource(s) | Evaluate |
|---|---|---|---|---|---|---|---|
| | | | Survey students and staff on opportunities that would benefit them. | Administration | Quarterly | Counselors/Teachers | Student Feedback/Participation on surveys |
| | | | Monitor attendance for created opportunities | Administration and department chairs | | QR Codes/Cougar Block attendance monitoring sheet | Attendance Sheets |
| | | | Counseling team will meet to develop a calendar of SEL support that will include counseling groups and counselor availability and visibility | Counseling team, Administration | | Counselors | Attendance Sheets/Student Surveys/Counselor Feedback |
| | | | Schedule students in EOC prep courses as intervention to successfully pass EOCs | Administration, EOC tested courses, department chairs | September 18-May 19 | Use of flexible schedule, teacher coordination, APEX EOC tutorials | Student performance, teacher feedback |
| | | | Create opt-in courses for SAT/ACT/PSAT/TSI/Character Strong | Administration, Librarian | September 18 | QR Codes/Opt-in courses attendance monitoring sheet | Student surveys, performance on post-secondary readiness assessments |
| | | | | | | | |
| | ***Goal 3*** | *Every week, at least 50% of our students participate in opportunities provided by the designed schedule.* | | | | | |
| | | ***Strategies*** | Offerings, flexibility, adapting to student feedback | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Survey students and staff on opportunities that would benefit them. | Administration | Quarterly | Counselors/Teachers | Student Feedback/Participation on surveys |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Create opt-in courses for SAT/ACT/PSAT/ TSI/Character Strong | Administration, Librarian | September 18 | QR Codes/Opt-in courses attendance monitoring sheet | Student surveys, performance on post-secondary readiness assessments |
| | | | Identify day/schedule for all freshman students to receive Character Strong lessons over the course of the year. | Administration, Department Chairs | Weekly | Schedule/Character Strong Curriculum | Student/teacher feedback, SEL data, discipline data |

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| ***Priority 5*** | *Growing our Algebra 1 students at the advanced level* | | | | | | |
| | ***Goal 1*** | *Increase time within the school day that we can pull students for extra math support.* | | | | | |
| | | ***Strategies*** | design of schedule, PLC work, flexible re-grouping | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Create advisory schedule for freshman | Principal/Associate Principal for Operations | August 2018 | Schedule | Produced advisory bell schedule |
| | | | Notify Algebra 1 team of historical data on incoming students math academic performance and identification of students who are at-risk of not meeting grade level standards on Algebra 1 EOC | Algebra 1 team, Administrator over math, Associate Principal for C&I | August 2018 and monthly throughout the school year | List, PLC time, | Student performance and progress, teacher feedback |
| | | | Creation of flexible groups to from identified students | Algebra 1 team, Administrator over math, Associate Principal for C&I | October 18 and ongoing once groups formed | Schedule | Student performance and progress, teacher feedback |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Provide intensified instruction for identified students | Algebra 1 team and other teachers as needed | Twice a week | campus budget | Student performance and progress, teacher feedback |
| | | | | | | | |
| | ***Goal 2*** | *Increase PLC time focused on Question 1 to improve Meets Grade Level Standard scores 5% for Algebra 1(57% to 62%)* | | | | | |
| | | ***Strategies*** | professional learning, coaching | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Training for level leaders on PLC focus | Associate of C&I | August, October, January, March, May | Principal/Associate of C&I | Student performance and progress, teacher feedback |
| | | | Have District Level coaches attend and coach PLCs | Associate of C&I | Aug. 18-June 19 | District Personnel | Student performance and progress, teacher feedback |
| | | | Spend more time with Algebra 1 team on design learning template work | Administration | Weekly | Design learning template | Student performance and progress, teacher feedback, PLC agendas |

## *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.

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|---|---|---|---|---|---|---|---|
| ***Priority 1*** | *Improve Mastery Level, ELL & SPED growth* | | | | | | |
| | ***Goal 1*** | *Increase Mastery Level performance in all tested areas by 5%* | | | | | |
| | | ***Strategies*** | Data Analysis, Collaboration | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | EOC/PLC teams will analyze data from common assessment and marking periods to form tutorial schedule for identified students. | EOC / PLC team members | weekly | common assessments, Report cards, Aware, Lead4ward, Benchmarks | tutorial groups and improvement of identified students |
| | | | | | | | |
| | ***Goal 2*** | *Increase ELL performance in all tested areas by 5%, Increase SPED performance in all tested areas by 5%* | | | | | |
| | | ***Strategies*** | Data Analysis, Collaboration | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | EOC/PLC teams will analyze data from common assessment and marking periods to form tutorial schedule for identified students. | EOC / PLC team members | weekly | common assessments, Report cards, Aware, Lead4ward, Benchmarks | tutorial groups and improvement of identified students |

| | | | | | | | |
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| | | | monitoring of ELL students by ELL specialists. Tracking of their performance on common assessments | ELL specialist and classroom teachers | weekly | common assessments and ELL student logs | student progress & common assessments |

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| ***Priority 2*** | *Social Emotional Needs of campus* | | | | | | |
| | ***Goal 1*** | *Reorganization of Lead Counselor duties to allow for more individual and group counseling sessions weekly.* | | | | | |
| | | ***Strategies*** | Student Support, Counseling | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Formation of student groups & meeting with individual classrooms | Lead counselor & Principal | weekly | Social Emotional Training | End of the year survey-students and parents |
| | | | | | | | |
| | ***Goal 2*** | *Training entire staff on Social Emotional Backpack principles at start of 18-19 school year.* | | | | | |
| | | ***Strategies*** | Student Support | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Orientation & presentation of Social Emotional Backpack to all staff members | Associate Principal & Lead Counselor | Daily | NAMI | End of the year survey-students |
| | | | | | | | |
| | ***Goal 3*** | *Student assembly on proper use of social media and peer interaction by Nov 7.* | | | | | |
| | | ***Strategies*** | Student Support | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | presentation to freshman | Associate Principal | Nov. 7 | Bob Lenz | student feedback |

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| **Priority 3** | *PLC process* | | | | | |
| | **Goal 1** | *Creation of a Guiding Coalition committee to hold meetings monthly* | | | | |
| | | **Strategies** | Collaboration | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Selection of campus personnel to serve on coalition | Campus principal & Associate principal | monthly | Paula Maeker & Associate Principal | sign in & meeting attendance |
| | | | | | | | |
| | **Goal 2** | *Increase PLC time focused on Level of Questioning to improve Mastery level scores in all tested areas by 5%* | | | | |
| | | **Strategies** | Data Analysis | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Teams analyze lead forward data | Dept Chairs, Team Leads & members | weekly | Lead4ward | Types of questioning used in classroom & on common assessments based on Lead4ward data |
| | | | | | | | |
| | **Goal 3** | *Collaboration with the District's Director for Instructional Design to support the Guiding Coalition process* | | | | |
| | | **Strategies** | Monthly contact for scheduling | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Associate Principal to collaborate with Director on Guiding Coalition formation priorities | Associate Principal | monthly | Learning by Doing, PLC resources from Solution Tree, and Paula Maeker | action items from Guiding Coalition meeting |

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| **Priority 4** | *School Safety* | | | | | |
| | **Goal 1** | *Implementation of campus wide lockdown drills with new procedures and checkpoints for teachers.* | | | | |
| | | **Strategies** | More frequent and detailed lock down drills with safety discussions | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | 3 lockdown drills (2 with unannounced distractions) | AP & Principal | quarterly | SRO, Admin, CERT team | debriefing after each drill with info to staff |
| | | | | | | | |
| | **Goal 2** | *Presentation by the school resource officer on inappropriate uses of technology and consequences.* | | | | |
| | | **Strategies** | Professional Development | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Powerpoint presentation to Individual classes by the SRO | AP & SRO | by end of school year | powerpoint created by SRO | student feedback from those participating in presentations |
| | | | | | | | |
| | **Goal 3** | *Conduct drills on how to evacuate the cafeteria during a crisis.* | | | | |
| | | **Strategies** | Preparation Drills | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Lockdown drill performed during lunch | AP & Principal | 1 semester | SRO | completion of drill and compliance of students |

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| **Priority 5** | *SAT / ACT / AP / DC / TSI* | | | | | |
| | **Goal 1** | Increase student participation and performance | | | | |
| | | **Strategies** | Intervention, Student Engagement | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | offer tutorial sessions and parent nights to discuss SAT strategies | College and career counselor | monthly | outside consultant | number of students attending sessions |

## *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 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 participate virtually with the Algebra I team at Tomball Memorial. | Algebra I Teacher, Admin | Monthly | AV Conferencing technology | PLC Agenda Minutes, Test Scores, Nine Week Averages, EOC Scores |
| | | | The two math teachers at Tomball Star Academy will meet once a week to discuss data, initial instruction teaching strategies as well as ways to ensure that all students are demonstrating growth based on data. | Math Teachers, Admin | Weekly | Lesson plans, data | Meeting Minutes, Test Scores, Nine Week Averages, EOC Scores |
| | | | | | | | |
| | ***Goal 2*** | *50% of Students will Master Grade Level on the Algebra I EOC* | | | | | |
| | | ***Strategies*** | Collaboration, Instructional Design, Instructional Technology | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | The Algebra I teacher will participate virtually with the Algebra I team at Tomball Memorial. | Algebra I Teacher, Admin | Monthly | AV equipment | PLC Agenda Minutes, Test Scores, Nine Week Averages, EOC Scores |
| | | | The teacher will utilize Adaptive Curriculum on the Chromebook as a means to advance students who already grasp the material. | Algebra I Teacher, Admin | 17-18 School Year | $3069.15, TSA Budget | Test Scores, Nine Week Averages, EOC Scores |

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| ***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 and English II EOC.* | | | | | |
| | | ***Strategies*** | Data Analysis | | | | |
| | | | ***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, Admin | Weekly | Data tools, analytic software | PLC Agenda Minutes, Student Retention Rate, Test Scores, Nine Week Averages, EOC Scores |
| | | | | | | | |
| | ***Goal 2*** | *Through the PLC process, the 9th grade and 10th grade team will each complete at least one Project Based Learning activity that encompasses the entire team.* | | | | | |
| | | ***Strategies*** | Instructional design, collaboration | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Develop a Project Based Learning activity that encompasses all curriculums for each team. | 9th Grade Team, 10th Grade Team, Admin | 18-19 School Year | Curriculum tools, organizers | Students ability to demonstrate mastery of the activity |

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| ***Priority 3*** | *Continued Focus on School Identity and Branding* | | | | | |
| | ***Goal 1*** | *Attend at least three Tomball community events. We will collect at least 20 names/email addresses of potential parents, hand out 100 flyers and 100 items with the Tomball Star Academy logo.* | | | | |
| | | ***Strategies*** | Student Engagement, Community Engagement | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Have student groups attend at least 3 of the 14 local festivals in Tomball. | Student Clubs and Organizations, Admin | 18-19 School Year | $500, TSA | Number of student applicants for the 19-20 school year |
| | | | Have at least one student group participate in the Tomball Holiday Parade. | Student Clubs and Organizations, Admin | 18-19 School Year | $35, TSA | Number of student applicants for the 19-20 school year |
| | | | | | | | |
| | ***Goal 2*** | *A representative from Tomball Star Academy will speak at two Tomball community/business gatherings such as the Rotary Club to increase awareness about our school.* | | | | |
| | | ***Strategies*** | Community Engagement | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Connect with local community/ business groups to schedule a time for a Tomball Star Academy representative to speak. | Admin | 18-19 School Year | List of local events and partners | Number of student applicants for the 19-20 school year, Number of businesses that Tomball Star Students can connect with for internships starting in the 19-20 school year |

## *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*** | *Initial Instruction* | | | | | | |
| | ***Goal 1*** | *Math & Reading STAAR Progress Measure - at least a 10% increase in students achieving expected growth and at least a 7% 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 2018 - May 2019) | 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 2018 - May 2019) | 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 2018 - May 2019) | 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 85% AGL, 60% Meets, & 30% Masters* | | | | | |
| | | ***Strategies*** | Professional Development, Supervision, Collaboration, Planning | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Cougar Walks | Administrators, Counselors, Instructional Coach, Teachers | Weekly (August 2018 - May 2019) | 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 2018 - May 2019) | Agendas, Designing Learning Templates, Student Performance Data, Curriculum, TEKS | Observations by Administrators & Instructional Coach, Agendas, Designing Learning Templates |
| | | | Professional Development | Administrators, Instructional Coach, Teachers | Monthly (August 2018 - May 2019) | 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 10% 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 2018 - May 2019) | 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 2018 - May 2019) | Agendas, Designing Learning Templates, Student Performance Data, Curriculum, TEKS | Observations by Administrators & Instructional Coach, Agendas, Designing Learning Templates |
| | | | Professional Development | Administrators, Instructional Coach, Teachers | Monthly (August 2018 - May 2019) | 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 10% increase in students achieving expected growth and at least a 7% 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 2018 - May 2019) | 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 2018 - May 2019) | lead4ward Analysis, District Curriculum, TEKS, student performance data | DLT forms in Google Drive, observed use in planning |
| | | | Professional Development over DLT | Administrators | 8/14/2018, 9/4/2018 | 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 85% AGL, 60% Meets, & 30% Masters* | | | | |
| | | **Strategies** | Instructional Design | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Designing Learning Template used in Professional Learning Community / Collaborative Team Planning Sessions | Administrators, Instructional Coach | Weekly (August 2018 - May 2019) | Agendas, Designing Learning Templates, Student Performance Data, Curriculum, TEKS | Observations by Administrators & Instructional Coach, Agendas, Designing Learning Templates in Google Drives |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Completion of DLT on Essential Learning Targets | Administrators, Teachers | Prior to weekly instruction & collaborative (August 2018 - May 2019) | lead4ward Analysis, District Curriculum, TEKS, student performance data | DLT forms in Google Drive, observed use in planning |
| | | | | | | | |
| | ***Goal 3*** | *STAAR scores of EcoDis. will increase by at least 10% for AGL and at least 5% for Meets for all subjects* | | | | | |
| | | ***Strategies*** | | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Designing Learning Template used in Professional Learning Community / Collaborative Team Planning Sessions | Administrators, Instructional Coach | Weekly (August 2018 - May 2019) | Agendas, Designing Learning Templates, Student Performance Data, Curriculum, TEKS | Observations by Administrators & Instructional Coach, Agendas, Designing Learning Templates in Google Drives |
| | | | Completion of DLT on Essential Learning Targets | Administrators, Teachers | Prior to weekly instruction & collaborative (August 2018 - May 2019) | lead4ward Analysis, District Curriculum, TEKS, student performance data | DLT forms in Google Drive, observed use in planning |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Priority 3*** | *Individualized Student Support* | | | | | | |
| | ***Goal 1*** | *Math & Reading STAAR Progress Measure - at least a 10% increase in students achieving expected growth and at least a 7% increase in students achieving accelerated growth* | | | | | |
| | | ***Strategies*** | Data Analysis, Planning, 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 2018 - May 2019) | Designing Learning Template, Aware data, lead4ward analysis, | Aware data, CFAs in Google Drive |

| | | | | | | | |
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| | | | Data Digs to assess student growth | Administrators Teachers, Instructional Coach | After every summative assessment (August 2018 - May 2019) | 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 ( 9/2018 - 5/2019) | CFA and summative assessment data | TEK intervention lists data, Increased student performance on CFAs and summative assessments |
| | | | | | | | |
| | ***Goal 2*** | *Social Studies STAAR - at least 80% AGL, 45% Meets, & 30% Masters. Science STAAR - at least 85% AGL, 60% Meets, & 30% Masters* | | | | | |
| | | ***Strategies*** | | | | | |
| | | | ***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 2018 - May 2019) | 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 summative assessment (August 2018 - May 2019) | 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 ( 9/2018 - 5/2019) | CFA and summative assessment data | TEK intervention lists data, Increased student performance on CFAs and summative assessments |
| | | | | | | | |
| | ***Goal 3*** | *STAAR scores of EcoDis. will increase by at least 10% for AGL and at least 5% for Meets for all subjects* | | | | | |
| | | ***Strategies*** | Data Analysis, Formative Assessment | | | | |
| | | | ***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 2018 - May 2019) | 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 summative assessment (August 2018 - May 2019) | 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 ( 9/2018 - 5/2019) | CFA and summative assessment data | TEK intervention lists data, Increased 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.

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|---|---|---|---|---|---|---|---|
| ***Priority 1*** | *Student Growth* | | | | | | |
| | ***Goal 1*** | *At least 82% of the students at WWJHS will show (Expected/Accelerated) Growth from previous STAAR Administrations in Reading and 80% in Math.* | | | | | |
| | | ***Strategies*** | Instructional design, intervention, student support | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Fundamental 5 Instructional Strategies | Bob Frost, Assistant Principals, and Department Chairs | 2018-2019 School Year | General Budget | Weekly F5 Walkthroughs by Administrators |
| | | | Academic word walls | All administrators, PLC, and Department Chairs | 2018-2019 School Year | General Budget | Walkthroughs and PLC Discussions |
| | | | Provide Math 180 to identified students. | Chris Penny and Math Department Chair | 2018-2019 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 | 2018-2019 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 | 2018-2019 School Year | General Budget | Walkthroughs/PLC Discussions/Snap and Read Counts |
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| | **Goal 2** | *Special Education and English Learners academic scores will grow by 5% on the 2019 STAAR.* | | | | | |
| | | **Strategies** | | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | | | | | |
| | | | Curriculum Access Tools/Snap and Read | Bob Frost, Chris Penny and ELA/MATH/Sped Department Chairs | 2018-2019 School Year | General Budget | Walkthroughs/PLC Discussions/Snap and Read Counts |

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| **Priority 2** | *PLC Collaborative Practices* | | | | | | |
| | **Goal 1** | *PLC instructional tools (Designing Learning Template and Specialized PLC Template) will be used each 9 weeks during the 2018-2019 school year to improve the instructional techniques of the teachers.* | | | | | |
| | | **Strategies** | Instructional design | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Creation of the Designing Learning Template | All Administrators | 2018-2019 School Year | General Budget | PLC Discussions/PLC Planning Day/Submitted DLT |
| | | | Creation of the Specialized PLC Agenda Template | All Administrators | 2018-2019 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** | Formative Assessment, Data Analysis | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Creation of the Campus common assessments | Teachers and Department Chairs | 2018-2019 School Year | General Budget | Lesson Plans, Common Assessments entered into AWARE, Aware Data, Administrator supervision |

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| ***Priority 3*** | *Attendance* | | | | | | |
| | ***Goal 1*** | *WWJHS will have an annual student attendance rate of 97.5%.* | | | | | |
| | | ***Strategies*** | Parent Engagement, Counseling, Student Engagement | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Focus on extended absences, Professional Communication with Parents | All administrators and teachers | 2018-2019 School Year | General Budget | Documentation of emails and conversations |
| | | | Incentive for Students | Stefanie Maslowski | 2018-2019 School Year | General Budget | Feedback/Data/Monitoring Data |
| | | | Counselor Involvement in Attendance | Counselors | 2018-2019 School Year | General Budget | Feedback/Data/Monitoring Data |

## *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.

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|---|---|---|---|---|---|---|---|
| ***Priority 1*** | *Level of Initial Instruction* | | | | | | |
| | ***Goal 1*** | *Increase 8th grade Math Approaches Level for students who are served under Special Education by 8%* | | | | | |
| | | ***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<br><br>Campus ESL Specialist | August<br>January | Seidlitz Resources/ book | Classroom Observation<br><br>PLC planning |
| | | | Provide time for Special Education teachers to meet with students | Administration | All year | Paw Period Intervention<br><br>PLC Time | Special Education Accommodation Logs |
| | | | Math Interim Assessments | 8th Grade Team lead<br><br>Administration | 2x a year | Interim assessment provided | Test Results - data |
| | | | | | | | |
| | ***Goal 2*** | *Increase 8th grade Reading Approaches Level for students who are served under Special Education by 6%* | | | | | |
| | | ***Strategies*** | Campus Level Professional Development in CAT Tools, Consistent Teacher feedback | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Continue Campus level professional development on implementation on CAT tools | Administration<br><br>Special Education Teachers | October<br>January | Special Education teacher | CAT tool usage data |

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| | | | Individual teacher conferences with students | ELA Teachers | On going | Reader/Writer Workshop | Increase in writing skills based on unit assessments |
| | | | Few days a week of targeted reading and writing intervention time based on the skills being covered | ELA Teachers<br><br>Special Education Teachers | Weekly<br>On going | Special Education teacher | Increase in writing skills based on unit assessments |

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| ***Priority 2*** | *Math Instructional Design* | | | | | | |
| | ***Goal 1*** | *Increase 8th grade Math Mastery Level for All Students by 7%* | | | | | |
| | | ***Strategies*** | Professional Development, Monitor PLC Process , Increase critical thinking skills | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Provide training on how to increase vocabulary in the classroom | Administrative team | Beginning of school year | Seidlitz | Observe the use of sentence stems in the classroom |
| | | | 8th grade teachers will use sentence stems and writing to deepen the understanding of math concepts | Teachers | All year | Seidlitz and Lead Forward | Teachers are listening for levels of understanding |
| | | | Teachers will use lead forward documents when planning to understand the target needed to reach mastery on STAAR | Teachers | All year | Lead Forward | Department Chair will monitor and lead conversations in the PLC |

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| | | | Teachers will use the most missed questions on STAAR to create the learning target goals for students | Teachers | All year | Released STAAR test<br><br>Last year's data Springboard | Unit Assessments |

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| ***Priority 3*** | *Quality Feedback and Coaching* | | | | | | |
| | ***Goal 1*** | *Promote a culture of feedback* | | | | | |
| | | ***Strategies*** | Teacher collaboration, Teacher to teacher feedback | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Ask teachers to identify and share examples of the impact of their instruction on student learning and behavior | Identified teachers<br><br>Administration | At monthly faculty meetings<br><br>At PLC meetings | Time at faculty meetings, staff development days | PLC agendas on reflections and takeaways |
| | | | Teacher to teacher feedback | Department Chairs<br><br>Administration | Two observations given a week by department chairs | Campus provided class coverage if needed | Specific feedback summary given to the appraisee and Administration by Teacher Appraiser |
| | | | | | | | |
| | ***Goal 2*** | *Improve teacher practice and learner outcomes* | | | | | |
| | | ***Strategies*** | Intentional feedback, Teacher Modeling | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Give specific feedback/ clarify how teachers' practices directly impact learning | Administration<br><br>Department Chair | As close to/if not same day as formal/ information observation<br><br>Ongoing | TISD Coaching Checklist<br><br>Feedback documented in Eduphoria - Strive | Ongoing performance discussions in PLC's |

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| | | | Give timely feedback | Administration<br><br>Department Chair | As close to/if not same day as formal/ information observation<br><br>Ongoing | TISD Coaching Checklist<br><br>Feedback documented in Eduphoria - Strive | The date of observation entered and feedback given are close in time |
| | | | Modeling - Showing the teacher how to use a specific program, intervention, or practice | Administration<br><br>Department Chair | As close to/if not same day as formal/ information observation<br><br>Ongoing | TISD Coaching Checklist<br><br>Feedback documented in Eduphoria - Strive | Observe the use of modeled practice<br><br>Eduphoria - Strive documentation |

## *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.

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| ***Priority 1*** | *Rigor in Instructional Design* | | | | | | |
| | ***Goal 1*** | *Increase the percentage of students who earn mastery level on STAAR as follows: 3rd grade Reading (31% in 2018 to 36% in 2019), 3rd Grade Math from 24% to 29%, 4th grade Reading from 33% to 38%, and 4th Grade Math from 38% to 43%. Increase the percentage of students in first grade who are on grade level in reading at the end of the year to 80% (67% in 2018).* | | | | | |
| | | ***Strategies*** | Provide Professional Learning in Depth and Complexity | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Third and fourth grade collaboratives will focus on completing Essential Learning Targets for Math and Reading which are specific and detailed in what must be mastered. | Administration | August 2018, October 2018, January 2019, March 2019 | Instructional Specialists | Completed Essential Learning Targets |
| | | | Use data from each CFA, Benchmark and Interval Assessments to determine areas of weakness and strength and develop flexible groups to master skill deficits. | Classroom Teachers, Instructional Specialists | October 2018, January 2019, March 2019 | Benchmarks, Interim Assessments, AWARE data | Decrease in number of students who are in flexible groups and not mastering Essential Targets. |

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| | | | Weekly check of lesson plans of teachers to insure rigorous lesson plans are prepared and followed and also follow planning documents with Essential Learning Targets. | Administration | August-May 2019 (Weekly) | Eduphoria Forethought | Walkthroughs which evaluate lesson plans, student engagement, and use of higher order thinking skills. |

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| ***Priority 2*** | *Acceleration of All Students* | | | | | | |
| | ***Goal 1*** | *Increase the percentage of students who earn at least the approaches level on STAAR as follows: 3rd Reading from 88% in 2018 to 91 % in 2019, 3rd Grade Math from 86% (2018) to 90% (2019), 4th Grade Reading from 88% (2018) to 90% (2019) and 4th Grade Math from 91% (2018) to 93% (2019), Bilingual 3rd Grade Reading from 71% (2018) to 75% (2019), Bilingual 4th Grade Reading from 77% (2018) to 80% (2019), 4th Grade Writing scores from 78% (2018) to 81% (2019) and 4th Grade Spanish scores from 58% (2018) to 75% (2019).* | | | | | |
| | | ***Strategies*** | Essential Targets, Teaming, Flexible Grouping | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Third and fourth grade collaboratives will focus on completing Essential Learning Targets for Math, Reading and Writing to ensure students achieve at grade level. | Administration | August 2018, October 2018, January 2019, March 2019 | Instructional Specialists | Completed Essential Learning Targets |
| | | | Utilize a teaming approach in 3rd and 4th grade bilingual to use teacher strength and focus on one or two subject areas. | Administration and Bilingual Teachers | September to May | Essential Learning Targets and results of Assessments | Increase scores on STAAR in all areas |

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| | | | Attend staff development in the Area of Writing provided by the district for Title I campuses | Reading Specialists and BIlingual Specialists, and Teachers | October to January | Essential Learning Targets, and pacing guide revisions | Increase scores on Writing STAAR |
| | | | Intentionally schedule time for flexible grouping during intervention for students who need remediation. | Instructional Specialists, Classroom teachers | September to May | Individual Instructional Plans | Progress monitoring results |
| | | | | | | | |
| | ***Goal 2*** | *Increase the percentage of students in first grade who are on grade level in reading at the end of the year to 80% (67% in 2018).* | | | | | |
| | | ***Strategies*** | | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | 1st Grade Teachers will assess student reading levels every month using Running Records and error analysis. | 1st Grade Teachers, Reading Specialists | September-May 2019 (Monthly) | Reading Map, Running Records, Reading Library Books. STAR Reading Assessment | Percentage of students in first grade who are reading on or above level at the end of the year. Increase of scores on STAR reading Assessment |
| | | | 1st Grade teachers will be trained on assessing reading levels by analyzing running records and error analysis. | Reading Specialists | October to November 2018 | Fountas and Pinnell Continuum and Assessment Kit | Survey of teachers regarding effectiveness of training and use of Running Records. |
| | | | Use of flexible grouping for students by skill and need. | Classroom teachers | October to May | LLI Kits, Guiding Reading Library, Units of Study | Number of groups who have students who continue to read below grade level. |
| | | | | | | | |

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| | **Goal 3** | *Increase percent of Special Education students who earns meets expectations on STAAR as follows: 3rd grade Reading from 14% Meets to 19%, 3rd grade Math from 13% to 18%, 4th Grade Math from 22% to 27%, 4th grade Reading from 33% to 38%, and 4th grade Writing from 10% to 15%.* | | | | |
| | | **Strategies** | Collaborative (PLC) Planning, Flexible Grouping, IEP Alignment | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Special Education teachers will meet with grade levels during Collaboratives to insure they are duplicating the learning of Regular Education students. | Special Education Teachers, Specialists, Administrations | September to May 2019 | Agendas, materials used in collaboratives | Sign in sheets and minutes from Collaboratives |
| | | | Use data from each CFA, Benchmark and Interval Assessments to determine areas of weakness and strength and develop flexible groups to master skill deficits. | Special Education Teachers, Instructional Specialists. Administration | October 2018, January 2019, March 2019 | Benchmarks, Interim Assessments, AWARE data | Decrease in number of students who are in flexible groups and not mastering Essential Targets. |
| | | | Analyze data specifically with Special Ed teachers to review student assessment performance as it relates to their IEP goals. | Administrators, Special Education Teachers | September-May 2019 (Monthly) | Benchmarks, Interim Assessments, AWARE data | Increase in performance of Special Education students on all assessments and STAAR. |

## *CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS*

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|---|---|---|---|---|---|---|---|
| ***Priority 1*** | *Math Instructional Design* | | | | | | |
| | ***Goal 1*** | *LES will improve the Meets GL standard on the Math STAAR test from 75% to 85%.* | | | | | |
| | | ***Strategies*** | Professional Development, Professional Learning Communities | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Guiding Coalition meets 1-2 times per month to analyze data and provide guidance and support for collaborative teams. | Principal; Assistant Principal; Instructional Leadership Team; Guiding Coalition | August-May 2019 | Agendas, data (such as common formative assessments, summative assessments, STAR Renaissance Reports) | Guiding Coalition Team Agendas, Data Improvement |
| | | | Develop Master Schedule to provide a 125 minute block of uninterrupted time for Collaborative Teams to meet weekly. | Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers | April-August 2018 | District requirements for amount of time subjects are taught | Master Schedule; Collaborative team agendas |
| | | | Staff align professional goals (DIP, CIP, Team, Individual Teacher, and Student Goals) to coordinate schoolwide focus based upon data. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | SMART goal worksheet, data | Alignment of goals |

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|---|---|---|---|---|---|---|---|
| | | | Collaborative Teams develop essential learning standards and analyze data weekly to implement best practices (designing learning templates, common formative assessments, summative assessments, flexible groups, extension activities). | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | TEKS, Lead4ward Resources | Designing Learning Templates, flexible groups based upon data, increased student achievement |
| | | | Teachers meet in vertical teams to analyze learning standards and data to improve alignment between grade levels. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | September-May | TEKS, Lead4ward Resources, data | Information from vertical teams is shared with grade level teams & used in team planning / collaboration |
| | | | | | | | |
| | ***Goal 2*** | *LES will improve the Masters GL standard on the Math STAAR test from 47% to 60%.* | | | | | |
| | | ***Strategies*** | Professional Development, Professional Learning Communities | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Guiding Coalition meets 1-2 times per month to analyze data and provide guidance and support for collaborative teams. | Principal; Assistant Principal; Instructional Leadership Team; Guiding Coalition | August-May 2019 | Agendas, data (such as common formative assessments, summative assessments, STAR Renaissance Reports) | Guiding Coalition Team Agendas, Data Improvement |

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|---|---|---|---|---|---|---|---|
| | | | Develop Master Schedule to provide a 125 minute block of uninterrupted time for Collaborative Teams to meet weekly. | Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers | April-August 2018 | District requirements for amount of time subjects are taught | Master Schedule; Collaborative team agendas |
| | | | Staff align professional goals (DIP, CIP, Team, Individual Teacher, and Student Goals) to coordinate schoolwide focus based upon data. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | SMART goal worksheet, data | Alignment of goals |
| | | | Collaborative Teams develop essential learning standards and analyze data weekly to implement best practices (designing learning templates, common formative assessments, summative assessments, flexible groups, extension activities). | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | TEKS, Lead4ward Resources | Designing Learning Templates, flexible groups based upon data, increased student achievement |
| | | | Teachers meet in vertical teams to analyze learning standards and data to improve alignment between grade levels. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | September-May 2019 | TEKS, Lead4ward Resources, data | Information from vertical teams is brought back to teams & used in team planning / collaboration |
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|---|---|---|---|---|---|---|---|
| | **Goal 3** | *LES will improve the Meets GL standard on the Math STAAR test for specific sub-pops by 5%: African American (currently 68%), Hispanic (currently 65%), Economically Disadvantaged (currently 55%), ELL (currently 53%), and Special Education (currently 42%).* | | | | | |
| | | **Strategies** | Professional Development, Professional Learning Communities | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Guiding Coalition meets 1-2 times per month to analyze data and provide guidance and support for collaborative teams. | Principal; Assistant Principal; Instructional Leadership Team; Guiding Coalition | August-May 2019 | Agendas, data (such as common formative assessments, summative assessments, STAR Renaissance Reports) | Guiding Coalition Team Agendas, Data Improvement |
| | | | Develop Master Schedule to provide a 125 minute block of uninterrupted time for Collaborative Teams to meet weekly. | Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers | April-August 2018 | District requirements for amount of time subjects are taught | Master Schedule; Collaborative team agendas |
| | | | Staff align professional goals (DIP, CIP, Team, Individual Teacher, and Student Goals) to coordinate schoolwide focus based upon data. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | SMART goal worksheet, data | Alignment of goals |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Collaborative Teams develop essential learning standards and analyze data weekly to implement best practices (designing learning templates, common formative assessments, summative assessments, flexible groups, extension activities). | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | TEKS, Lead4ward Resources | Designing Learning Templates, flexible groups based upon data, increased student achievement |
| | | | Teachers meet in vertical teams to analyze learning standards and data to improve alignment between grade levels. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | September-May 2019 | TEKS, Lead4ward Resources, data | Information from vertical teams is shared with grade level teams & used in team planning / collaboration |

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|---|---|---|---|---|---|---|---|
| ***Priority 2*** | *Reading Instructional Design* | | | | | | |
| | ***Goal 1*** | *LES will improve the Meets GL standard on the Reading STAAR test from 62% to 75%.* | | | | | |
| | | ***Strategies*** | Professional Development, Professional Learning Communities | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Guiding Coalition meets 1-2 times per month to analyze data and provide guidance and support for collaborative teams. | Principal; Assistant Principal; Instructional Leadership Team; Guiding Coalition | August-May 2019 | Agendas, data (such as common formative assessments, summative assessments, STAR Renaissance Reports, reading levels) | Guiding Coalition Team Agendas, Data Improvement |

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|---|---|---|---|---|---|---|---|
| | | | Develop Master Schedule to provide a 125 minute block of uninterrupted time for Collaborative Teams to meet weekly. | Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers | April-August 2018 | District requirements for amount of time subjects are taught | Master Schedule; Collaborative team agendas |
| | | | Staff align professional goals (DIP, CIP, Team, Individual Teacher, and Student Goals) to coordinate schoolwide focus based upon data. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | SMART goal worksheet, data | Alignment of goals |
| | | | Collaborative Teams develop essential learning standards and analyze data weekly to implement best practices (designing learning templates, common formative assessments, summative assessments, flexible groups, extension activities). | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | TEKS, Lead4ward Resources | Designing Learning Templates, flexible groups based upon data, increased student achievement |
| | | | Teachers meet in vertical teams to analyze learning standards and data to improve alignment between grade levels. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | September-May 2019 | TEKS, Lead4ward Resources, data | Information from vertical teams is shared with grade level teams & used in team planning / collaboration |
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| | **Goal 2** | *LES will improve the Masters GL standard on the Reading STAAR test from 38% to 50%.* | | | | |
| | | **Strategies** | Professional Development, Professional Learning Communities | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Guiding Coalition meets 1-2 times per month to analyze data and provide guidance and support for collaborative teams. | Principal; Assistant Principal; Instructional Leadership Team; Guiding Coalition | August-May 2019 | Agendas, data (such as common formative assessments, summative assessments, STAR Renaissance Reports, reading levels) | Guiding Coalition Team Agendas, Data Improvement |
| | | | Develop Master Schedule to provide a 125 minute block of uninterrupted time for Collaborative Teams to meet weekly. | Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers | April-August 2018 | District requirements for amount of time subjects are taught | Master Schedule; Collaborative team agendas |
| | | | Staff align professional goals (DIP, CIP, Team, Individual Teacher, and Student Goals) to coordinate schoolwide focus based upon data. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | SMART goal worksheet, data | Alignment of goals |
| | | | Collaborative Teams develop essential learning standards and analyze data weekly to implement best practices (designing learning templates, common formative assessments, summative | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May | TEKS, Lead4ward Resources | Designing Learning Templates, flexible groups based upon data, increased student achievement |

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| | | | assessments, flexible groups, extension activities). | | | | |
| | | | Teachers meet in vertical teams to analyze learning standards and data to improve alignment between grade levels. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | September-May 2019 | TEKS, Lead4ward Resources, data | Information from vertical teams is shared with grade level teams & used in team planning / collaboration |
| | | | | | | | |
| | ***Goal 3*** | *LES will improve the Meets GL standard on the Reading STAAR test for specific sub-pops by 5%: African American (currently 56%), Hispanic (currently 57%), Economically Disadvantaged (currently 35%), ELL (currently 7%), and Special Education (currently 45%).* | | | | | |
| | | ***Strategies*** | Professional Development, Professional Learning Communities | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Guiding Coalition meets 1-2 times per month to analyze data and provide guidance and support for collaborative teams. | Principal; Assistant Principal; Instructional Leadership Team; Guiding Coalition | August-May 2019 | Agendas, data (such as common formative assessments, summative assessments, STAR Renaissance Reports, reading levels) | Guiding Coalition Team Agendas, Data Improvement |
| | | | Develop Master Schedule to provide a 125 minute block of uninterrupted time for Collaborative Teams to meet weekly. | Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers | April-August 2018 | District requirements for amount of time subjects are taught | Master Schedule; Collaborative team agendas |
| | | | Staff align professional goals (DIP, CIP, Team, Individual Teacher, and Student Goals) to coordinate schoolwide focus based | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | SMART goal worksheet, data | Alignment of goals |

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| | | | upon data. | | | | |
| | | | Collaborative Teams develop essential learning standards and analyze data weekly to implement best practices (designing learning templates, common formative assessments, summative assessments, flexible groups, extension activities) | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | TEKS, Lead4ward Resources | Designing Learning Templates, flexible groups based upon data, increased student achievement |
| | | | Teachers meet in vertical teams to analyze learning standards and data to improve alignment between grade levels. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | September-May 2019 | TEKS, Lead4ward Resources, data | Information from vertical teams is shared with grade level teams & used in team planning / collaboration |

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| ***Priority 3*** | *Writing Instructional Design* | | | | | | |
| | ***Goal 1*** | *LES will improve the Meets GL standard on the Writing STAAR test from 62% to 75%.* | | | | | |
| | | ***Strategies*** | Professional Development, Professional Learning Communities | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Guiding Coalition meets 1-2 times per month to analyze data and provide guidance and support for collaborative teams. | Principal; Assistant Principal; Instructional Leadership Team; Guiding Coalition | August-May 2019 | Agendas, data (such as common formative assessments, summative assessments, STAR Renaissance Reports, reading levels) | Guiding Coalition Team Agendas, Data Improvement |

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| | | | Develop Master Schedule to provide a 125 minute block of uninterrupted time for Collaborative Teams to meet weekly. | Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers | April-August 2018 | District requirements for amount of time subjects are taught | Master Schedule; Collaborative team agendas |
| | | | Staff align professional goals (DIP, CIP, Team, Individual Teacher, and Student Goals) to coordinate schoolwide focus based upon data. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | SMART goal worksheet, data | Alignment of goals |
| | | | Collaborative Teams develop essential learning standards and analyze data weekly to implement best practices (designing learning templates, common formative assessments, summative assessments, flexible groups, extension activities, word study). | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | TEKS, Lead4ward Resources | Designing Learning Templates, flexible groups based upon data, increased student achievement |
| | | | Teachers meet in vertical teams to analyze learning standards and data to improve alignment between grade levels. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | September-May 2019 | TEKS, Lead4ward Resources, data | Information from vertical teams is shared with grade level teams & used in team planning / collaboration |
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| | **Goal 2** | *LES will improve the Masters GL standard on the Writing STAAR test from 19% to 30%.* | | | | |
| | | **Strategies** | Professional Development, Professional Learning Communities | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Guiding Coalition meets 1-2 times per month to analyze data and provide guidance and support for collaborative teams. | Principal; Assistant Principal; Instructional Leadership Team; Guiding Coalition | August-May 2109 | Agendas, data (such as common formative assessments, summative assessments, STAR Renaissance Reports, reading levels) | Guiding Coalition Team Agendas, Data Improvement |
| | | | Develop Master Schedule to provide a 125 minute block of uninterrupted time for Collaborative Teams to meet weekly. | Assistant Principal; Grade Level Leaders; Instructional Leadership Team; Specials Teachers | April-August 2018 | District requirements for amount of time subjects are taught | Master Schedule; Collaborative team agendas |
| | | | Staff align professional goals (DIP, CIP, Team, Individual Teacher, and Student Goals) to coordinate schoolwide focus based upon data. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | SMART goal worksheet, data | Alignment of goals |

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|---|---|---|---|---|---|---|---|
| | | | Collaborative Teams develop essential learning standards and analyze data weekly to implement best practices (designing learning templates, common formative assessments, summative assessments, flexible groups, extension activities, word study). | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | TEKS, Lead4ward Resources | Designing Learning Templates, flexible groups based upon data, increased student achievement |
| | | | Teachers meet in vertical teams to analyze learning standards and data to improve alignment between grade levels. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | September-May 2109 | TEKS, Lead4ward Resources, data | Information from vertical teams is shared with grade level teams & used in team planning / collaboration |
| | | | | | | | |
| | ***Goal 3*** | *LES will improve the Meets GL standard on the Writing STAAR test for specific sub-pops by 5%: African American (currently 56%), Economically Disadvantaged (currently 68%), ELL (currently 63%), and Special Education (currently 67%).* | | | | | |
| | | ***Strategies*** | Professional Development, Professional Learning Communities | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Guiding Coalition meets 1-2 times per month to analyze data and provide guidance and support for collaborative teams. | Principal; Assistant Principal; Instructional Leadership Team; Guiding Coalition | August-May 2019 | Agendas, data (such as common formative assessments, summative assessments, STAR Renaissance Reports, reading levels) | Guiding Coalition Team Agendas, Data Improvement |

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|---|---|---|---|---|---|---|---|
| | | | Develop Master Schedule to provide a 125 minute block of uninterrupted time for Collaborative Teams to meet weekly. | Assistant Principal; Grade Level Leaders; Specials; Instructional Leadership Team; Teachers | April-August 2018 | District requirements for amount of time subjects are taught | Master Schedule; Collaborative team agendas |
| | | | Staff align professional goals (DIP, CIP, Team, Individual Teacher, and Student Goals) to coordinate schoolwide focus based upon data. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | SMART goal worksheet, data | Alignment of goals |
| | | | Collaborative Teams develop essential learning standards and analyze data weekly to implement best practices (designing learning templates, common formative assessments, summative assessments, flexible groups, extension activities, word study). | Principal; Assistant Principal; Instructional Leadership Team; Teachers | August-May 2019 | TEKS, Lead4ward Resources | Designing Learning Templates, flexible groups based upon data, increased student achievement |
| | | | Teachers meet in vertical teams to analyze learning standards and data to improve alignment between grade levels. | Principal; Assistant Principal; Instructional Leadership Team; Teachers | September-May 2019 | TEKS, Lead4ward Resources, data | Information from vertical teams is shared with grade level teams & used in team planning / collaboration |

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| **Priority 4** | *Use of Tier I & Tier II Behavior Interventions* | | | | | | |
| | **Goal 1** | *Decrease behavior referrals by 10% from average of last 3 previous years.* | | | | | |
| | | **Strategies** | Staff Development | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Refine GE practices. | Principal; Assistant Principal; Counselor; Teachers | August - May 2019 | GE Coach visits | Increased implementation of GE Practices as evidenced by feedback from GE Coach |
| | | | Implement Green Circles/Restorative circles. | Principal; Assistant Principal; Counselor; Teachers | August - May 2019 | Training given by TISD staff | Green Circles documented in lesson plans |
| | | | Begin Implementation of Mindfulness Practices. | Principal; Assistant Principal; Counselor; Specials & Special Education Teachers | September - May 2019 | Training given by TISD staff & Sol Sense Yoga | Evidence of mindfulness practices in classrooms (lesson plans, feedback from teachers) |
| | | | Begin Implementation of Responsive Investigations. | Principal; Assistant Principal; Counselor; Teachers | August - May 2019 | Training given by TISD staff | Decreased recurrent inappropriate behavior |
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| **Priority 5** | *Promote Student Attendance* | | | | | | |
| | **Goal 1** | *LES will have greater than 97% student attendance rate.* | | | | | |
| | | **Strategies** | Incentive programs, Home/school communication; Prevention education | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Planning of after holiday classroom events to encourage students to return promptly after breaks. | Principal; Assistant Principal; Teachers | November, December, March | School calendar | Increased student attendance after holiday breaks |

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|---|---|---|---|---|---|---|---|
| | | | Teachers communicate with parents importance of returning promptly after holiday breaks. | Principal; Assistant Principal; Teachers | November, December, March | School calendar | Increased student attendance after holiday breaks |
| | | | Nurse create / promote handwashing videos to stress correlation of good hygiene and decreased illness. | Principal; Assistant Principal; Nurse | November-March 2019 | texasflu.org (Texas Department of State Health Services) | Increased student attendance due to illness |
| | | | Teachers and students set classroom attendance goals & rewards. | Principal; Assistant Principal; Teachers | October-May 2019 | attendance displays in hallways; classroom based rewards | 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.

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| ***Priority 1*** | *Social Emotional Learning of Students at TIS* | | | | | | |
| | ***Goal 1*** | *Ensure students at TIS feel connected to the campus and community* | | | | | |
| | | ***Strategies*** | Student Engagement | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Mentor Program | Counselor, Staff Members who are Mentors, Administrators | August-May (monthly at minimum) | District mentoring activities, Title II stipends | Qualitative data (pre/post interviews) |
| | | | After School Clubs focused on SEL of students | Club Sponsors, Administrators | October-December (weekly) | Title funds | Students develop relationships with club sponsors |
| | | | | | | | |
| | ***Goal 2*** | *Shift focus of office referrals from negative (consequences) to positive (utilizing GE life principles)* | | | | | |
| | | ***Strategies*** | Positive Behavioral Intervention and Support (PBIS) | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Call to Excellence showcasing students based on GE Life Principles | Classroom teachers, Counselor, Administrators | August-May (bi-weekly) | GE documents and guides | Referral data |
| | | | Classroom guidance lessons focused on GE Life Principles | Counselor | October-May | GE documents and guides | Student observations (demonstrating life principles) |

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| ***Priority 2*** | *Limited Growth on STAAR Reading & Math of Students at TIS* | | | | | |
| | ***Goal 1*** | *PLC Collaborative in 5th and 6th reading and math* | | | | |
| | | ***Strategies*** | Instructional design | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Focus on 4 PLC questions | Reading and Math teachers, instructional specialists, administrators | August-May (weekly) | Design Learning Template (DLT), Lead4ward, Eduphoria Forethought | PLC agendas, DLTs, formative and summative assessment data |
| | | | After school tutorials | Reading and Math teachers, instructional specialists, administrators | January-May | Title funds | Formative and summative assessment data, STAAR results |
| | | | | | | | |
| | ***Goal 2*** | *Small group instructional strategies (highlighted during PLCs)* | | | | |
| | | ***Strategies*** | Showcase teachers (based on data) who have effective small group instruction | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Staff members who have experienced sucess will share small group instructional strategies focused on pre-requisite skills | Selected staff members, instructional specialists, administrators | October-May (monthly at minimum) | Based on data and observations | Walkthroughs, observations |
| | | | Professional development on small group instruction | Classroom teachers, instructional specialists, administrators | October-April | Consultant utilizing Title funds | Walkthroughs, observations |

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| ***Priority 3*** | *STAAR Science Performance of Students at TIS* | | | | | | |
| | ***Goal 1*** | *PLC Collaborative in 5th science* | | | | | |
| | | ***Strategies*** | Instructional Design | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Focus on 4 PLC questions | Science teachers, instructional specialists, administrators | August-May | Design Learning Template (DLT), Lead4ward, Eduphoria Forethought | PLC agendas, DLTs, formative and summative assessment data |
| | | | After school tutorials | Science teachers, instructional specialists, administrators | January-May | Title funds | Formative and summative assessment data, STAAR results |
| | | | | | | | |
| | ***Goal 2*** | *Transfer of hands-on learning to assessment questions through warm-ups* | | | | | |
| | | ***Strategies*** | Vocabulary Support | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Warm-ups to expose students to the language of STAAR assessment | Science teachers | August-May | Lead4ward (STAAR released tests) | Results on formative and summative assessments, STAAR results |
| | | | Word walls with science vocabulary | Science teachers | August-May | Lead4Ward word lists | Results on formative and summative assessments, STAAR results |

## *CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS*

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| ***Priority 1*** | *Grade level collaboratives focused around writing performance for all students in all subjects K-4* | | | | | | |
| | ***Goal 1*** | *Fourth grade students approaching the writing expectation will increase by 10%.* | | | | | |
| | | ***Strategies*** | Collaborative (PLC) Practice, Campus Writing Focus | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | All grade levels K-4 will identify the Essential Learning targets for their grade level writing standards. | K-4 PLC Guiding Coalition Leader | 10/1/2018 12/2018 3/2019 5/2019 | Writing Design Learning Templates/ Writing TEKS | Writing Samples/ Writing Rubrics/STAAR Writing Scores 2019 |
| | | | All staff members will participate on monthly vertical teams to review writing progress on each grade level. | Principal | 10/2018 11/2018 12/2018 1/2019 2/2019 3/2019 4/2019 5/2019 | Writing TEKS/ Writing Samples | Writing Samples/ Writing Rubrics/STAAR Writing Scores 2019 |
| | | | Monthly faculty meetings will have a writing professional development focus. | Principal | 10/2018 11/2018 12/2018 1/2019 2/2019 3/2019 4/2019 5/2019 | Essential Learning Targets/Writing TEKS/Writing Samples/ Writing Rubrics | Writing Samples/ Writing Rubrics/STAAR Writing Scores 2019 |
| | | | Each classroom teacher has a personal goal to support the campus writing goal and each grade level team has a writing goal. | Principal/ Assistant Principal | 5/2019 | T-TESS goals | T-TESS documentation |

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| | **Goal 2** | *Increase the number of fourth graders scoring above a 5 rating on the STAAR written composition by 10%.* | | | | |
| | | **Strategies** | Writing Stamina | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | All writing teachers will build writing stamina by extending the length of assigned writing time in class. | K-4 Language Arts Teachers | 10/2018 12/2018 3/2019 5/2019 | Data checked each nine weeks of the progress made on building writing stamina. | Writing Samples/ Writing Rubrics/STAAR Writing Scores 2019 |
| | | | | | | | |
| | **Goal 3** | *Improve the fourth grade writing scores for all at-risk students by 5% including Limited English Proficient and Economically Disadvantaged students.* | | | | |
| | | **Strategies** | Writing Conferences, Cross Content Writing, Curriculum Access Tools (Co-Writer) | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Writing conferences will be held with all 4th grade at-risk students conferencing on individual needs and setting goals. | 4th Grade Language Arts teachers | 10/2018 11/2018 | Beginning of year writing samples for all at-risk students | Writing Samples/ Writing Rubrics/STAAR Writing Scores 2019 |
| | | | Students will use lexicons to increase vocabulary development. | K-4 Classroom teachers | Weekly in Language Arts/Math/ Science classes August 2018 - May 2019 | Language Arts Notebooks/ Math Interactive Notebooks/ (IMBs)/Science Interactive Notebooks (IMBs) | Writing Samples/ STAAR Writing Scores 2019/TELPAS Scores 2019 |
| | | | Students in all classes will use Co-Writer to support the writing process. | K-4 Classroom teachers | Monthly in Language Arts/Math/ Science classes August 2018 - May 2019 | Additional training on Co-Writer | Co-Writer Usage, Comparison of student writing with and without Co-Writer |

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| **Priority 2** | *Targeted instruction during flexible regrouping and TIER intervention* | | | | | | |
| | **Goal 1** | *All students K-4 will show at least one year of academic growth in Reading level.* | | | | | |
| | | **Strategies** | Literacy Continuum, Intervention, Coaching | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |

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| | | | During PLC collaboratives teachers will use the Literacy Continuum to analyze the reading levels. | K-4 PLC Guiding Coalition Leader | Weekly August 2018 - May 2019 | Fountas and Pinnell Leveled Literacy Intervention Kits | Progress on student reading levels/Reading STAR Renaissance |
| | | | K-2 teachers will use the Fountas and Pinnell Leveled Literacy Intervention kits for TIER intervention. | K-2 Team Leaders and Reading Specialist | October 2018 - May 2019 | Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching/ Running Records/ Student Reading Levels | Progress on student reading levels/Reading STAR Renaissance |
| | | | Leadership team including specialists will participate in a book study on professional coach. | Principal/ Assistant Principal/ Counselor/GT Specialist/Math Specialist/ Reading Specialist/ESL Specialist | Fall 2018 | Book: Student Centered Coaching A Guide for K-8 Coaches and Principals by Diane Sweeney | Progress on student reading levels/Reading STAR Renaissance Reduced number of students needing TIER II and TIER III interventions |
| | | | | | | | |
| | ***Goal 2*** | *Increase the percentage of 3rd graders meeting and/or mastering the grade level Reading standard by 10%.* | | | | | |
| | | ***Strategies*** | Collaborative (PLC) Practice | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | PLC collaboratives will focus on Essential Learning Targets in Reading. | 3rd grade Language Arts teachers | Weekly in Language Art PLC collaboratives August 2018 - May 2019 | Design Learning Templates/ Reading TEKS/ Four PLC Guiding Questions | Design Learning Templates identifying Essential Learning Targets |
| | | | PLC collaborative teams will develop common formative assessments to | 3rd grade Language Arts teachers | Weekly in Language Art PLC collaboratives August 2018 - May 2019 | Common Formative Assessments | Common Formative Assessments |

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| | | | monitor student learning. | | | | |
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| | **Goal 3** | *Increase the percentage of 4th graders meeting and/or mastering the grade level Reading standard by 10%.* | | | | | |
| | | **Strategies** | Collaborative (PLC) Practice | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | PLC collaboratives will focus on Essential Learning Targets in Reading. | 4th grade Language Arts teachers | Weekly in Language Art PLC collaboratives August 2018 - May 2019 | Design Learning Templates/ Reading TEKS/Four PLC Guiding Questions | Design Learning Templates identifying Essential Learning Targets |
| | | | PLC collaborative teams will develop common formative assessments to monitor student learning. | 4th grade Language Arts teachers | Weekly in Language Art PLC collaboratives August 2018 - May 2019 | Common Formative Assessments | Common Formative Assessments |

## *CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS*

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| ***Priority 1*** | *PLC Process Strengthened and Refined* | | | | | | |
| | ***Goal 1*** | *Student achievement will improve in reading for 3rd and 4th grade from 89% to 93%.* | | | | | |
| | | ***Strategies*** | PLC Schedule, Coaching, District Support, Collaboration, Flexible Grouping and Development of quality Common Formative Assessments | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Refine the Designing Learning Template to ensure learning for all students building upon the work completed in our first year in the process and to deepen our understanding of the standards and the learning. (Question #1: What do we expect students to learn?) | Administrators, Instructional Leadership Team, Teachers, Support Staff, District Support Staff | August - May 30, 2019 | Master schedule, Collaborative agendas, Professional Learning Days scheduled by the district, Student Achievement Data | BOY, MOY, and EOY Assessments, STAAR results |
| | | | Develop strong Common Formative Assessments to assess learning to ensure the highest levels for each student. | Administrators, Instructional Leadership Team, Teachers, Support Staff, District Support Staff | August - May 30, 2019 | Common Formative Assessments from the previous year, Previous STAAR questions and assessments, | BOY, MOY, and EOY Assessments, STAAR Assessments and Questions, Unit Assessments |

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| | | | (Question #2: How will we know when students are learning?) | | | Master schedule, Collaborative agendas, Professional Learning Days scheduled by the district, Student Achievement Data | |
| | | | Collaborative teams will disaggregate student data to build flexible groups and intervention in order to meet the needs of students that have not mastered learning of the essential skills and standards. (Question #3: How will we respond when students do not learn?) | Administrators, Instructional Leadership Team, Teachers, Support Staff, District Support Staff | August - May 30, 2019 | Master schedule, Intervention schedules, Collaborative agendas, Professional Learning Days scheduled by the district, Student Achievement Data | CFA data, Flexible grouping forms, Unit Assessments, BOY, MOY, and EOY Assessments, STAAR results |
| | | | Teams will provide depth and rigor to all learners within the essential learning by providing extensions and opportunities for students that already have reached mastery of the standard. (Question #4: How will we respond if they already know it?) | Administrators, Instructional Leadership Team, Teachers, Support Staff, District Support Staff | August - May 30, 2019 | Master schedule, GT pull out schedule, GT Specialist, Collaborative agendas, Professional Learning Days scheduled by the district, Student Achievement Data | GT identification, Advanced rates on assessments, mastery rates on CFAs, STAAR results and advanced rates. |

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| | **Goal 2** | *Student achievement in math for 3rd and 4th grade will increase from 86% to 90%.* | | | | |
| | | **Strategies** | PLC Schedule, Coaching, District Support, Collaboration, Flexible Grouping and Development of quality Common Formative Assessments | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Refine the Designing Learning Template to ensure learning for all students building upon the work completed in our first year in the process and to deepen our understanding of the standards and the learning. (Question #1: What do we expect students to learn?) | Administrators, Instructional Leadership Team, Teachers, Support Staff, District Support Staff | August - May 30, 2019 | Master schedule, Collaborative agendas, Professional Learning Days scheduled by the district, Student Achievement Data | BOY, MOY, and EOY Assessments, STAAR results |
| | | | Develop strong Common Formative Assessments to assess learning to ensure the highest levels for each student. (Question #2: How will we know when students are learning?) | Administrators, Instructional Leadership Team, Teachers, Support Staff, District Support Staff | August - May 30, 2019 | Common Formative Assessments from the previous year, Previous STAAR questions and assessments, Master schedule, Collaborative agendas, Professional Learning Days scheduled by the district, Student Achievement Data | BOY, MOY, and EOY Assessments, STAAR Assessments and Questions, Unit Assessments |
| | | | Collaborative teams will disaggregate student data to build flexible | Administrators, Instructional Leadership Team, Teachers, Support Staff, | August - May 30, 2019 | Master schedule, Intervention schedules, Collaborative | CFA data, Flexible grouping forms, Unit Assessments, |

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| | | | groups and intervention in order to meet the needs of students that have not mastered learning of the essential skills and standards. (Question #3: How will we respond when students do not learn?) | District Support Staff | | agendas, Professional Learning Days scheduled by the district, Student Achievement Data | BOY, MOY, and EOY Assessments, STAAR results |
| | | | Teams will provide depth and rigor to all learners within the essential learning by providing extensions and opportunities for students that already have reached mastery of the standard. (Question #4: How will we respond if they already know it?) | Administrators, Instructional Leadership Team, Teachers, Support Staff, District Support Staff | August - May 30, 2019 | Master schedule, GT pull out schedule, GT Specialist, Collaborative agendas, Professional Learning Days scheduled by the district, Student Achievement Data | GT identification, Advanced rates on assessments, mastery rates on CFAs, STAAR results and advanced rates. |
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| | ***Goal 3*** | *Increase advanced rates in reading from 31% to 35% and in math from 21% to 32%.* | | | | | |
| | | ***Strategies*** | PLC Schedule, Coaching, District Support, Collaboration, Flexible Grouping and Development of quality Common Formative Assessments | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Refine the Designing Learning Template to ensure learning for all students building upon the work completed in | Administrators, Instructional Leadership Team, Teachers, Support Staff, District Support Staff | August - May 30, 2019 | Master schedule, Collaborative agendas, Professional Learning Days scheduled by the district, Student | BOY, MOY, and EOY Assessments, STAAR results |

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| | | | our first year in the process and to deepen our understanding of the standards and the learning. (Question #1: What do we expect students to learn?) | | | Achievement Data | |
| | | | Develop strong Common Formative Assessments to assess learning to ensure the highest levels for each student. (Question #2: How will we know when students are learning?) | Administrators, Instructional Leadership Team, Teachers, Support Staff, District Support Staff | August - May 30, 2019 | Common Formative Assessments from the previous year, Previous STAAR questions and assessments, Master schedule, Collaborative agendas, Professional Learning Days scheduled by the district, Student Achievement Data | BOY, MOY, and EOY Assessments, STAAR Assessments and Questions, Unit Assessments |
| | | | Collaborative teams will disaggregate student data to build flexible groups and intervention in order to meet the needs of students that have not mastered learning of the essential skills and standards. (Question #3: How will we respond when students do not learn?) | Administrators, Instructional Leadership Team, Teachers, Support Staff, District Support Staff | August - May 30, 2019 | Master schedule, Intervention schedules, Collaborative agendas, Professional Learning Days scheduled by the district, Student Achievement Data | CFA data, Flexible grouping forms, Unit Assessments, BOY, MOY, and EOY Assessments, STAAR results |

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| | | | Teams will provide depth and rigor to all learners within the essential learning by providing extensions and opportunities for students that already have reached mastery of the standard. (Question #4: How will we respond if they already know it?) | Administrators, Instructional Leadership Team, Teachers, Support Staff, District Support Staff | August - May 30, 2019 | Master schedule, GT pull out schedule, GT Specialist, Collaborative agendas, Professional Learning Days scheduled by the district, Student Achievement Data | GT identification, Advanced rates on assessments, mastery rates on CFAs, STAAR results and advanced rates. |

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| ***Priority 2*** | *Improve writing instruction and achievement PK-4th Grade* | | | | | | |
| | ***Goal 1*** | *Increase STAAR Writing results in 4th grade from 65% to 80%.* | | | | | |
| | | ***Strategies*** | District Writing Collaborative, Vertical Alignment, and Coaching | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Fourth grade teachers focus on writing for an entire day in collaboration to pace and dig deeper into the learning and assessment of STAAR Writing. | ELA Director, Instructional Leaders and Reading Coaches, Administrators, Teachers, Support staff. | October-May 2019 | Collaborative schedule, Title 1 Funds for substitutes | Student achievement in wirting on CFAs, Benchmarks, writing samples, and STAAR Writing. |
| | | | Provide clear handwriting instruction for PK-2nd grades. | Dyslexia Specialist, Reading Specialist, Teachers, Support Staff, Administration | November - May 30, 2019 | Title 1 purchase, Funds for substitutes for training, scheduled time for each grade level | Student achievement in the program, student writing samples |
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| | **Goal 2** | *Increase advanced rates in writing from 8% to 15%.* | | | | | |
| | | **Strategies** | District Writing Collaborative, Effective Writer's Workshop and Conferencing | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Fourth grade teachers focus on writing for an entire day in collaboration to pace and dig deeper into the learning and assessment of STAAR Writing. | ELA Director, Instructional Leaders and Reading Coaches, Administrators, Teachers, Support staff. | October-May 2019 | Collaborative schedule, Title 1 Funds for substitutes, | Student achievement in writing on CFAs, Benchmarks, writing samples, and STAAR Writing. |

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| **Priority 3** | *Focus on early literacy PK- 2nd Grade* | | | | | | |
| | **Goal 1** | *96% of students in kindergarten, 1st and 2nd grades will be reading at or above grade level by the end of the year.* | | | | | |
| | | **Strategies** | Provide coaching, support, and training within the collaborative structure to ensure high levels of student achievement. | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Provide reading support in Kindergarten-2nd grade by Reading Specialists and support staff within the collaborative structure. | Instructional Leadership Team, Teachers, District Support Staff, Administrators, Instructional Paraprofessionals. | August through May 30, 2019 | 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. | Administration, Dyslexia Specialist | August through May 30, 2019 | Title 1 Funding, Master schedule, | Number of students identified, Number of student supported in the program, student achievement in reading |

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| **Priority 4** | *Increase average daily attendance* | | | | | | |
| | **Goal 1** | *Improve average daily attendance from 95.7% to 97%.* | | | | | |
| | | **Strategies** | Communication with families and students about the importance of school attendance. | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Contact students missing more than one day from class or intervention. | Teachers and Instructional Leaders. | On-going throughout the school year. | Contact information in eSchool | Classroom attendance %, Grade level attendance % |
| | | | Provide consistent contact with families to document absences. | Registrar, Attendance Clerk | On-going throughout the school year. | Contact information in eSchool | School attendance %, Classroom attendance %, Grade level attendance % |
| | | | Conference and develop plans with students and families having difficulties meeting the 90% guidelines. | Administrators, registrar, attendance clerk | On-going throughout the school year. | Attendance Binder provided by the Attendance Clerk Contact information in eSchool | School attendance %, Classroom attendance %, Grade level attendance % |

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| **Priority 5** | *Effective implementation of Great Expectations* | | | | | | |
| | **Goal 1** | *Obtain positive office referrals at a 2 to 1 rate over discipline referrals.* | | | | | |
| | | **Strategies** | Great Expectation Life Principles | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Provide Guidance Lessons with connections to Great Expectations each week in the collaborative schedule. | School counselor, Specials teachers | Aug. 27, 2018 - May 30, 2019 | Master schedule, Great Expectation Practices, Social Emotional Backpack training. | Application to be a model GE school, student discipline referrals, positive office referrals. |

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| | | | Live stream our student led Call to Excellence. | School counselor, administrators, classroom teachers, students | Aug. 27, 2018 - May 30, 2019 | Call to Excellence Schedule, Live Streaming software, Master Schedule. | Student and class participation, Application to be a GE model school, Positive Office Referrals connected to Life Principles. |
| | | | Provide teacher feedback and coaching focused on Great Expectations Life Principles. | Administration, GE Coaches, Teachers, School Counselor | September 24, November 27 and 28, January 30, February 11 and 12. | Great Expectations program and coaching dates, Coaching schedule. | Coach and Teacher feedback, Walk-through data and observations, GE Model School Application. |

## *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.

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| ***Priority 1*** | *Expected Growth for SPED students* | | | | | | |
| | ***Goal 1*** | *Decrease the percent of limited growth of SPED students by 6%* | | | | | |
| | | ***Strategies*** | Incorporating more use of CAT tools, Consistency within tutorials, Incorporating Guided Math/Reading routines | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Teachers will incorporate the use of CAT tools more frequently through unit assessments and help students to understand strategies needed for online testing. | Teachers, Specialists | Monthly | Local campus budget | TEA Interim Assessments (Fall, Spring), District Common Assessments, STAAR |
| | | | Specialists will create a schedule for our SPED students that provide more stability for support in all subject areas. | Teachers, Specialists | Weekly | Local campus budget | TEA Interim Assessments (Fall, Spring), District Common Assessments, STAAR |
| | | | Teachers will plan for the use of Guided Math/Reading routines on a weekly basis in order to differentiate and meet the needs of all learners. | Teachers, Specialists | Weekly | Local campus budget | TEA Interim Assessments (Fall, Spring), District Common Assessments, STAAR |

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| **Priority 2** | *PLC Growth Mindset* | | | | | | |
| | **Goal 1** | *Decrease 5th/6th grade math percent of limited growth students by 4%. (from 9% to 5%)* | | | | | |
| | | **Strategies** | Incorporating Guided Math Routines, Graphing Student Performance | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Teachers will plan for the use of Guided Math routines on a weekly basis in order to differentiate and meet the needs of all learners. | Teachers, Specialists, Administrators | Weekly | Local campus budget | TEA Interim Assessments (Fall, Spring), District Common Assessments, STAAR |
| | | | Teachers/Specialists will graph the performance of all students on common assessments and benchmark assessments to monitor student growth. | Teachers, Specialists, Administrators | Weekly | Local campus budget | TEA Interim Assessments (Fall, Spring), STAAR |
| | | | Provide teachers feedback through T-TESS informal and formal observations | Administrators | Quarterly | Local campus budget | T-TESS |
| | | | | | | | |
| | **Goal 2** | *Decrease 5th/6th grade reading percent of limited growth students by 5% (from 14.1% to 9%).* | | | | | |
| | | **Strategies** | Incorporating Guided Reading Routines, Graphing Student Performance | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Teachers will plan for the use of Guided Reading routines on a weekly basis in order to differentiate and meet the needs of all learners. | Teachers, Specialists, Administrators | Weekly | Local campus budget | TEA Interim Assessments (Fall, Spring), District Common Assessments, STAAR |

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| | | | Teachers/Specialists will graph the performance of all students on benchmark assessments to monitor student growth. | Teachers, Specialists, Administrators | Weekly | Local campus budget | TEA Interim Assessments (Fall, Spring), District Common Assessments, STAAR |
| | | | Provide teachers feedback through T-TESS informal and formal observations | Administrators | Quarterly | Local campus budget | T-TESS |
| | | | | | | | |
| | ***Goal 3*** | *Increase 5th grade science masters performance by 10 percentage points (from 33% to 43%)* | | | | | |
| | | ***Strategies*** | Increasing the rigor in large group AI lessons, Utilizing district science fair groups as push to masters instruction, Graphing Student Performance | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | We will increase the rigor in large group AI lessons by incorporating diagram analysis in STAAR format for the skills that are being taught during hands on large group lessons. | Teachers, Specialists, Administrators | Weekly | Local campus budget | TEA Interim Assessments (Fall, Spring), District Common Assessments, STAAR |
| | | | Utilizing district science fair groups as push to masters instruction | Teachers, Specialists, Administrators | Nov-Jan | Local campus budget | TEA Interim Assessments (Fall, Spring), District Common Assessments, STAAR |
| | | | Teachers/Specialists will graph the performance of all students on benchmark assessments to monitor student growth. | Teachers, Specialists, Administrators | Weekly | Local campus budget | TEA Interim Assessments (Fall, Spring), STAAR |

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| | | | Provide teachers feedback through T-TESS informal and formal observations | Administrators | Quarterly | Local campus budget | T-TESS |
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| ***Priority 3*** | *Culturally Responsive Teaching* | | | | | | |
| | ***Goal 1*** | *Increase EL Approaches Performance by 5 percentage points for ELA scores in 5th and 6th grade. (From 71-76%)* | | | | | |
| | | ***Strategies*** | Restorative Practices, Teacher/Student Mentor Programs, Increased ICS/Coaching for ELL classrooms | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Through a campus wide book study, PD, and new behavior procedures, teachers will work to build communities and address behavior concerns restoratively utilizing the Restorative Discipline approach. | Teachers, Specialists, Administrators, Counselor | Daily | Local Campus Budget | Discipline Reports, Campus Spreadsheet for Office Behaviors |
| | | | Students who are showing significant struggles academically and/or socially/emotionally will be assigned a campus teacher mentor to help positively support and hold the student accountable throughout the year. | Teachers, Specialists, Administrators, Counselor | Weekly | Local Campus Budget | Discipline Reports, Campus Spreadsheet for Office Behaviors, TEA Interim Assessments (Fall, Spring), District Common Assessments, STAAR |

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| | | | Specialists will work to increase the coaching/ICS time for our ELL clusters primarily in ELA classrooms. | Specialists, Administrators | Weekly | Local Campus Budget | Lesson Plans, TEA Interim Assessments (Fall, Spring), District Common Assessments, STAAR |
| | | | | | | | |
| | ***Goal 2*** | *Increase African American Approaches Performance by 5 percentage points for all tests. (From 72-77%)* | | | | | |
| | | ***Strategies*** | Restorative Practices, Teacher/Student Mentor Programs, Increased Flex grouping Support in 6th grade (I-20) | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Through a campus wide book study, PD, and new behavior procedures, teachers will work to build communities and address behavior concerns restoratively utilizing the Restorative Discipline approach. | Teachers, Specialists, Administrators, Counselor | Daily | Local Campus Budget | Discipline Reports, Campus Spreadsheet for Office Behaviors |
| | | | Students who are showing significant struggles academically and/or socially/emotionally will be assigned a campus teacher mentor to help positively support and hold the student accountable throughout the year. | Teachers, Specialists, Administrators, Counselor | Weekly | Local Campus Budget | Discipline Reports, Campus Spreadsheet for Office Behaviors, TEA Interim Assessments (Fall, Spring), District Common Assessments, STAAR |

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| | | | Specialists will work to increase the coaching/ICS time for both Math and ELA primarily in 6th grade classrooms. This Intervention-20 approach will allow teachers to flexibly group and work with a smaller population of students 2 days a week while the highest needs students are meeting with the Specialist. | Teachers, Specialists, Administrators | Weekly | Local Campus Budget | Lesson Plans, TEA Interim Assessments (Fall, Spring), District Common Assessments, STAAR |

## *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.

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| ***Priority 1*** | *Writing Instructional Design* | | | | | | |
| | ***Goal 1*** | *Improve Writing scores on STAAR by 18%.* | | | | | |
| | | ***Strategies*** | Professional Development, Collaborative PLCs, Data review of student progress/concerns | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Coach and support 4th grade LA teachers to implement rigorous, high quality instruction. | Administration | August 2018-February 2019 | ELA Director, ELA Content Teacher, Reading Specialists | Rigorous lesson designs, walkthrough evaluation of implementation, increased scores on Writing assessments and STAAR. |
| | | | Provide weekly two hour collaborative meetings to increase collective teacher efficacy. | Administration | August 2018-May 2019 | Administration, Reading Specialists. Designing Learning Templates, Common Formative Assessments | Development of rigorous DLTs weekly. Walkthrough and Observations to ensure DLTs are used for best instructional practices. |
| | | | Generate effective common formative assessments to address students' academic strengths and weaknesses. | LA Teachers | Once per unit, September 2018-May 2019 | STAAR Results, individual student data | Scores of CFAs, use of data to adjust DLTs. |

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| | **Goal 2** | *Increase 4th Grade STAAR Writing scores by 47% in the Meets level.* | | | | |
| | | **Strategies** | Professional Development, Collaborative PLCs, Data review of student progress/concerns | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Two hour Collaborative Meetings weekly focused on what students need to know and how to measure if they learned it (PLC Questions 1 & 2). | Administration | August 2018-May 2019 | Master Schedule, Admin, Specialists | Weekly Agendas; DLTs, CFAs, Student Data reviews |
| | | | Increase the use of CAT; Cowriter for students in need of assistance in Writing. | Special Ed Content Specialist | October-November 2018 | Specialized Support teachers; technology, training for general education teachers in use of Curriculum Access Tools | Improvement in Writing skills for students. |

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| **Priority 2** | *K-4th Grade Reading Levels* | | | | | |
| | **Goal 1** | *Increase Reading levels for K-4 students to 90% or better reading on or above grade level by the end of the school year.* | | | | |
| | | **Strategies** | Professional Development, Collaborative PLCs, Data review of student progress/concerns | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Collaborative Meetings used by teachers to calibrate using a reading checklist/conferring rubric to ensure consistency with scoring and recording of grades. | Administration, Specialists, LA teachers | September 2018-May 2019 | Administration, Reading Specialists. Designing Learning Templates, Common Formative Assessments. Readers Workshop Conferring Rubric. | Weekly Agendas; DLTs, CFAs, Student Data reviews. Record reading levels quarterly to show student progress or concerns. |

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| | | | Campus specialists model high quality rigorous instructional strategies while "pushing-in" to classrooms to support students. | Reading Specialists | September 2018-May 2019 | Master Schedule, Administration, Reading Specialists | CFAs, Student Data reviews |
| | | | Campus specialists provide coaching and support for lessons and teaching strategies in Reading for all Language Arts teachers. | Reading Specialists | September 2018-May 2019 | Administration, Reading Specialists. Designing Learning Templates | CFAs, Student Data reviews |
| | | | Incorporate 2 flex group sessions for daily guided reading groups for K-2 students. | Administration, K-2 Teachers | September 2018-May 2019 | | |
| | | | | | | | |
| | ***Goal 2*** | *Increase 3rd grade Reading scores by 7% for All students, 16% for Eco Dis students, and 44% for Special Ed students.* | | | | | |
| | | ***Strategies*** | Professional Development, Collaborative PLCs, Data review of student progress/concerns | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Collaborative Meetings used by teachers to calibrate using a reading checklist/conferring rubric to ensure consistency with scoring and recording of grades. | Administration, Specialists, LA teachers | September 2018-May 2019 | Administration, Reading Specialists. Designing Learning Templates, Common Formative Assessments. Readers Workshop Conferring Rubric. | Weekly Agendas; DLTs, CFAs, Student Data reviews.Record reading levels quarterly to show student progress or concerns. |

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| | | | Campus specialists model high quality rigorous instructional strategies while "pushing-in" to classrooms to support students. | Reading Specialists | September 2018-May 2019 | Master Schedule, Administration, Reading Specialists | CFAs, Student Data reviews |
| | | | Campus specialists provide coaching and support for lessons and teaching strategies in Reading for all Language Arts teachers. | Reading Specialists | September 2018-May 2019 | Administration, Reading Specialists. Designing Learning Templates | CFAs, Student Data reviews |
| | | | | | | | |
| | ***Goal 3*** | *Increase 4th grade Reading scores by 10% for All students, 18% for Eco Dis students, and 43% for Special Ed students.* | | | | | |
| | | ***Strategies*** | Professional Development, Collaborative PLCs, Data review of student progress/concerns | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Collaborative Meetings used by teachers to calibrate using a reading checklist/conferring rubric to ensure consistency with scoring and recording of grades. | Administration, Specialists, LA teachers | September 2018-May 2019 | Administration, Reading Specialists. Designing Learning Templates, Common Formative Assessments. Readers Workshop Conferring Rubric. | Weekly Agendas; DLTs, CFAs, Student Data reviews.Record reading levels quarterly to show student progress or concerns. |
| | | | Campus specialists model high quality rigorous instructional strategies while "pushing-in" to classrooms to support students. | Reading Specialists | September 2018-May 2019 | Master Schedule, Administration, Reading Specialists | CFAs, Student Data reviews |

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| | | | Campus specialists provide coaching and support for lessons and teaching strategies in Reading for all Language Arts teachers. | Reading Specialists | September 2018-May 2019 | Administration, Reading Specialists. Designing Learning Templates | CFAs, Student Data reviews |

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| ***Priority 3*** | *Gifted and Talented Student Achievement* | | | | | | |
| | ***Goal 1*** | *Increase enrichment pull-out time for GT students and include high-achieving students as well.* | | | | | |
| | | ***Strategies*** | Professional Development, Collaborative PLCs, Data review of student progress/concerns | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Instructional paraprofessional trained to work with GT and high-achieving students on days GT Specialist is at other campus. | Administration, GT Specialist. Trained paraprofessional. | September 2018-May 2019 | Master Schedule, Admin, GT Specialist | CFA and benchmark results, Student Data review |
| | | | Flex groups for each grade level for students that have mastered grade level TEKS in order to extend learning. | Administration, GT Specialist. Trained paraprofessional. | September 2018-May 2019 | Master Schedule, Admin, GT Specialist | CFA and benchmark results, Student Data review |
| | | | | | | | |
| | ***Goal 2*** | *Increase 3rd grade and 4th grade GT Reading, Math and Writing scores in Masters by 15%.* | | | | | |
| | | ***Strategies*** | Professional Development, Collaborative PLCs, Data review of student progress/concerns | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | GT Specialist and teachers collaborate to provide individualized challenging | Administration, GT Specialist. Grade Level Teachers. | September 2018-May 2019 | Administration, Specialists. Designing Learning Templates, Common | STAAR results |

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| | | | activities for students that have mastered essential learning targets. | | | Formative Assessments, Collaborative Meetings | |
| | | | GT Specialist models for and coaches teachers in differentiation for GT and high achieving students in the classroom. | Administration, GT Specialist. Grade Level Teachers. | September 2018-May 2019 | Administration, Specialists. Designing Learning Templates, Common Formative Assessments, Collaborative Meetings | STAAR results |

## *CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS*

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| ***Priority 1*** | *Increase Academic Growth for All Students* | | | | | | |
| | ***Goal 1*** | *90% of students will perform at a mastery level on 3 of Essential Learning Targets in reading, writing and math.* | | | | | |
| | | ***Strategies*** | Professional Learning Community Practices | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Establish Team SMART Goals that are Strategic, Measurable, Attainable, Result oriented, time bound goals focused on student growth and achievement. | All content area teachers, specialists, and administrators | Weekly check in of planned action steps and reflection of progress | SMART Goal Template, Data Resources from 2017-2018 | SMART goals articulated in writing and submitted to team (Readily available for team review and reflection), STAAR Results for 2019 |
| | | | Identify the Essential Learning Targets (ELTs) for each unit. | All content area teachers, specialists, and administrators | Weekly Collaborative time to develop the Essential Learning Targets | TEKS Readiness Standards, curriculum. Lead4ward Documents, Learning Design Template | Consensus of 3-5 essential learning targets (ELTs) per content area unit or genre focus & determine the mastery level |

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|---|---|---|---|---|---|---|---|
| | | | Identify the Essential Learning Targets (ELTs) for each unit. | All content area teachers, specialists, and administrators | Weekly Collaborative time to develop the Essential Learning Targets | TEKS Readiness Standards, curriculum. Lead4ward Documents, Learning Design Template | Consensus of 3-5 essential learning targets (ELTs) per content area unit or genre focus & determine the mastery level |
| | | | Create a Common Formative Assessment Based on ELTs. | All content area teachers, specialists, and administrators | Weekly collaborative to develop common formative assessments | Questions & Question Stems from Lead4ward, Summative Unit Tests | Rubric, scale scoring document |
| | | | Analyze Assessment Results. | All content area teachers, specialists, and administrators | Weekly collaborative to analyze assessment results | Data Reflections, AWARE Documents, Mastery Rubrics (Skittles Charts) | Analysis of individual student data |
| | | | Identify strategies and timeline to re-engage students who did not reach mastery on ELTs on CFAs. | All content area teachers, specialists, and administrators | Weekly collaborative to identify students in need of intervention for students | List of students needing intervention, Student Specific Data, Intervention Plans | Mastery of Performance on Intervention |
| | | | | | | | |
| | ***Goal 2*** | *90% of students will read on or above level by June 2019.* | | | | | |
| | | ***Strategies*** | Strategies and Structures for Reading | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Determine "just right" goals in reading through use of common formative assessments and reading rubrics for each student. | All content teachers and reading specialists | Following the completion of each student's goal | Common Formative Assessments, Running Records,The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo | Mastery of Goals |

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|---|---|---|---|---|---|---|---|
| | | | Create explicit reading strategies to support the reader. | All content teachers and reading specialists | Following the completion of each student's goal | The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo | Running Records Data |
| | | | Coach and provide feedback as students practice reading strategies. | All content teachers and reading specialists | Daily during small group reading instruction | Leveled Readers | Running Records Data and Reading Conference Data |

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| ***Priority 2*** | *Alignment of Instruction to Meet Student Needs* | | | | | | |
| | ***Goal 1*** | *90% of our bilingual students will increase their English language proficiency level as measured through STAR Ren performance data and TELPAS.* | | | | | |
| | | ***Strategies*** | Sheltered Instruction | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Plan for listening, speaking, reading and writing activities as referenced in the English Language Proficiency Standards. | Bilingual Specialists All Team Members Director of Special Programs. Coordinator of Bilingual Education. | Weekly Collaborative Planning Opportunities | Bridge, Sheltered Instruction Resources, ELPS | TELPAS Scores, I-Station, IPT & STAR Ren |
| | | | Increase expertise in strategies for Developing Oracy and Literacy in two languages by internalizing the elements of the Bridge. | Bilingual Specialists All Team Members Director of Special Programs. Coordinator of Bilingual Education | Weekly Collaborative Planning Opportunities | Bridge and Sheltered Instruction Resources "Sheltered Instruction: A Guide for Teacher of ELLs" book by John Seidlitz | TELPAS Scores, I-Station, IPT & STAR Ren |

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|---|---|---|---|---|---|---|---|
| | | | Work in Bilingual Vertical Collaborative to ensure alignment of strategies throughout elementary Bilingual program. | Bilingual Specialists All Bilingual Team Members PK-4 Administrators | Monthly Vertical Team Collaborative | ELPS, data collected during the month | TELPAS Scores, I-Station, IPT & STAR Ren |
| | | | Increase the use of Curriculum Access Tools. | Bilingual General Education Teachers, Administrators | Daily Planning with K-4 Teams | Snap & Read, Co-Writer | Curriculum Access Tool Usage |
| | | | | | | | |
| | ***Goal 2*** | *90% of our special education students will perform at mastery level of 3 on the Essential Learning Targets in reading, writing and math.* | | | | | |
| | | ***Strategies*** | Collaboration, Curriculum Access Tools | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Work in Bilingual Vertical Collaborative to ensure alignment of strategies throughout elementary Bilingual program. | Bilingual Specialists All Bilingual Team Members PK-4 Administrators | Monthly Vertical Team Collaborative | ELPS, data collected during the month | TELPAS Scores, I-Station, IPT & STAR Ren |
| | | | Increase the use of Curriculum Access Tools. | Specialized Support & SLL Teachers, General Education Teachers, Administrators | Daily Planning with K-4 Teams | Snap & Read, Co-Writer | Curriculum Access Tool Usage |

## *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.

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| ***Priority 1*** | *Writing Instruction and Monitoring* | | | | | | |
| | ***Goal 1*** | *We will increase the STAAR Writing Scores in Meets from 81% to 90%.* | | | | | |
| | | ***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 characteristic are being met. | Teachers, Reading and ESL Specialists | Quarterly meetings to specifically review writing samples | Previous CFES students' STAAR Writing, current students' writing, STAAR Writing rubrics | Student's Writing Portfolios |
| | | | 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 |

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| | | | Conduct vertical alignment meetings to analyze compositions and the Lucy Calkin's Writing Progression Chart. Also focus on the vertical alignment of the Grammar TEKS and how each area is taught, measured, and applied. | Teachers, Reading and ESL Specialists | Quarterly meetings September 2018-May 2019 | Lucy Calkin's Writing Progression Chart, Grammar TEKS | Student Writing Portfolios, Walkthroughs, lesson plans, |
| | | | Use Writing Portfolios as a school wide focus to help each grade level improve their students' writing performance throughout the year. | Teachers, Reading and ESL Specialists | Quarterly meetings September 2018-May 2019 | Tomball ISD Curriculum, | Student Writing Portfolios, Walkthroughs, lesson plans, |
| | | | | | | | |
| | ***Goal 2*** | *We will increase the STAAR Writing Scores in Mastery from 37% to 40%.* | | | | | |
| | | ***Strategies*** | Instructional design | | | | |
| | | | ***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 characteristic are being met. | Teachers, Reading and ESL Specialists | Quarterly meetings to specifically review writing samples | Previous CFES students' STAAR Writing, current students' writing, STAAR Writing rubrics | Student's Writing Portfolios |

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| | | | 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 |
| | | | Continue to conduct vertical alignment meetings to analyze compositions and the Lucy Calkin's Writing Progression Chart. Also focus on the vertical alignment of the Grammar TEKS and how each area is taught, measured, and applied. | Teachers, Reading and ESL Specialists | Quarterly meetings September 2018-May 2019 | Lucy Calkin's Writing Progression Chart, Grammar TEKS | Student Writing Portfolios, Walkthroughs, lesson plans, |
| | | | Continue using Writing Portfolios as a school wide focus to help each grade level improve their students' writing performance throughout the year. | Teachers, Reading and ESL Specialists | Quarterly meetings September 2018-May 2019 | Tomball ISD Curriculum, | Student Writing Portfolios, Walkthroughs, lesson plans, |
| | | | | | | | |
| | ***Goal 3*** | *We will increase the percentage of white and ELL students that reach the Meets criteria for STAAR Writing. We will increase the Meets percentage of whites from 74% to 80%, and we will increase the Meets percentage of ELLs from 67% to 75%. (See Goal #4.)* | | | | | |
| | | ***Strategies*** | Instructional design | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |

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|---|---|---|---|---|---|---|---|
| | | | 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 characteristic are being met. | Teachers, Reading and ESL Specialists | Quarterly meetings to specifically review writing samples | Previous CFES students' STAAR Writing, current students' writing, STAAR Writing rubrics | Student's Writing Portfolios |
| | | | 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 meetings to analyze compositions and the Lucy Calkin's Writing Progression Chart. Also focus on the vertical alignment of the Grammar TEKS and how each area is taught, measured, and applied. | Teachers, Reading and ESL Specialists | Quarterly meetings September 2018-May 2019 | Lucy Calkin's Writing Progression Chart, Grammar TEKS | Student Writing Portfolios, Walkthroughs, lesson plans, |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Continue using Writing Portfolios as a school wide focus to help each grade level improve their students' writing performance throughout the year. | Teachers, Reading and ESL Specialists | Quarterly meetings September 2018-May 2019 | Tomball ISD Curriculum, | Student Writing Portfolios, Walkthroughs, lesson plans, |

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| ***Priority 2*** | *Science Terminology* | | | | | | |
| | ***Goal 1*** | *We will increase the Mastery of Science STAAR from 55% to 60% by May of 2019 and build campus wide capacity centered around high achievement in the area of science.* | | | | | |
| | | ***Strategies*** | Academic vocabulary, Science Experiences | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Use rigorous, TEKs aligned, resources in the Science classes. | Teacher | August - May 2019 | Forde Ferrier, Hedgehog, Kamiko, Science Doodle Notes, Legends of Learning | Common Assessments, Benchmarks, and formative assessments |
| | | | Model Lessons for lower grade levels to increase teacher instructional capacity and student interest. | 5th Grade Science teacher, cooperating teachers of lower grade levels | August - May 2019 | curriculum, academic vocabulary, models, Science materials | Lower grade level teacher feedback |
| | | | Provide Science Family Night. | Committee | January 2019 | curriculum, NASA presentation | Parent/Student feedback |
| | | | Arrange Science guest speakers for classrooms. | Teachers | August - May 2019 | Guest Speakers/Content Experts | Student Evaluation |
| | | | Bring NASA to CFES. | Robotics team | October 2018 | NASA Resources | Student Evaluation |

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| ***Priority 3*** | *Staff Collaboration* | |
| | ***Goal 1*** | *Take steps to foster/design a more collaborative culture on campus.* |

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| | | ***Strategies*** | Collaboration, Progress Monitoring, Coaching, Master Scheduling | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Redesign 9-week PLC days. | Administration, specialists | Oct. 2018-March 2019 | PLC framework design model | Monitor team PLC planning |
| | | | Conduct monthly meetings to monitor student progress between leadership team and teams. | Administration, specialists, teachers | Oct. 2018- May 2019 | Calendar/scheduling | Progress in meeting Goals 1,2 and 4 and continued student success on STAAR |
| | | | Establish collaborative campus-wide meeting rooms for teams. | Administration, specialists | Oct. 2018 | Tables, chairs, chart paper, markers, sticky notes | Survey |
| | | | Gather staff feedback, in the form of surveys. | Administration, specialists | Oct. 2018-May 2019 | Survey App | Results of Survey |
| | | | | | | | |
| | ***Goal 2*** | *Take steps to foster/design a more collaborative culture among teams.* | | | | | |
| | | ***Strategies*** | | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Redesign 9 week PLC days. | Administration, specialists | Oct. 2018-March 2019 | PLC framework design, campus, grade level, teacher, student data | Schedule |
| | | | Re-design the monthly meetings between specialists and teams, focusing on curriculum and instruction. | Administration, specialists | Oct. 2018- May 2019 | Calendar/scheduling,campus, grade level, teacher, student data | Schedule |
| | | | Explore models of effective collaborative meetings. | Administration | Oct. 2018- May 2018 | TISD campuses, videos | Feedback from visits |

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| | | | Formally establish norms and agendas for team collaborative meetings. | Administration, specialist, teachers | Dec. 2018 | | Team norms |
| | | | Work with the social committee to establish functions that foster positive team building. | Administration | Oct. 2018-May 2019 | | Panorama Survey |

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| ***Priority 4*** | *Close the Achievement Gaps* | | | | | | |
| | ***Goal 1*** | *Decrease the achievement gap for ELLs in core subjects to 15% or less.* | | | | | |
| | | ***Strategies*** | Monitor Student Progress | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Create data tracker for identified populations. | Teachers Specialists: ESL,Reading, Math | As needed monthly to track campus and district assessments | Data from:<br>- STAAR Release Assessments<br>- STAAR formatted campus/district assessments<br>- Current students' writing<br>- STAAR Writing rubrics<br>- Math tracking folders | Walkthroughs, lesson plans, data tracking charts |
| | | | Monitor all assessment results for the identified sub populations. | Teachers Specialists: ESL,Reading, Math | As needed monthly to track campus and district assessments | Data from:<br>- STAAR Release Assessments<br>- STAAR formatted campus/district assessments<br>- Current students' writing<br>- STAAR Writing rubrics<br>- Math tracking folders | Walkthroughs, lesson plans, Common Assessments, Benchmarks, and formative assessments, data tracking charts |

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| | | | Provide ongoing fluid and timely intervention of individualized student needs based on data. | Teachers Specialists: ESL,Reading, Math | Weekly as needed to meet students needs | - STAAR Release Assessments<br>- Writing STAAR formatted materials<br>- Current students' writing,<br>- STAAR Writing rubrics<br>- Math tracking folders | Walkthroughs, lesson plans, intervention and flexible grouping rosters Common Assessments, Benchmarks, and formative assessments, data tracking charts |
| | | | | | | | |
| | ***Goal 2*** | *Decrease the achievement gap for SPED in core subjects to 15% or less.* | | | | | |
| | | ***Strategies*** | Monitor Student Progress | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Monitor all assessment results for the identified sub populations. | Teachers Specialists: ESL,Reading, Math, SPED personnel | As needed monthly to track campus and district assessments | Data from:<br>- STAAR Release Assessments<br>- STAAR formatted campus/district assessments<br>- Current students' writing<br>- STAAR Writing rubrics<br>- Math tracking folders | Walkthroughs, lesson plans, Common Assessments, Benchmarks, and formative assessments, data tracking charts |
| | | | Provide ongoing fluid and timely intervention of individualized student needs based on data. | Teachers Specialists: ESL,Reading, Math, SPED personnel | Weekly as needed to meet students needs | - STAAR Release Assessments<br>- Writing STAAR formatted materials<br>- Current students' writing,<br>- STAAR Writing rubrics<br>- Math tracking folders | Walkthroughs, lesson plans, intervention and flexible grouping rosters Common Assessments, Benchmarks, and formative assessments, data tracking charts |

## *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 Achievement* | | | | | |
|---|---|---|---|---|---|---|
| | ***Goal 1*** | *Increase STAAR performance at the Approaches level to 100% in all areas assessed.* | | | | |
| | | ***Strategies*** | Data analysis, collaboratives, intervention | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | All data points K-5 through the year will be viewed through a 100% Approaches lens to ensure goal achievement. | Leadership Team | Weekly August-first week of May 2019 | Formative and summative assessment data from district and campus | Each 6 weeks data and students will be reviewed through "Kid Talks " with leadership and grade level teachers to determine if intervention needs to be modified to ensure sufficient support is provided to meet the goal. |
| | | | Students falling short of 100% goal will be targeted for intense TEKS specific intervention as driven by the PLC process. | Leadership Team and Approaches Flex Group Teachers | Weekly August-first week of May 2019 | Formative and summative assessment data from district and campus | Each 6 weeks data and students will be reviewed through "Kid Talks " with leadership and grade level teachers to determine if intervention needs to be modified to |

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| | | | | | | | ensure sufficient support is provided to meet the goal. |
| | | | | | | | |
| | ***Goal 2*** | *Increase STAAR performance at the Meets level to 80% in all areas assessed.* | | | | | |
| | | ***Strategies*** | Data analysis, collaboratives, intervention | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | All data points K-5 through the year will be viewed through a 80% Meets lens to ensure goal achievement. | Leadership Team | Weekly August-first week of May 2019 | Formative and summative assessment data from district and campus | Each 6 weeks data and students will be reviewed through "Kid Talks " with leadership and grade level teachers to determine if intervention needs to be modified to ensure sufficient support is provided to meet the goal. |
| | | | Students falling short of 80% Meets goal wil be targeted for intense TEKS specific intervention as driven by the PLC process. | Leadership Team and Meets Flex Group Teachers | Weekly August-first week of May 2019 | Formative and summative assessment data from district and campus | Each 6 weeks data and students will be reviewed through "Kid Talks " with leadership and grade level teachers to determine if intervention needs to be modified to ensure sufficient support is provided to meet the goal. |
| | | | | | | | |
| | ***Goal 3*** | *Increase STAAR performance at the Masters level to 60% in all areas assessed.* | | | | | |
| | | ***Strategies*** | Data analysis, collaboratives, interventions | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | All data points K-5 through the year will be viewed through a 60% Meets lens to ensure goal achievement. | Leadership Team | Weekly August-first week of May 2019 | Formative and summative assessment data from district and campus | Each 6 weeks data and students will be reviewed through "Kid Talks " with leadership and grade level teachers to determine if intervention needs to be modified to ensure sufficient support is provided to meet the goal. |
| | | | Students falling short of 60% goal wil be targeted for intense TEKS specific intervention as driven by the PLC process. | Leadership Team and Masters Level Flex Group Teachers | Weekly August-first week of May 2019 | Formative and summative assessment data from district and campus | Each 6 weeks data and students will be reviewed through "Kid Talks " with leadership and grade level teachers to determine if intervention needs to be modified to ensure sufficient support is provided to meet the goal. |

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| ***Priority 2*** | *Advanced Academics* | | | | | | |
| | ***Goal 1*** | *Increase overall student participation by 10% in UIL / TMSCA events.* | | | | | |
| | | ***Strategies*** | | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Open enrollment offered to any students interested in participating in UIL or TMSCA. | GT Coach | September-April | Campus communication; Wed. folders; Edlio | Compare enrollment in club and registration of students to last year's data |
| | | | | | | | |

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| | **Goal 2** | *Increase overall student performance to either 1st or 2nd place in 75% of competitive UIL / TMSCA events for which students are participating.* | | | | |
| | | **Strategies** | Coaching, instructional design, professional development | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Increase depth of coaching staff to include more teachers who have expertise in these areas. | GT Coach | September-April 2019 | Stipends | Compare staff data related to coaches to last year's data |
| | | | Purchase additional guides to support staff in teaching concepts within the rigor and context of UIL/ TMSCA guidelines. | Principal | September 2018 | Campus Instructional budget and staff PD related to the competition process. | Survey teachers after uses on effectiveness to prepare students to compete |
| | | | Put in place system to evaluate the teams to ensure those competing are growing in their knowledge and ability to perform at high levels. | Campus Leadership | September-April 2019 | Campus Instructional budget | Performance at UIL/TMSCA competitions |

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| **Priority 3** | *Student Attendance* | | | | | | |
| | **Goal 1** | *ADA needs to meet at or above 98% goal each month.* | | | | | |
| | | **Strategies** | Needs assessment, family engagement, communication | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Create attendance task force to investigate and implement research-based strategies to improve attendance with a focus on discretionary | Campus leadership and PEIMS clerk | September-May 2019 | Eschool/Campus based record keeping documentation | Monthly ADA |

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| | | | absences. | | | | |
| | | | Implement innovative incentives directed at families vs individual students to decrease discretionary absences. | Campus leadership and PEIMS clerk | September-May 2019 | Student incentive funding allocation | Increased number of families meeting attendance goals; Monthly ADA |
| | | | Educate parents and community members about the importance of good attendance and the negative effects of truancy through focused conversations and solicit ideas from these stakeholders for improving attendance rates. | Campus leadership and PEIMS clerk | September-May 2019 | Communication at monthly PTO meetings and quarterly CIT meetings, through the PTO newsletter, and through parent conferences with families with historical and/or current excessive attendance issues | |

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| ***Priority 1*** | *Culture of Collaboration* | | | | | | |
| | ***Goal 1*** | *Rank in top 3 among elementary schools in TISD Comparative Data for 4th grade Math.* | | | | | |
| | | ***Strategies*** | Collaboration Opportunities and Practices | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Develop system of evidence through Google Drive to organize and increase transparency of collaboration. | Principal | August 2018 | Technology Support | Survey Results/Action Plan |
| | | | Quarterly needs assessment using Learning By Design rubric; teams self evaluate. | Principal/ILT | Quarterly September 2018-May 2019 | LBD Rubric | LBD Rubric Comparisons |
| | | | Each team set specific goal to increase collaboration behavior according to the Learning by Doing rubric for culture of collaboration. | ILT | October 2018 | | SMART Goals |
| | | | Design master schedule to increase time dedicated to collaboration by 30 minutes. | Administrative | August 2018 | SPED Content Teacher; | Team Survey |

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| **Priority 2** | *4th Grade Math Learning Design* | | | | | |
| | **Goal 1** | *Increase Meets/Mastery on STAAR Math by at least 10% in 4th Grade.* | | | | |
| | | **Strategies** | Assessments, Intervention | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Analyze system for review of summative assessment prior to design of learning and creation of formative assessments. | Math Specialist | Sept 2018 Prior to DLT completion for Essential Standards | TISD Curriculum | Unit Assessment/Interim Assessment Results |
| | | | Create system for analyzing assessments by TEKS; stems; incorrect response analysis. | Instructional Leadership Team | Sept 2018 Within 24 Hours After each Unit/Summative Assessment | TISD Curriculum | Unit Assessment/Interim Assessment Results |
| | | | Monitoring and Support of Content and Intervention/ Enrichment Process. | Principal/AP | Weekly-September 2018-May 2019 | Math Content Teacher; Learning by Doing | Unit Assessment/Interim Assessment Results |
| | | | | | | | |
| | **Goal 2** | *Increase "limited" growth measures to "expected/accelerated" in 4th Grade Math by 10%.* | | | | |
| | | **Strategies** | Collaboration, Coaching, Monitoring | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Ensure weekly team collaboration. | 4th Grade Math Team | Weekly-September 2018-May 2019 | Lead4ward; District Curriculum | Team Drive/Benchmark/Assessment Results |
| | | | Provide professional development for Math Specialist re: coaching practices. | Assistant Principal | Weekly-September 2018-May 2019 | Jim Knight | Calendar; Book Study Community; Coaching Summary |
| | | | Provide support/ monitoring of instruction in the classroom. | Principal | Weekly-September 2018-May 2019 | Math Content Teacher | Sign In Sheets; Agenda; Student Performance |
| | | | | | | | |

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| | **Goal 3** | *100% Masters Level and at least Expected Growth for GT students in 4th grade Math.* | | | | |
| | | **Strategies** | GT Support | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Identify students and communicate with teachers. | GT Specialist | Sept 2018 | STAAR Rosters | Roster |
| | | | Align instruction in "pull out" and intervention to essential standards. | GT Specialist | Weekly-September 2018-May 2019 | Lead4ward; TISD Curriculum | Lesson Plans |
| | | | Protect time in agenda to address Q4. | Teacher Leaders | Weekly-September 2018-May 2019 | Agenda | Agenda/LDT |

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| **Priority 3** | *Increase Use of Curriculum Access Tools* | | | | | | |
| | **Goal 1** | *Improve Writing Meets/Masters by 10% on STAAR Writing,* | | | | | |
| | | **Strategies** | Curriculum Access Tools | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Increase expectations of curriculum access tool usage. | ESL Specialist | Oct 2018 | Don Johnston Inc. Tools | Action Plan |
| | | | Present Action Plan with faculty and leadership teams. | ESL Specialist | Oct 2018 | Student Support Report | Presentation |
| | | | Embed professional development in faculty share rotation. | Principal/ILT | Fall 2018/Spring 2019 | Calendar/Presentation | PD Survey |
| | | | Provide professional development for all writing teachers re: the district systems for writing instruction. | Reading Specialist | Fall 2018 | District Tools | PD Survey/Agenda |

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| | | | Provide information to parents at Parent Orientation. | Principal | Sept 2018 | Brochures/Bonds/Log In Cards | Sign In |

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| ***Priority 1*** | *Collaborative Work in Teams* | | | | | | |
| | ***Goal 1*** | *Improve Masters level for 3rd grade Reading by 11%.* | | | | | |
| | | ***Strategies*** | Professional Development, Supervision | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Third grade team will establish/review norms for Team Collaborative. | Team Leader | August 22,2018 | PLC materials on norm writing | norms review weekly for adjustments |
| | | | Third grade team will get weekly check in visits to check progress. | Reading Specialist and or ELA director | Every Thursday-September 2018-May 2019 | Agenda, recent data, Year at a Glance, TEKS side by side, TEKS vertical alignment document | weekly reflections and takeaways |
| | | | Agendas will be turned in and reviewed weekly. | Administration | Every Thursday-September 2018-May 2019 | Agenda, recent data, Year at a Glance, TEKS side by side, TEKS vertical alignment document, Lead4ward | agenda reflecting current data and Year at a Glance |
| | | | Third grade team will extend learning of students by flexible grouping bubble students and extension students. | GT Specialist | Every Thursday-September 2018-May 2019 | Agenda, recent data, Year at a Glance, TEKS side by side, TEKS vertical alignment document, leveled readers | weekly reflections and takeaways, flex time spreadsheet |
| | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Goal 2** | *Improve Hispanic growth status for 4th grade ELA by 5%.* | | | | | |
| | | **Strategies** | Professional development, Supervision, Data Analysis | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Ensure data digs during Team Collaboratives specifically for the hispanic population in Reading and Writing. | Administration | Once a month- September 2018- May 2019 | recent data, Aware, formative or summative assessments | flex groups, data checks from flex groups |
| | | | Collaborate with ESL specialist on language and content strategies. | ESL Specialist | Once a month- September 2018- May 2019 | recent data, Aware, formative or summative assessments | flex groups, data checks from flex groups, meeting takeaways with ESL Specialist |
| | | | Attend and Implement Sheltered Instruction Training. | District Content Specialist | August 2018 | Sheltered Instruction Book | walkthroughs |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Priority 2** | *Increase Writing achievement for all students by 8%.* | | | | | | |
| | **Goal 1** | *Increase Writing achievement for all students by 8%.* | | | | | |
| | | **Strategies** | Professional Development, Data analysis, Supervision | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Ensure data digs during writing team collaborative. | Administration | Once a month- September 2018- May 2019 | recent data, Aware, formative or summative assessments | flex groups, data checks from flex groups |
| | | | Implement Words Their Way. | Administration, Reading Specialist | Daily- September 2018- May 2019 | Words Their Way | flex groups, data checks from flex groups |
| | | | Provide Co-Writer Professional Development. | Dr. Garza | October 11, 2018 | Dr. Garza and Special Education teachers | Co-Writer use by teachers |
| | | | Use Co-Writer for all students who would benefit from the support. | Administration | Daily- September 2018- May 2019 | Dr. Garza and Special Education teachers, and classroom teachers | Co-Writer student use data |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Priority 3** | *Use of Curriculum Access Tools* | | | | | |
| | **Goal 1** | *Increase Special Ed achievement for Reading by 15% in 3rd and 4th grade.* | | | | |
| | | **Strategies** | Data Analysis, Student Support | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Ensure data digs during Team Collaboratives specifically for the special education population. | Administration | Once a month- September 2018- May 2019 | recent data, aware, formative or summative assessments | flex groups, data checks from flex groups |
| | | | Use Snap and Read. | Administration | Once a month- September 2018- May 2019 | Snap and Read | Snap and Read reports to check usage of the tool |
| | | | Implement Comprehension Toolkit for all grades. | Administration, Reading Specialist | Daily- September 2018- May 2019 | Comprehension Tools Kits | flex groups, data checks from flex groups |
| | | | | | | | |
| | **Goal 2** | *Increase Special Ed achievement for Math by 15% in 3rd and 4th grade.* | | | | |
| | | **Strategies** | Data Analysis, Student Support | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Data digs during Team Collaboratives specifically for the special education population. | Administration | Once a month- September 2018- May 2019 | recent data, aware, formative or summative assessments | flex groups, data checks from flex groups |
| | | | Use Snap and Read. | Administration | Once a month- September 2018- May 2019 | Snap and Read | Snap and Read reports to check usage of the tool |

## *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*** | *Clear Learning Targets* | | | | | | |
| | ***Goal 1*** | *Unpack each essential learning standard to promote student learning beyond the minimum required* | | | | | |
| | | ***Strategies*** | Utilize Designing Learning documents for each essential TEKS, linked to each Team Collaborative agenda | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | Use Designing Learning documents | Teams | 2018-19 | DL documents | Alignment of instructional lesson plans and assessments |
| | | | | | | | |
| | ***Goal 2*** | *Align expected learning outcomes to team common assessments to gather evidence of student learning* | | | | | |
| | | ***Strategies*** | Include TEKS with each common assessment question to align learning data with outcomes and provide clear evidence of student achievement | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | TEKS aligned to each assessment question | Teams | 2018-19 | DL documents | Admin approval |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Priority 2*** | *Systematic Student Support Methods* | | | | | | |
| | ***Goal 1*** | *Achieve double digit gains in Special Education performance on state assessments* | | | | | |
| | | ***Strategies*** | Ensure use of CATs by SS teachers and Gen Ed teachers through training/monitoring | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | CAT training | SE teachers and campus administrators | Fall 2018 | CATs | Minutes |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Goal 2** | *Improve Meets and Masters level performance on state assessments* | | | | | |
| | | **Strategies** | Track student UPAR data and growth measures to push students to achieve at and beyond grade level | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Student tracking of achievement | Students and teachers | 2018-19 | Data tracking documents | Student growth |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Priority 3** | *Clarity, Feedback, and Support (PLC Focus)* | | | | | | |
| | **Goal 1** | *Improve Meets and Masters level performance on state assessments* | | | | | |
| | | **Strategies** | Promote best instructional practices that provide evidence of student learning beyond the minimum required for each TEKS | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Team Collaboratives | Teams | 2018-19 | PLC documents | Alignment of learning expectations and student performance |
| | | | | | | | |
| | **Goal 2** | *Create a Guiding Coalition to collectively provide clarity, feedback, and collaborative support toward campus goals and objectives aligned to our work as a PLC* | | | | | |
| | | **Strategies** | Monthly GC meetings to align our focus toward ensuring learning for all students | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Create GC and purpose | Campus GC and admins | 2018-19 | Google classroom | Alignment to PLC work |
| | | | Continue Campus Improvement Cadres | Cadre Chairs and admins | 2018-19 | Agendas | Purpose statement aligned to action during school year |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Priority 4** | *Evidence of Student Learning* | | | | | | |
| | **Goal 1** | *Track progress and academic growth of students and use data to create responsive instructional decisions* | | | | | |
| | | **Strategies** | Utilize various methods of tracking student performance data to guide instruction | | | | |
| | | | **Action** | **Responsible** | **Timeline** | **Resource(s)** | **Evaluate** |
| | | | Track student learning data | Teams | 2018-19 | Data tracking documents | Student performance growth |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | ***Goal 2*** | *Improve Meets and Masters level performance on state assessments* | | | | | |
| | | ***Strategies*** | Promote best instructional practices that provide evidence of student learning beyond the minimum required for each TEKS | | | | |
| | | | ***Action*** | ***Responsible*** | ***Timeline*** | ***Resource(s)*** | ***Evaluate*** |
| | | | PLC Collaboration | Teams | 2018-19 | PLC documents | Alignment of PLC work |

## *2017-2018 Tomball ISD Report on Violent or Criminal Incidents*

Texas statute requires every district to publish a report on violent or criminal incidents at their schools. This annual report must include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974. Violent or Criminal Incidents PEIMS 425 Action Reason Codes as Submitted Summer 2016 Incident Total These codes include those specified by TEA as violent criminal offenses in the School Safety Choice Option Guidance 2017-2018, based upon the USDE Unsafe School Choice Option Non-Regulatory Guidance. The remaining codes are monitored by TEA and may be used in the identification of persistently dangerous schools.

**Violent or Criminal Incidents PEIMS 425 Action Reason Codes as Submitted Summer 2018**

| | |
|---|---|
| 11 – USED, EXHIBITED, OR POSSESSED FIREARM | 0 |
| 12 – USED, EXHIBITED, OR POSSESSED AN ILLEGAL KNIFE | 0 |
| 13 – USED, EXHIBITED, OR POSSESSED A CLUB | 0 |
| 14 – USED, EXHIBITED, OR POSSESSED A WEAPON | 0 |
| 16 – ARSON | 0 |
| 17 – MURDER, ATTEMPTED MURDER | 0 |
| 18 – INDECENCY WITH A CHILD | 0 |
| 19 – AGGRAVATED KIDNAPPING | 0 |
| 26-TERRORISTIC THREAT | 2 |
| 27-ASSAULT-DISTRICT EMPLOYEE | 2 |
| 28 - ASSAULT OF SOMEONE OTHER THAN DISTRICT STAFF | 2 |
| 29 – AGGRAVATED ASSAULT ON DISTRICT EMPLOYEE OR VOLUNTEER | 0 |
| 30 – AGGRAVATED ASSAULT ON SOMEONE OTHER THAN DISTRICT EMPLOYEE OR VOLUNTEER | 1 |
| 31 – SEXUAL ASSAULT OR AGGRAVATED SEXUAL ASSAULT AGAINST EMPLOYEE OR VOLUNTEER | 0 |
| 32* – SEXUAL ASSAULT OR AGGRAVATED SEXUAL ASSAULT AGAINST SOMEONE OTHER THAN DISTRICT EMPLOYEE/VOLUNTEER | 0 |
| 36-FELONY CONTROLLED SUBS VIOLAT | 1 |
| 37 – FELONY ALCOHOL VIOLATION | 0 |
| 46* – AGGRAVATED ROBBERY | 1 |
| 47 – MANSLAUGHTER | 0 |
| 48 – CRIMINALLY NEGLIGENT HOMICIDE | 0 |

# Descriptions of school violence prevention and violence intervention policies and procedures used to protect students in Tomball ISD

| Topic | Tomball ISD Policies and Procedures |
|---|---|
| Suicide Prevention | Tomball ISD campuses will follow the policies of the Tomball ISD Board of Education FFB, DMA, and FFE relating to suicide prevention. |
| Violence Prevention/Intervention | Tomball ISD campuses will follow the policies of the Tomball ISD Board of Education FOC, and FOCA relating to violence prevention and intervention. |
| Dating Violence Awareness | Tomball ISD campuses will follow the policies of the Tomball ISD Board of Education FFH relating to dating violence awareness and training. |
| Bullying Prevention | Tomball ISD campuses will follow the policies of the Tomball ISD Board of Education FFI, FDB, FFF, FFH, FO, CQA, and FFB relating to the prevention of bullying. |
| Child Abuse Prevention and Reporting | Tomball ISD campuses will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse. |
| Child Sexual Abuse Prevention | Tomball ISD campuses will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse. |
| Drug, Tobacco, Alcohol Prevention | Tomball ISD campuses will follow the policies of the Tomball ISD Board of Education FNF relating to drug, tobacco, and alcohol prevention. |

The above policies can be located at https://pol.tasb.org/Home/Index/600

# Texas High School Graduates From FY 2017
# Enrolled in Texas Public or Independent Higher Education Fall 2017

## County=HARRIS COUNTY

| District | High School | HS Code | Institution | Students |
|---|---|---|---|---|
| | | | U. OF TEXAS AT AUSTIN (003658) | 15 |
| | | | UNIVERSITY OF HOUSTON (003652) | 11 |
| | | | BLINN COLLEGE (003549) | 9 |
| | | | LAMAR UNIVERSITY (003581) | 8 |
| | | | TEXAS A&M UNIVERSITY (003632) | 6 |
| | | | TEXAS STATE UNIVERSITY (003615) | 6 |
| | | | LONE STAR COLLEGE - TOMBALL (000720) | 5 |
| | | | Other Pub/Ind 4-yr Institution (18) | 27 |
| | | | Other Pub/Ind 2-yr Institution (9) | 14 |
| | | | Not trackable | 59 |
| | | | Not found | 320 |
| | | | **Total high school graduates** | **693** |
| THE PRO-VISION ACADEMY | PRO-VISION H S | 101868001 | Other Pub/Ind 4-yr Institution (2) | 4 |
| | | | Other Pub/Ind 2-yr Institution (4) | 7 |
| | | | Not trackable | 1 |
| | | | Not found | 26 |
| | | | **Total high school graduates** | **38** |
| TOMBALL ISD | TOMBALL H S | 101921001 | LONE STAR COLLEGE - TOMBALL (000720) | 66 |
| | | | BLINN COLLEGE (003549) | 33 |
| | | | SAM HOUSTON STATE UNIVERSITY (003606) | 26 |
| | | | TEXAS A&M UNIVERSITY (003632) | 19 |
| | | | UNIVERSITY OF HOUSTON (003652) | 11 |
| | | | U. OF TEXAS AT AUSTIN (003658) | 10 |
| | | | STEPHEN F. AUSTIN STATE UNIV (003624) | 7 |
| | | | TEXAS STATE UNIVERSITY (003615) | 6 |
| | | | U. OF TEXAS AT SAN ANTONIO (010115) | 6 |

**High schools with more than 25 graduates**
**"Other" records combine records where Total Students for one institution < 5.**
**"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.**
**"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.**

**Source: Texas Higher Education Coordinating Board and Texas Education Agency**
**23 May 2018 -- \HS2HE\2BasicB\QWK04569\H2Hcampus.sas - MainProc.sas**

# Texas High School Graduates From FY 2017
# Enrolled in Texas Public or Independent Higher Education Fall 2017

## County=HARRIS COUNTY

| District | High School | HS Code | Institution | Students |
|---|---|---|---|---|
| | | | LONE STAR COLLEGE - MONTGOMERY (000721) | 5 |
| | | | Other Pub/Ind 4-yr Institution (20) | 33 |
| | | | Other Pub/Ind 2-yr Institution (9) | 15 |
| | | | Not trackable | 22 |
| | | | Not found | 171 |
| | | | **Total high school graduates** | **430** |
| TOMBALL ISD | TOMBALL MEMORIAL H S | 101921002 | LONE STAR COLLEGE - TOMBALL (000720) | 42 |
| | | | LONE STAR COLLEGE - UNIV PARK (000821) | 34 |
| | | | BLINN COLLEGE (003549) | 31 |
| | | | TEXAS A&M UNIVERSITY (003632) | 21 |
| | | | SAM HOUSTON STATE UNIVERSITY (003606) | 20 |
| | | | TEXAS STATE UNIVERSITY (003615) | 18 |
| | | | UNIVERSITY OF HOUSTON (003652) | 18 |
| | | | U. OF TEXAS AT AUSTIN (003658) | 14 |
| | | | TEXAS TECH UNIVERSITY (003644) | 12 |
| | | | U. OF TEXAS AT SAN ANTONIO (010115) | 11 |
| | | | TEXAS A&M UNIV-CORPUS CHRISTI (011161) | 6 |
| | | | Other Pub/Ind 4-yr Institution (18) | 31 |
| | | | Other Pub/Ind 2-yr Institution (8) | 13 |
| | | | Not trackable | 17 |
| | | | Not found | 185 |
| | | | **Total high school graduates** | **473** |
| YES PREP PUBLIC SCHOOLS INC | YES PREP - BRAYS OAKS | 101845006 | HOUSTON COMMUNITY COLLEGE (010633) | 19 |
| | | | U. OF HOUSTON-DOWNTOWN (012826) | 14 |
| | | | UNIVERSITY OF HOUSTON (003652) | 7 |

**High schools with more than 25 graduates**
**"Other" records combine records where Total Students for one institution < 5.**
**"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.**
**"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.**

**Source: Texas Higher Education Coordinating Board and Texas Education Agency**
**23 May 2018 -- \HS2HE\2BasicB\QWK04569\H2Hcampus.sas - MainProc.sas**

# Texas High School Graduates From FY 2017
# Enrolled in Texas Public or Independent Higher Education Fall 2017

## County=HARRIS COUNTY

| District | Code | Institution | Students |
|---|---|---|---|
| | | LONE STAR COLLEGE - UNIV PARK (000821) | 49 |
| | | TEXAS SOUTHERN UNIVERSITY (003642) | 37 |
| | | UNIVERSITY OF HOUSTON (003652) | 36 |
| | | U. OF TEXAS AT AUSTIN (003658) | 32 |
| | | LONE STAR COLLEGE - MONTGOMERY (000721) | 29 |
| | | TEXAS STATE UNIVERSITY (003615) | 25 |
| | | U. OF TEXAS AT SAN ANTONIO (010115) | 18 |
| | | LAMAR UNIVERSITY (003581) | 17 |
| | | BLINN COLLEGE (003549) | 15 |
| | | TEXAS A&M UNIVERSITY (003632) | 15 |
| | | STEPHEN F. AUSTIN STATE UNIV (003624) | 12 |
| | | HOUSTON BAPTIST UNIVERSITY (003576) | 10 |
| | | LONE STAR COLLEGE - TOMBALL (000720) | 9 |
| | | U. OF HOUSTON-DOWNTOWN (012826) | 9 |
| | | LONE STAR COLLEGE - CY-FAIR (000717) | 8 |
| | | UNIVERSITY OF NORTH TEXAS (003594) | 8 |
| | | TEXAS TECH UNIVERSITY (003644) | 7 |
| | | HOUSTON COMMUNITY COLLEGE (010633) | 6 |
| | | TEXAS A&M UNIVERSITY-COMMERCE (003565) | 6 |
| | | NAVARRO COLLEGE (003593) | 5 |
| | | U. OF TEXAS AT DALLAS (009741) | 5 |
| | | Other Pub/Ind 4-yr Institution (28) | 40 |
| | | Other Pub/Ind 2-yr Institution (13) | 17 |
| | | Not trackable | 129 |
| | | Not found | 1,018 |
| | | **Total high school graduates** | **2,058** |
| THE PRO-VISION ACADEMY | 101868 | Other Pub/Ind 4-yr Institution (2) | 4 |
| | | Other Pub/Ind 2-yr Institution (4) | 7 |
| | | Not trackable | 1 |
| | | Not found | 26 |
| | | **Total high school graduates** | **38** |
| TOMBALL ISD | 101921 | LONE STAR COLLEGE - TOMBALL (000720) | 108 |

**Districts with more than 25 graduates**
**"Other" records combine records where total Students for one institution < 5.**
**"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.**
**"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.**

**Source: Texas Higher Education Coordinating Board and Texas Education Agency**
**23 May 2018 -- \HS2HE\2BasicB\QWK04569\H2Hdistrict.sas - MainProc.sas**

# Texas High School Graduates From FY 2017
# Enrolled in Texas Public or Independent Higher Education Fall 2017

## County=HARRIS COUNTY

| District | Code | Institution | Students |
|---|---|---|---|
| | | BLINN COLLEGE (003549) | 64 |
| | | SAM HOUSTON STATE UNIVERSITY (003606) | 46 |
| | | TEXAS A&M UNIVERSITY (003632) | 40 |
| | | LONE STAR COLLEGE - UNIV PARK (000821) | 38 |
| | | UNIVERSITY OF HOUSTON (003652) | 29 |
| | | TEXAS STATE UNIVERSITY (003615) | 24 |
| | | U. OF TEXAS AT AUSTIN (003658) | 24 |
| | | U. OF TEXAS AT SAN ANTONIO (010115) | 17 |
| | | TEXAS TECH UNIVERSITY (003644) | 14 |
| | | STEPHEN F. AUSTIN STATE UNIV (003624) | 8 |
| | | TEXAS A&M UNIV-CORPUS CHRISTI (011161) | 8 |
| | | BAYLOR UNIVERSITY (003545) | 5 |
| | | LONE STAR COLLEGE - MONTGOMERY (000721) | 5 |
| | | UNIVERSITY OF NORTH TEXAS (003594) | 5 |
| | | Other Pub/Ind 4-yr Institution (24) | 49 |
| | | Other Pub/Ind 2-yr Institution (12) | 24 |
| | | Not trackable | 39 |
| | | Not found | 356 |
| | | **Total high school graduates** | **903** |
| YES PREP PUBLIC SCHOOLS INC | 101845 | U. OF HOUSTON-DOWNTOWN (012826) | 110 |
| | | UNIVERSITY OF HOUSTON (003652) | 74 |
| | | HOUSTON COMMUNITY COLLEGE (010633) | 65 |
| | | TEXAS SOUTHERN UNIVERSITY (003642) | 21 |
| | | STEPHEN F. AUSTIN STATE UNIV (003624) | 13 |
| | | TEXAS A&M UNIV-CORPUS CHRISTI (011161) | 13 |
| | | SAN JACINTO COLLEGE CEN CAMPUS (003609) | 12 |
| | | SAN JACINTO COLLEGE S CAMPUS (000090) | 12 |
| | | TEXAS STATE UNIVERSITY (003615) | 11 |
| | | LONE STAR COLLEGE - N. HARRIS (000722) | 10 |
| | | U. OF HOUSTON-CLEAR LAKE (011711) | 10 |
| | | UNIVERSITY OF NORTH TEXAS (003594) | 10 |
| | | UNIVERSITY OF ST THOMAS (003654) | 10 |

**Districts with more than 25 graduates**
**"Other" records combine records where total Students for one institution < 5.**
**"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.**
**"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.**

**Source: Texas Higher Education Coordinating Board and Texas Education Agency**
**23 May 2018 -- \HS2HE\2BasicB\QWK04569\H2Hdistrict.sas - MainProc.sas**

# High School Graduates Longitudinal Analysis - by District

**District:** **Tomball ISD (101921) : Tomball, TX**

2/5/2019

| Graduation Program / School Year | 2017 | 2016 | 2015 | 2014 | 2013 | 2012 | 2011 | 2010 | 2009 | 2008 |
|---|---|---|---|---|---|---|---|---|---|---|
| Minimum High School Program and Individualized Education Program | 111 | 96 | 115 | 93 | 133 | 131 | 167 | 138 | 121 | 120 |
| Recommended and Advanced High School Program | 593 | 539 | 567 | 501 | 436 | 448 | 447 | 374 | 367 | 342 |
| Distinguished Achievement and Advanced Honors Program | 188 | 158 | 110 | 158 | 125 | 122 | 86 | 123 | 98 | 106 |
| Foundation High School Program | 11 | 7 | 9 | | | | | | | |
| Total Number of Graduates | 903 | 800 | 801 | 752 | 694 | 701 | 700 | 635 | 586 | 568 |
| | **2007** | **2006** | **2005** | **2004** | **2003** | **2002** | **2001** | **2000** | **1999** | **1998** |
| Minimum High School Program and Individualized Education Program | 126 | 139 | 165 | 163 | 179 | 157 | 170 | 247 | 157 | 128 |
| Recommended and Advanced High School Program | 324 | 329 | 307 | 272 | 259 | 224 | 216 | 148 | 103 | 114 |
| Distinguished Achievement and Advanced Honors Program | 94 | 69 | 64 | 66 | 66 | 54 | 27 | 34 | 132 | 126 |
| Foundation High School Program | | | | | | | | | | |
| Total Number of Graduates | 544 | 537 | 536 | 501 | 504 | 435 | 413 | 429 | 392 | 368 |

| Graduation Program / School Year | 2017 | 2016 | 2015 | 2014 | 2013 | 2012 | 2011 | 2010 | 2009 | 2008 |
|---|---|---|---|---|---|---|---|---|---|---|
| Minimum High School Program and Individualized Education Program | 12.3% | 12.0% | 14.4% | 12.4% | 19.2% | 18.7% | 23.9% | 21.7% | 20.7% | 21.1% |
| Recommended and Advanced High School Program | 65.7% | 67.4% | 70.8% | 66.6% | 62.8% | 63.9% | 63.9% | 58.9% | 62.6% | 60.2% |
| Distinguished Achievement and Advanced Honors Program | 20.8% | 19.8% | 13.7% | 21.0% | 18.0% | 17.4% | 12.3% | 19.4% | 16.7% | 18.7% |
| Foundation High School Program | 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% |
| | **2007** | **2006** | **2005** | **2004** | **2003** | **2002** | **2001** | **2000** | **1999** | **1998** |
| Minimum High School Program and Individualized Education Program | 23.2% | 25.9% | 30.8% | 32.5% | 35.5% | 36.1% | 41.2% | 57.6% | 40.1% | 34.8% |
| Recommended and Advanced High School Program | 59.6% | 61.3% | 57.3% | 54.3% | 51.4% | 51.5% | 52.3% | 34.5% | 26.3% | 31.0% |
| Distinguished Achievement and Advanced Honors Program | 17.3% | 12.9% | 11.9% | 13.2% | 13.1% | 12.4% | 6.5% | 7.9% | 33.7% | 34.2% |
| 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**

2/5/2019

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.

# Texas Public High School Graduates Enrollment in Texas Public Two-Year or Four-Year Colleges

This report highlights college enrollment trends of Texas public high school (HS) graduates who enrolled in Texas two-year or four-year colleges the academic year immediately following high school graduation. In addition to showing college enrollment counts and percentages for all high school graduates, the report categorizes high school graduates by ethnicity, economic disadvantaged status as reported at the time of high school graduation, and also categorizes students based on whether or not they were designated as limited English proficient (LEP) at anytime during their Texas public school enrollment.

Data in this report represent only Texas public two-year and four-year colleges and do not include out-of-state or Texas private (independent) higher education institutions.

District: Tomball ISD (101921), Tomball, TX

2/5/2019

**Texas Public College Enrollment by High School Graduation Year**

| | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|---|
| High School Graduates | 701 | 694 | 752 | 801 | 800 |
| All Enrolled in Texas Public College | 416 | 434 | 435 | 462 | 423 |
| Enrolled in Texas Public 4-Year College | 149 | 165 | 201 | 180 | 178 |
| Enrolled in Texas Public 2-Year College | 267 | 269 | 234 | 282 | 245 |
| Not Located in Texas Public Higher Education | 285 | 260 | 317 | 339 | 377 |

| | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|---|
| All Enrolled in Texas Public College | 59.3% | 62.5% | 57.9% | 57.7% | 52.9% |
| Enrolled in Texas Public 2-Year College | 38.1% | 38.8% | 31.1% | 35.2% | 30.6% |
| Enrolled in Texas Public 4-Year College | 21.3% | 23.8% | 26.7% | 22.5% | 22.3% |
| Not Located in Texas Public Higher Education | 40.7% | 37.5% | 42.2% | 42.3% | 47.1% |

Note: % Percentage is calculated by number of each category divided by the number of high school graduates.

Notes: 1. Counts and percentages of college enrollees consist of Texas public high school graduates who enrolled in a Texas public four-year or two-year college the academic year immediately following high school graduation. 2. Small student counts are masked to protect student confidentiality and are shown as asterisks (*) in data tables. 3. Masked data are not shown on graphs and graphs will not display at all if most counts are small. 4. A blank cell in a data table indicates there are no data. 5. If student college enrollment counts for a district are so small that most of the data are masked, neither the data table or graph will display for ethnicity, economic disadvantaged, or LEP data.

# Texas Public High School Graduates Enrollment in Texas Public Two-Year or Four-Year Colleges

District: Tomball ISD (101921), Tomball, TX

2/5/2019

### Texas Public College Enrollment by Ethnicity and High School Graduation Year

| | | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|---|---|
| High School Graduates | Asian | 15 | 23 | 37 | 34 | 38 |
| | African American | 37 | 23 | 37 | 53 | 44 |
| | Hispanic/Latino | 159 | 163 | 197 | 190 | 212 |
| | White | 456 | 461 | 453 | 496 | 478 |
| | Other | 34 | 24 | 28 | 28 | 28 |
| Enrolled in Texas Public College | Asian | 10 | 17 | 28 | 27 | 23 |
| | African American | 20 | 8 | 21 | 25 | 19 |
| | Hispanic/Latino | 77 | 87 | 99 | 99 | 96 |
| | White | 291 | 304 | 271 | 295 | 268 |
| | Other | 18 | 18 | 16 | 16 | 17 |

| | | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|---|---|
| Enrolled in Texas Public College | Asian | 66.7% | 73.9% | 75.7% | 79.4% | 60.5% |
| | African American | 54.1% | 34.8% | 56.8% | 47.2% | 43.2% |
| | Hispanic/Latino | 48.4% | 53.4% | 50.3% | 52.1% | 45.3% |
| | White | 63.8% | 65.9% | 59.8% | 59.5% | 56.1% |
| | Other | 52.9% | 75.0% | 57.1% | 57.1% | 60.7% |

Notes: 1. Counts and percentages of college enrollees consist of Texas public high school graduates who enrolled in a Texas public four-year or two-year college the academic year immediately following high school graduation. 2. Small student counts are masked to protect student confidentiality and are shown as asterisks (*) in data tables. 3. Masked data are not shown on graphs and graphs will not display at all if most counts are small. 4. A blank cell in a data table indicates there are no data. 5. If student college enrollment counts for a district are so small that most of the data are masked, neither the data table or graph will display for ethnicity, economic disadvantaged, or LEP data.

# Texas Public High School Graduates Enrollment in Texas Public Two-Year or Four-Year Colleges

District: Tomball ISD (101921), Tomball, TX

2/5/2019

### Texas Public College Enrollment by Economically Disadvantaged and High School Graduation Year

| | | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|---|---|
| Hign School Graduates | Economically Disadvantaged | 120 | 104 | 122 | 135 | 125 |
| | Not Economically Disadvantaged | 581 | 590 | 630 | 666 | 675 |
| Enrolled in Texas Public College | Economically Disadvantaged | 48 | 50 | 52 | 59 | 46 |
| | Not Economically Disadvantaged | 368 | 384 | 383 | 403 | 377 |
| | | 2012 | 2013 | 2014 | 2015 | 2016 |
| Enrolled in Texas Public College | Economically Disadvantaged | 40.0% | 48.1% | 42.6% | 43.7% | 36.8% |
| | Not Economically Disadvantaged | 63.3% | 65.1% | 60.8% | 60.5% | 55.9% |

### Texas Public College Enrollment by LEP Status and High School Graduation Year

| | | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|---|---|
| Hign School Graduates | Never-LEP | 618 | 618 | 649 | 696 | 674 |
| | Ever-LEP | 83 | 76 | 103 | 105 | 126 |
| Enrolled in Texas Public College | Never-LEP | 380 | 402 | 391 | 419 | 380 |
| | Ever-LEP | 36 | 32 | 44 | 43 | 43 |
| | | 2012 | 2013 | 2014 | 2015 | 2016 |
| Enrolled in Texas Public College | Never-LEP | 61.5% | 65.1% | 60.3% | 60.2% | 56.4% |
| | Ever-LEP | 43.4% | 42.1% | 42.7% | 41.0% | 34.1% |

Notes: 1. Counts and percentages of college enrollees consist of Texas public high school graduates who enrolled in a Texas public four-year or two-year college the academic year immediately following high school graduation. 2. Small student counts are masked to protect student confidentiality and are shown as asterisks (*) in data tables. 3. Masked data are not shown on graphs and graphs will not display at all if most counts are small. 4. A blank cell in a data table indicates there are no data. 5. If student college enrollment counts for a district are so small that most of the data are masked, neither the data table or graph will display for ethnicity, economic disadvantaged, or LEP data.

Home / Student Testing and Accountability / Accountability / Accreditation Status

# 2017-2018 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 2017-2018 are listed below:

**Show/Hide columns:**
CDN | Name | ESC | District Type | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2017-2018 Accreditation Status | Reason For Status | Notes

Show 100 entries

Search: 101921

| CDN | Name | ESC | 2017 FIRST Rating | 2017 Accountability Rating | 2017-2018 Accreditation Status | Reason For Status | Notes |
|---|---|---|---|---|---|---|---|
| 101921 | TOMBALL ISD | 4 | A - Superior | Met Standard | ACCREDITED | | |

Showing 1 to 1 of 1 entries (filtered from 1,203 total entries)

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# Comprehensive Glossary
## 2017–18 Texas Academic Performance Report

## Cover Page

**2018 Accountability Rating:** The overall rating earned by the district or campus for 2018.

**2018 Special Education Determination Status** *(district TAPR only):* This label represents an integrated determination status based on an evaluation of each district's Performance-Based Monitoring Analysis (PBMAS) 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 PBMAS Manual and the State Performance Plan at the following links: http://tea.texas.gov/pbm/PBMASManuals.aspx
http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

**2018 Armed Services Vocational Aptitude Battery (ASVAB) Test** *(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.

*Meets Requirements:* The district met the reporting requirement and offered the ASVAB CEP.

*Not Reported:* The district did not complete the reporting requirement.

*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/2018/masking.html.

## STAAR Performance

The performance section of the TAPR shows STAAR performance by grade, subject, and performance level.

*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 end-of-course 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)

*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. Indicates the amount of improvement or growth made from year to year.

*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 *2018 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 *2018 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 2017–18, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2017 but passed in 2018}}{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2017}}$$

For 2017–18, students in grades 4–8 included in these measures are those who

- took the spring 2017–18 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 2017–18 accountability subset;

- can be matched to the spring 2016–17 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2016–17 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 2018, 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:

$$\frac{\textbf{number of students who met the Approaches Grade Level standard in the first administration}}{\textbf{number of students who took the assessment in the first administration}}$$

(2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\textbf{number of students who did not meet the standard in the first administration}}{\textbf{number of students who took the assessment in the first administration}}$$

(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:

$$\frac{\textbf{number of students who passed the assessment in either of the first two administrations}}{\textbf{cumulative number of students who took the assessment in either of the first two administrations}}$$

(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:

$$\frac{\textbf{number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level}}{\textbf{number of students who did not pass the assessment in the first, second, or third administrations}}$$

(5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted:* The percentage of students who met standard this year but did meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

$$\frac{\textbf{number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level}}{\textbf{number of students who did not pass the assessment in the first, second, or third administrations}}$$

$$\frac{\textbf{number of students who did not pass the assessment in the first, second, or third administrations and were retained}}{\textbf{number of students who did not pass the assessment in the first, second, or third administrations}}$$

# Participation

## STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, and/or Texas English Language Proficiency Assessment System (TELPAS). 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 assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS assessment for year 1–5 asylee/refugees and 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 27, 2017, or October 28, 2016, for summer 2017 EOCs)
    - *Other Exclusions.* The following answer documents were excluded from the rating determination:
      - Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR assessments with score codes of A or O.
      - Answer documents of students who are either an EL who has been in school in the U.S. for one year or an asylee, 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 2016–17 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:

$$\frac{\textbf{total number of days that students in grade 1–12 were present in 2016–17}}{\textbf{total number of days that students in grade 1–12 were in membership in 2016–17}}$$

This indicator was used in awarding distinction designations in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the *2018 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:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2016–17 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2016–17 school year}}$$

*Annual Dropout Rate (Gr 9–12).* This includes grades 9 through 12. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2016–17 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2016–17 school year}}$$

Both annual rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2016–17* 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 *2018 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 2013–14. They are followed through their expected graduation with the Class of 2017.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2012–13. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2016.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2011–12. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2015.

*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 2013–14 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2013–14 but takes 5 years to graduate (i.e., graduates in May 2018) is still part of the 2017 cohort; he or she is not switched to the 2018 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2017. 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, 2017 for the 2017 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017}}{\textbf{number of students in the 2017 cohort*}}$$

(2) *Received TxCHSE:* For the 2017 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2017. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2017}}{\textbf{number of students in the 2017 cohort*}}$$

(3) *Continued High School:* The percentage of the 2017 cohort still enrolled as students in the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\textbf{number of students in the 2017 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2017–18 school year}}{\textbf{number of students in the 2017 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2017 cohort who received a high school diploma by August 31, 2017 plus number of students from the cohort who received a TxCHSE by August 31, 2017}}{\textbf{number of students in the 2017 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017 plus number of students from the cohort who received a TxCHSE by August 31, 2017 plus number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\textbf{number of students in the 2017 cohort*}}$$

### *5-Year Extended Longitudinal Rate*

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2017, for the 2016 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017}}{\textbf{number of students in the 2016 cohort*}}$$

(2) *Received TxCHSE:* For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2017. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2017}}{\textbf{number of students in the 2016 cohort*}}$$

(3) *Continued High School:* The percentage of the 2016 cohort still enrolled as students in the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\textbf{number of students in the 2016 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2017–18 school year}}{\textbf{number of students in the 2016 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017 plus number of students from the cohort who received a TxCHSE by August 31, 2017}}{\textbf{number of students in the 2016 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017 plus number of students from the cohort who received a TxCHSE by August 31, 2017 plus number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\textbf{number of students in the 2016 cohort*}}$$

### *6-year Extended Longitudinal Rate*

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2017, for the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017}}{\textbf{number of students in the 2015 cohort*}}$$

(2) *Received TxCHSE:* For the 2015 cohort, the percentage who received a TxCHSE certificate by August 31, 2017. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2017}}{\textbf{number of students in the 2015 cohort*}}$$

(3) *Continued High School:* The percentage of the 2015 cohort still enrolled as students in the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\textbf{number of students in the 2015 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2015 cohort who dropped out and did not return by the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2017–18 school year}}{\textbf{number of students in the 2015 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017 plus number of students from the cohort who received a TxCHSE by August 31, 2017}}{\textbf{number of students in the 2015 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017 plus number of students from the cohort who received a TxCHSE by August 31, 2017 plus number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\textbf{number of students in the 2015 cohort*}}$$

* 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 2013–14. They are followed through their expected graduation with the Class of 2017. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017}}{\textbf{number of students in the 2017 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2012–13. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017}}{\textbf{number of students in the 2016 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2011–12. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2017}}{\textbf{number of students in the 2015 cohort**}}$$

** 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, 2016–17*. *(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:

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2017 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2017 with reported FHSP graduation plans}}$$

FHSP-E Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2017 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2017 with reported FHSP graduation plans}}$$

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2017 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2017 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates from the Class of 2017 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2017 with reported graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2016–17 who earn an FHSP-DLA}}{\textbf{number of graduates in school year (SY) 2016–17 with reported FHSP graduation plans}}$$

FHSP-E Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2016–17 who earn an FHSP-E}}{\textbf{number of graduates in SY 2016–17 with reported FHSP graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2016–17 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2016–17 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2016–17 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2016–17 with reported graduation plans}}$$

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 2016 and the Class of 2017. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see http://tea.texas.gov/graduation.aspx.

## 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 2016–17 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)*

**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)*

$$\frac{\textbf{number of students in the 2016–17 school year considered as at risk}}{\textbf{total number of students}}$$

**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*)

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

**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 language learner," "English learner," and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

# Postsecondary Readiness

## College, Career, and Military Readiness (CCMR)

The percentage of graduates who demonstrate preparedness for college, the workforce, or the military. All students are evaluated as one group. 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) **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)*

3) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*

4) **Earn an Associate's Degree:** A graduate earning an associate's degree while in high school. *(Data source: TSDS PEIMS 40100/49010)*

### Career Readiness

5) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 48011)*

6) **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)*

7) **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 *2018 Accountability Manual*. *(Data source: TSDS PEIMS 43415 and 40110 [summer])*

### Military Readiness

8) **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)*

## College, Career, and Military Ready Graduates

**College, Career, and Military Ready (Student Achievement):** The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eight criteria described in *College, Career, and Military Readiness.*

**Only College Ready:** The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, or 4 but did not meet any of the career and military ready criteria 5, 6, 7, and 8 described in *College, Career, and 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 5, 6, 7, or 8 but did not meet any of the college ready criteria 1, 2, 3, and 4 described in *College, Career, and 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, or 4; and career or military ready criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness.*

## College Ready Graduates

**College Ready:** The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, or 4 described in *College, Career, and Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 5, 6, 7, or 8. *(Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)*

**TSI Criteria Graduates:** The percentage of annual graduates that meet or exceed 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 | | | | | | |
|---|---|---|---|---|---|---|
| TSIA | | SAT* | | ACT | | College Prep Course |
| >= 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.*

$$\frac{\textbf{number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA in 2016–17}}{\textbf{number of 2016–17 annual graduates}}$$

*Mathematics.*

$$\frac{\textbf{number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics in 2016–17}}{\textbf{number of 2016–17 annual graduates}}$$

*Both Subjects.*

$$\frac{\textbf{number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA \underline{and} mathematics in 2016–17}}{\textbf{number of 2016–17 annual graduates}}$$

*Either Subject.*

$$\frac{\textbf{number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA \underline{or} mathematics in 2016–17}}{\textbf{number of 2016–17 annual graduates}}$$

**Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours in ELA or Mathematics:** The percentage of annual graduates who completed nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics *(Data source: TSDS PEIMS 43415)*

$$\frac{\textbf{number of 2016–17 annual graduates who completed and earned credit for nine hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\textbf{number of 2016–17 annual graduates}}$$

**AP/IB Criteria Met in Any Subject:** The percentage of annual graduates who earn a three or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

$$\frac{\textbf{number of 2016–17 annual graduates who earn a 3 or more on an AP examination or a 4 or more on an IB examination}}{\textbf{number of 2016–17 annual graduates}}$$

**Associate's Degree:** The percentage of annual graduates who earn an associate's degree before graduation. *(Data source: TSDS PEIMS 40100)*

$$\frac{\textbf{number of 2016–17 annual graduates who earn an associate's degree before graduation}}{\textbf{number of 2016–17 annual graduates}}$$

**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 5, 6, 7, or 8 described in *College, Career, and 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 5, 6, 7, or 8 described in *College, Career, and Military Readiness.*

## Career/Military Ready Graduates

**Career or Military Ready Graduates:** The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, or 4.

**Approved Industry-Based Certification:** The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2018 Accountability Manual*. *(Data source: TSDS PEIMS 48011)*

$$\frac{\textbf{number of 2016–17 annual graduates who earn an approved industry-based certification}}{\textbf{number of 2016–17 annual graduates}}$$

**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 *2018 Accountability Manual*. *(Data source: TSDS PEIMS 40203)*

$$\frac{\textbf{number of 2016–17 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\textbf{number of 2016–17 annual graduates}}$$

**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 an earned credit for coursework aligned with approved industry-based certifications. For more information, see Chapter 2 of the *2018 Accountability Manual*.
*(Data source: TSDS PEIMS 43415 and 40110)*

$$\frac{\textbf{number of 2016–17 annual graduates who were enrolled in a coherent sequence of CTE courses and completed an earned credit for coursework aligned with approved industry-based certifications}}{\textbf{number of 2016–17 annual graduates}}$$

**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)*

$$\frac{\textbf{number of 2016–17 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces}}{\textbf{number of 2016–17 annual graduates}}$$

## 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)*

$$\frac{\textbf{number of 2016–17 annual graduates who took the TSIA}}{\textbf{number of 2016–17 annual graduates}}$$

**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*

$$\frac{\textbf{sum of total reading scores of all annual graduates who took the TSIA}}{\textbf{number of annual graduates who took the reading portion of the TSIA}}$$

*Math*

$$\frac{\textbf{sum of total mathematics scores of all annual graduates who took the TSIA}}{\textbf{number of annual graduates who took the mathematics portion of the TSIA}}$$

**TSIA Results (Examinees >= 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.

$$\frac{\textbf{number of 2016–17 annual graduates who met the TSI criteria on the TSIA}}{\textbf{number of 2016–17 annual graduates}}$$

**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)*

$$\frac{\textbf{number of 2016–17 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\textbf{number of 2016–17 annual graduates}}$$

**Completed and Received Credit for College Prep Courses (Annual Graduates):** The percentage of annual graduates who complete and earn 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.*

$$\frac{\textbf{number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in ELA}}{\textbf{number of 2016–17 annual graduates}}$$

*Mathematics.*

$$\frac{\textbf{number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in mathematics}}{\textbf{number of 2016–17 annual graduates}}$$

*Both Subjects.*

$$\frac{\textbf{number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\textbf{number of 2016–17 annual graduates}}$$

**AP/IB Course Completion (Annual Graduates)**: The percentage of annual graduates who completed at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2013–14 to 2016–17 school years. *(Data source: College Board and IB)*

$$\frac{\textbf{number of 2016–17 annual graduates who completed at least one AP or IB course in the 2013–14 to 2016–17 school years}}{\textbf{number of 2016–17 annual graduates}}$$

**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*

$$\frac{\textbf{number students in grade 11 \& 12 in the 2016–17 school year taking at least one AP or IB examination}}{\textbf{total students enrolled in 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ grades}}$$

*English Language Arts*

$$\frac{\textbf{number students in grade 11 \& 12 in the 2015–16 school year taking at least one AP or IB examination in ELA}}{\textbf{total students enrolled in 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ grades}}$$

*Mathematics*

$$\frac{\textbf{number students in grade 11 \& 12 in the 2016–17 school year taking at least one AP or IB examination in mathematics}}{\textbf{total students enrolled in 11th and 12th grades}}$$

*Science*

$$\frac{\textbf{number students in grade 11 \& 12 in the 2016–17 school year taking at least one AP or IB examination in science}}{\textbf{total students enrolled in 11th and 12th grades}}$$

*Social Studies*

$$\frac{\textbf{number students in grade 11 \& 12 in the 2016–17 school year taking at least one AP or IB examination in social studies}}{\textbf{total students enrolled in 11th and 12th grades}}$$

This indicator was used in determining the 2018 distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the *2018 Accountability Manual*. *(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)*

**AP/IB Results (Examinees >= Criterion) (Grades 11-12):** The percentage of students with at least one AP or IB examination in grades 11 and 12 with at least one AP or IB score at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

*All Subjects*

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

*English Language Arts*

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

*Mathematics*

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

*Science*

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

*Social Studies*

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion in social studies}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

This indicator was used in determining the 2018 distinction designation for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the *2018 Accountability Manual*. *(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)*

**AP/IB Results (11th & 12th Graders >= 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*

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion}}{\textbf{total students enrolled in 11th and 12th grades}}$$

**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. Only one record is sent per student. If a student takes an ACT and/or SAT assessment more than once, the agency receives the record for the most recent examination taken.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\textbf{number of graduates who took either the SAT or the ACT}}{\textbf{number of graduates reported}}$$

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite):

$$\frac{\textbf{number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\textbf{number of graduating examinees taking either the SAT or the ACT}}$$

(3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite):

$$\frac{\textbf{number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\textbf{number of graduates reported}}$$

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. Only one record is sent per student. If a student takes an SAT assessment more than once, the agency receives the record for the most recent examination taken.

(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.

$$\frac{\textbf{sum of SAT total scores (evidence-based reading and writing + mathematics) of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

(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.

$$\frac{\textbf{sum of SAT evidence-based reading and writing scores of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

(3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\textbf{sum of SAT mathematics scores of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

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. Only one record is sent per student. If a student takes an ACT assessment more than once, the agency receives the record for the most recent examination taken.

(1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

$$\frac{\textbf{sum of ACT composite scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

(2) *Average ACT Score (English Language Arts):* The average score for the ACT English and Reading combined. The maximum score is 36.

$$\frac{\textbf{sum of ACT English and Reading combined scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

(3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\textbf{sum of ACT mathematics scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

(4) *Average ACT Score (Science):* The average score for the science ACT. The maximum score is 36.

$$\frac{\textbf{sum of ACT science scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

## Other Postsecondary Indicators

**Advanced/Dual-Credit Course Completion (Grades 11–12):** The percentage of students who complete and receive 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*

$$\frac{\textbf{number of students in grades 11–12 in 2016–17 who received credit for at least one advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for at least one course in 2016–17}}$$

*English Language Arts*

$$\frac{\textbf{number of students in grades 11–12 in 2016–17 who received credit for at least one ELA advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for at least one ELA course in 2016–17}}$$

*Mathematics*

$$\frac{\textbf{number of students in grades 11–12 in 2016–17 who received credit for at least one mathematics advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for at least one mathematics course in 2016–17}}$$

*Science*

$$\frac{\textbf{number of students in grades 11–12 in 2016–17 who received credit for at least one science advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for at least one science course in 2016–17}}$$

*Social Studies*

$$\frac{\textbf{number of students in grades 11–12 in 2016–17 who received credit for at least one social studies advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for at least one social studies course in 2016–17}}$$

This indicator was used in awarding distinction designations to high schools in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the *2018 Accountability Manual.*
*(Data source: TSDS PEIMS 43415)*

**Advanced/Dual-Credit Course Completion (Grades 9–12):** The percentage of students who complete and receive 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*

$$\frac{\textbf{number of students in grades 9–12 in 2016–17 who received credit for at least one advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one course in 2016–17}}$$

*English Language Arts*

$$\frac{\textbf{number of students in grades 9–12 in 2016–17 who received credit for at least one ELA advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one ELA course in 2016–17}}$$

*Mathematics*

$$\frac{\textbf{number of students in grades 9–12 in 2016–17 who received credit for at least one mathematics advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one mathematics course in 2016–17}}$$

*Science*

$$\frac{\textbf{number of students in grades 9–12 in 2016–17 who received credit for at least one science advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one science course in 2016–17}}$$

*Social Studies*

$$\frac{\textbf{number of students in grades 9–12 in 2016–17 who received credit for at least one social studies advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one social studies course in 2016–17}}$$

This indicator was used in awarding distinction designations to high schools in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the *2018 Accountability Manual.*
*(Data source: TSDS PEIMS 43415)*

**Graduates Enrolled in Texas Institution of Higher Education (TX IHE):** The percentage of students who enroll and begin instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\textbf{number of graduates during the 2015–16 school year who attended a public or independent college or university in Texas in the 2016–17 academic year}}{\textbf{number of graduates during the 2015–16 school year}}$$

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.

$$\frac{\textbf{number of graduates during the 2015–16 school year who enrolled in a public college or university in Texas for the school year following the year they graduated} \textbf{ and } \textbf{met the } \textbf{\textit{Texas Success Initiative}} \textbf{ requirement in all subject areas (reading, writing, and mathematics)}}{\textbf{number of graduates during the 2015–16 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

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 27, 2017, 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 nonpublic 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.

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

*(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.

**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 Language Learner," "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 *2018 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:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2017–18, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: TSDS PEIMS 44425)*

**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).

$$\frac{\textbf{number of students in the 2017–18 school year considered as at risk}}{\textbf{total number of students}}$$

*(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 (TSDS PEIMS disability codes 06, 08, 12, 13), Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09), Students with Autism (TSDS PEIMS disability code 10), Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07), and Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14). *(Data source: TSDS PEIMS 41163)*

**Mobility** *(campus profile only)***:** The count and percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2016–17}}{\textbf{number of students who were in membership at any time during the 2016–17 school year}}$$

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 2017 in the same grade in which they were reported for the last six-week period of the prior school year (2016–17).

$$\frac{\textbf{the number of students enrolled in the same grade from one school year to the next}}{\textbf{the number of students enrolled from one school year who return the next year or who graduate}}$$

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, 2016–17,* 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 2016–17 the end of the school-start window was October 27, 2017.)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2016–17 school year}}$$

*(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 (including librarians and counselors), 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)*

**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. A beginning teacher is a teacher reported with zero years of experience. *(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.
- *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 campus.

*(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. *(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.
- *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 2016–17 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

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 2016–17 who were not employed in the district in the fall of 2017–18. It is calculated as the total FTE count of teachers from the fall of 2016–17 who were not employed in the district in the fall of 2017–18, divided by the total teacher FTE count for the fall of 2016–17. 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)*

**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) (district profile only)***:** The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(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 2016–17, 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.

$$\frac{\textbf{number of kindergarten ready students}}{\textbf{all kindergarten students who were assessed for kindergarten readiness}}$$

# 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 Language Learners | | |
| Testing Issues | Student Assessment | (512) 463-9536 |
| Other Issues | Special Populations | (512) 463-9414 |
| Financial Standard Reports | State Funding | (512) 463-9238 |
| General Inquiry | General Inquiries | (512) 463-9290 |
| Graduates | Accountability Research | (512) 475-3523 |
| Graduates Enrolled in Texas IHE | Texas Higher Education Coordinating Board | (512) 427-6101 |
| JJAEP (Juvenile Justice Alternative Education Program) | | |
| | Discipline, Law, and Order | (512) 463-9286 |
| Federal Accountability | Federal and State Education Policy | (512) 463-9414 |
| PBM Special Education Monitoring Results Status | | |
| | School Improvement | (512) 463-5226 |
| PEIMS (TSDS PEIMS) | PEIMS HelpLine | (512) 463-9229 |
| Recommended High School Program | Curriculum | (512) 463-9581 |
| Retention Policy | Curriculum | (512) 463-9581 |
| School Finance | State Funding | (512) 463-9238 |
| School Governance | School Governance | (512) 463-9623 |
| School Report Card | Performance Reporting | (512) 463-9704 |
| Special Education | | |
| Testing Issues | Student Assessment | (512) 463-9536 |
| Other Issues | Special Populations | (512) 463-9414 |
| STAAR (all assessments) | Student Assessment | (512) 463-9536 |
| STAAR Testing Contractor | ETS | (855) 333-7770 |
| | Pearson | (800) 328-5999 |
| | Austin Operational Center | (512) 989-5300 |
| Statutory (Legal) Issues | Legal Services | (512) 463-9720 |
| TAIS | Texas Accountability Intervention System | (512) 463-9414 |
| TELPAS | Student Assessment | (512) 463-9536 |

For further information: http://tea.texas.gov/accountability/

# PEIMS Role Identifications

**(In Alphabetical Order by Label)**

**CENTRAL ADMINISTRATORS**

027 ..... Superintendent/CAO/CEO/President

**CAMPUS ADMINISTRATORS**

003 ..... Assistant Principal

**EITHER CENTRAL OR CAMPUS ADMINISTRATORS***

004 ..... Assistant/Associate/Deputy Superintendent
012 ..... Instructional Officer
020 ..... Principal
028 ..... Teacher Supervisor
040 ..... Athletic Director
043 ..... Business Manager
044 ..... Tax Assessor and/or Collector
045 ..... Director - Personnel/Human Resources
055 ..... Registrar
060 ..... Executive Director
061 ..... Asst/Assoc/Deputy Exec Director
062 ..... Component/Department Director
063 ..... Coordinator/Manager/Supervisor

**PROFESSIONAL SUPPORT STAFF**

002 ..... Art Therapist
005 ..... Psychological Associate
006 ..... Audiologist
007 ..... Corrective Therapist
008 ..... Counselor
011 ..... Educational Diagnostician
013 ..... Librarian
015 ..... Music Therapist
016 ..... Occupational Therapist
017 ..... Certified Orientation & Mobility Specialist
018 ..... Physical Therapist
019 ..... Physician
021 ..... Recreational Therapist
022 ..... School Nurse
023 ..... LSSP/Psychologist
024 ..... Social Worker
026 ..... Speech Therapist/Speech-Lang Pathologist
030 ..... Visiting Teacher/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

**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
# 2017–18 Texas Academic Performance Report

- All courses shown were for the 2016–17 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) |
| A3100101 | AP Calculus AB |
| A3100102 | AP Calculus BC |
| A3100200 | AP Statistics |
| I3100100 | IB Mathematical Studies, Standard Level |
| I3100200 | IB Mathematics, Standard Level |
| I3100300 | IB Mathematics, Higher Level |
| I3100400 | IB Further Mathematics, Standard Level |

## Technology Applications

| | |
|---|---|
| 03580200 | Computer Science I |
| 03580300 | Computer Science II |
| A3580100 | AP Computer Science A |
| A3580300 | AP Computer Science Principles |
| 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 |
| 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 |
| A3050002 | AP Physics C |
| 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 |

## Social Studies/History

| | |
|---|---|
| 03310301 | Economics Advanced Studies (First Time Taken) |
| 03380001 | Social Studies Advanced Studies (First Time Taken) |
| A3310100 | AP Microeconomics |
| A3310200 | AP Macroeconomics |
| A3330100 | AP United States Government and Politics |
| A3330200 | AP Comparative Government and Politics |
| A3340100 | AP United States History |
| A3340200 | AP European History |
| A3350100 | AP Psychology |
| A3360100 | AP Human Geography |
| 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 |

## Advanced Languages (Modern or Classical)

| | |
|---|---|
| 03110400 | Arabic IV |
| 03110500 | Arabic V |
| 03110600 | Arabic VI |
| 03110700 | Arabic VII |
| 03120400 | Japanese IV |
| 03120500 | Japanese V |
| 03120600 | Japanese VI |
| 03120700 | Japanese VII |
| 03400400 | Italian IV |
| 03400500 | Italian V |
| 03400600 | Italian VI |
| 03400700 | Italian VII |
| 03410400 | French IV |
| 03410500 | French V |
| 03410600 | French VI |
| 03410700 | French VII |
| 03420400 | German IV |
| 03420500 | German V |
| 03420600 | German VI |
| 03420700 | German VII |
| 03430400 | Latin IV |
| 03430500 | Latin V |
| 03430600 | Latin VI |
| 03430700 | Latin VII |
| 03440400 | Spanish IV |
| 03440440 | Spanish For Spanish Speakers IV |
| 03440500 | Spanish V |
| 03440550 | Spanish For Spanish Speakers V |
| 03440600 | Spanish VI |
| 03440660 | Spanish For Spanish Speakers VI |
| 03440700 | Spanish VII |
| 03440770 | Spanish For Spanish Speakers VII |
| 03450400 | Russian IV |
| 03450500 | Russian V |
| 03450600 | Russian VI |
| 03450700 | Russian VII |
| 03460400 | Czech IV |
| 03460500 | Czech V |
| 03460600 | Czech VI |
| 03460700 | Czech VII |

## Advanced Languages (cont.)

| | |
|---|---|
| 03470400 | Portuguese IV |
| 03470500 | Portuguese V |
| 03470600 | Portuguese VI |
| 03470700 | Portuguese VII |
| 03480400 | Hebrew IV |
| 03480500 | Hebrew V |
| 03480600 | Hebrew VI |
| 03480700 | Hebrew VII |
| 03490400 | Chinese IV |
| 03490500 | Chinese V |
| 03490600 | Chinese VI |
| 03490700 | Chinese VII |
| 03510400 | Vietnamese IV |
| 03510500 | Vietnamese V |
| 03510600 | Vietnamese VI |
| 03510700 | Vietnamese VII |
| 03520400 | Hindi IV |
| 03520500 | Hindi V |
| 03520600 | Hindi VI |
| 03520700 | Hindi VII |
| 03980400 | American Sign Language IV |
| 03980500 | American Sign Language V |
| 03980600 | American Sign Language VI |
| 03980700 | American Sign Language VII |
| 03996000 | Other Foreign Languages Level IV |
| 03996100 | Other Foreign Languages Level V |
| 03996200 | Other Foreign Languages Level VI |
| 03996300 | Other Foreign Languages Level VII |
| A3120400 | AP Japanese IV |
| 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 |

## Advanced Languages (cont.)

| | |
|---|---|
| I3420500 | IB German V |
| I3430400 | IB Latin IV |
| I3430500 | IB Latin V |
| I3440400 | IB Spanish IV |
| I3440500 | IB Spanish V |
| I3440600 | IB Spanish VI |
| I3440700 | IB Spanish VII |
| I3450400 | IB Russian IV |
| I3450500 | IB Russian V |
| I3480400 | IB Hebrew IV |
| I3480500 | IB Hebrew V |
| I3490400 | IB Chinese IV |
| I3490500 | IB Chinese V |
| I3490600 | IB Chinese VI |
| I3490700 | IB Chinese VII |
| I3520400 | IB Hindi IV |
| I3520500 | IB Hindi V |
| I3663600 | IB Languages Other Than English Level VI - Other |
| I3663700 | IB Languages Other Than English Level VII - Other |
| I3996000 | IB Languages Other Than English Level IV - Other |
| I3996100 | IB Languages Other Than English Level V - Other |

## Other

| | |
|---|---|
| I3000100 | IB Theory Of Knowledge |
| I3305100 | IB World Religions A |
| I3366100 | IB World Religions B |
| N1290317 | GT Independent Study Mentorship III |
| N1290318 | GT Independent Study Mentorship IV |

TOMBALL
INDEPENDENT SCHOOL DISTRICT

Not just a district, a destination.

# Annual Report 2017-2018

February 2019

Superintendent: Martha Salazar-Zamora Ed.D.