



Annual Report

2019-2020



*Tomball Independent School District
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Tomball, TX 77375*

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TOMBALL ISD ANNUAL PERFORMANCE REPORT 2019-2020

- 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 2019-2020 (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
Creeside Park Junior High School
Decker Prairie Elementary
Lakewood Elementary
Tomball Intermediate
Willow Creek Elementary
Tomball Elementary
Northpointe Intermediate
Rosehill Elementary
Canyon Pointe Elementary
Creeside Forest Elementary
Timber Creek Elementary
Creekview Elementary
Wildwood Elementary
Oakcrest Intermediate

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Tomball ISD Non-Discrimination Policies

General Policies

Tomball ISD Board Policy FFH (LOCAL)

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

Tomball ISD Board Policy DIA (LOCAL)

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

Vocational Programs

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

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

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

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

Contacts

For information about your rights or grievance procedures, contact the Title IX Coordinator, Dr. Steve Guerrero, at 310 South Cherry, Tomball, TX 77375-5595, (281)357-3100, Ext. 2079, steveguerrero@tomballisd.net; and or the Section 504 Coordinator, Mrs. Keri Williams, 310 South Cherry, Tomball, TX 77375-5595, (281)357-3100, Ext. 4101, keriwilliams@tomballisd.net.

DISTRICT VISION STATEMENT

Tomball ISD students will lead in creating the future.

DISTRICT MISSION STATEMENT

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

DISTRICT and CAMPUS PERFORMANCE OBJECTIVES

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

2019-2020 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 2019-2020 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2019-2020 Accreditation Status | Reason For Status | Notes

Show entries

Search:

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status	Notes
101921	TOMBALL ISD	4	A - Superior	A	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)

Previous Next

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

District Number: **101921**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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

Texas Education Agency Texas Academic Performance Report 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas
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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	95%	91%	94%	96%	88%	98%	-	94%	69%	100%	96%	94%	88%	91%
	2018	84%	83%	95%	84%	95%	95%	*	98%	-	94%	62%	93%	96%	93%	90%	93%
At Meets Grade Level or Above	2019	54%	54%	72%	56%	64%	77%	63%	82%	-	80%	33%	70%	76%	66%	51%	60%
	2018	54%	54%	74%	49%	75%	76%	*	84%	-	55%	32%	53%	77%	70%	57%	69%
At Masters Grade Level	2019	29%	30%	46%	33%	38%	50%	38%	55%	-	50%	9%	53%	49%	39%	25%	33%
	2018	26%	27%	43%	20%	39%	47%	*	58%	-	35%	13%	20%	46%	39%	21%	33%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	89%	98%	97%	97%	98%	100%	100%	-	100%	84%	100%	98%	98%	97%	98%
	2018	91%	90%	97%	90%	97%	98%	*	99%	-	98%	86%	97%	98%	96%	95%	96%
At Meets Grade Level or Above	2019	58%	59%	78%	61%	73%	79%	100%	95%	-	85%	40%	85%	81%	73%	60%	75%
	2018	58%	58%	77%	46%	72%	80%	*	91%	-	76%	40%	71%	80%	71%	63%	70%
At Masters Grade Level	2019	36%	38%	58%	36%	47%	60%	63%	86%	-	70%	13%	53%	62%	49%	36%	54%
	2018	30%	31%	48%	31%	44%	49%	*	73%	-	41%	16%	32%	48%	47%	28%	45%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	90%	78%	84%	92%	75%	98%	-	96%	52%	87%	92%	86%	80%	85%
	2018	76%	76%	88%	71%	84%	91%	*	93%	-	92%	49%	93%	89%	88%	76%	80%
At Meets Grade Level or Above	2019	49%	50%	72%	52%	62%	76%	75%	88%	-	79%	33%	74%	75%	65%	51%	60%
	2018	41%	42%	58%	31%	51%	62%	*	74%	-	56%	24%	43%	60%	55%	38%	47%
At Masters Grade Level	2019	24%	25%	42%	28%	32%	46%	63%	56%	-	53%	16%	43%	45%	36%	25%	35%
	2018	17%	18%	31%	19%	24%	33%	*	43%	-	33%	10%	17%	32%	29%	15%	25%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	69%	85%	71%	82%	88%	*	94%	-	74%	43%	85%	87%	82%	74%	75%
	2018	69%	71%	88%	72%	85%	90%	*	94%	-	93%	52%	88%	90%	85%	73%	85%
At Meets Grade Level or Above	2019	37%	38%	59%	48%	53%	62%	*	80%	-	55%	22%	50%	61%	55%	42%	43%
	2018	39%	41%	62%	43%	56%	63%	*	81%	-	71%	25%	44%	65%	57%	41%	58%
At Masters Grade Level	2019	18%	19%	33%	24%	28%	34%	*	51%	-	38%	4%	29%	36%	27%	18%	21%
	2018	19%	20%	37%	19%	31%	38%	*	53%	-	38%	8%	25%	38%	33%	20%	28%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	95%	89%	93%	95%	*	99%	-	98%	64%	100%	96%	91%	89%	92%
	2018	77%	78%	94%	84%	92%	96%	*	100%	-	93%	77%	97%	95%	93%	86%	90%
At Meets Grade Level or Above	2019	47%	48%	73%	52%	69%	76%	*	90%	-	68%	24%	85%	76%	66%	57%	62%
	2018	44%	46%	73%	55%	66%	75%	*	95%	-	76%	37%	69%	76%	68%	51%	67%
At Masters Grade Level	2019	21%	22%	43%	25%	38%	44%	*	82%	-	38%	9%	38%	47%	36%	25%	33%
	2018	18%	20%	44%	27%	35%	45%	*	76%	-	48%	17%	31%	47%	37%	23%	39%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	90%	82%	87%	92%	*	98%	-	95%	57%	86%	92%	88%	80%	84%
	2018	74%	76%	90%	79%	85%	92%	80%	98%	-	96%	61%	84%	91%	88%	81%	79%

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Texas Education Agency

Texas Academic Performance Report

2019-20 District STAAR Performance

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

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2019-20 District STAAR Performance

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	85%	82%	77%	87%	80%	96%	*	96%	62%	65%	86%	82%	75%	72%
	2018	65%	66%	82%	72%	78%	85%	*	92%	-	74%	49%	90%	84%	79%	68%	79%
At Meets Grade Level or Above	2019	37%	38%	56%	51%	45%	59%	20%	81%	*	59%	33%	35%	59%	49%	38%	34%
	2018	36%	37%	53%	45%	47%	55%	*	68%	-	63%	28%	50%	54%	52%	38%	43%
At Masters Grade Level	2019	21%	23%	35%	30%	27%	38%	0%	63%	*	35%	15%	15%	38%	29%	22%	18%
	2018	21%	22%	35%	28%	28%	36%	*	55%	-	43%	13%	40%	35%	35%	21%	25%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	67%	85%	72%	83%	87%	67%	93%	-	87%	43%	87%	89%	75%	73%	73%
	2018	65%	65%	85%	74%	81%	88%	-	96%	*	91%	42%	65%	88%	80%	69%	76%
At Meets Grade Level or Above	2019	50%	50%	74%	57%	68%	77%	67%	89%	-	79%	21%	67%	79%	63%	58%	57%
	2018	44%	45%	70%	53%	61%	73%	-	92%	*	70%	21%	41%	75%	59%	45%	47%
At Masters Grade Level	2019	11%	11%	24%	18%	15%	28%	17%	42%	-	33%	5%	13%	27%	17%	12%	10%
	2018	7%	8%	17%	11%	12%	19%	-	29%	*	16%	5%	12%	18%	13%	7%	5%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	69%	86%	75%	80%	89%	-	98%	-	81%	40%	60%	88%	80%	70%	62%
	2018	67%	67%	85%	73%	80%	88%	*	93%	*	83%	33%	93%	88%	77%	69%	62%
At Meets Grade Level or Above	2019	49%	50%	73%	63%	65%	77%	-	89%	-	69%	23%	47%	76%	65%	50%	40%
	2018	48%	48%	74%	57%	67%	78%	*	82%	*	74%	18%	79%	78%	64%	50%	39%
At Masters Grade Level	2019	8%	9%	21%	11%	17%	22%	-	40%	-	19%	4%	0%	23%	17%	7%	2%
	2018	8%	9%	18%	7%	13%	20%	*	46%	*	19%	3%	0%	22%	10%	5%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	84%	93%	85%	92%	94%	80%	99%	*	93%	63%	88%	95%	87%	87%	91%
	2018	83%	83%	95%	88%	93%	96%	*	100%	-	98%	66%	100%	96%	93%	88%	93%
At Meets Grade Level or Above	2019	61%	61%	80%	64%	76%	81%	80%	96%	*	80%	33%	77%	84%	69%	61%	67%
	2018	55%	55%	81%	67%	77%	83%	*	99%	-	85%	29%	74%	86%	72%	65%	75%
At Masters Grade Level	2019	37%	38%	64%	40%	58%	66%	80%	90%	*	70%	17%	54%	70%	49%	43%	49%
	2018	32%	34%	62%	47%	54%	64%	*	85%	-	63%	12%	63%	65%	53%	38%	52%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	88%	95%	89%	93%	96%	80%	99%	-	93%	70%	100%	97%	90%	88%	88%
	2018	87%	86%	96%	95%	94%	96%	-	100%	-	98%	71%	100%	97%	94%	89%	92%
At Meets Grade Level or Above	2019	62%	63%	81%	64%	77%	83%	80%	94%	-	83%	31%	87%	85%	71%	67%	69%
	2018	59%	60%	79%	61%	72%	83%	-	95%	-	76%	33%	76%	83%	72%	57%	60%
At Masters Grade Level	2019	25%	28%	41%	22%	33%	44%	60%	66%	-	48%	6%	39%	44%	34%	26%	26%
	2018	24%	26%	40%	24%	30%	45%	-	62%	-	46%	9%	53%	43%	35%	18%	24%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	98%	100%	97%	99%	*	98%	*	98%	81%	100%	99%	97%	97%	92%
	2018	92%	91%	97%	96%	96%	98%	*	97%	*	96%	75%	100%	97%	96%	94%	89%
At Meets Grade Level or Above	2019	73%	75%	92%	84%	89%	93%	*	97%	*	90%	43%	82%	93%	86%	83%	78%
	2018	70%	71%	88%	77%	84%	91%	*	90%	*	81%	46%	91%	89%	83%	76%	64%

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**Texas Education Agency
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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	45%	49%	77%	59%	72%	80%	*	88%	*	83%	25%	82%	80%	68%	61%	47%
	2018	40%	43%	68%	46%	61%	73%	*	75%	*	63%	16%	55%	71%	59%	54%	38%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	91%	84%	88%	92%	85%	96%	100%	92%	59%	90%	92%	88%	82%	85%
	2018	77%	77%	91%	83%	88%	92%	90%	97%	71%	92%	60%	91%	92%	88%	82%	86%
At Meets Grade Level or Above	2019	50%	51%	70%	57%	64%	73%	70%	86%	75%	73%	30%	64%	73%	63%	52%	57%
	2018	48%	49%	70%	55%	63%	73%	74%	87%	29%	73%	33%	60%	73%	65%	51%	59%
At Masters Grade Level	2019	24%	25%	41%	27%	34%	43%	38%	63%	58%	45%	10%	34%	44%	34%	24%	30%
	2018	22%	23%	40%	26%	33%	42%	40%	61%	0%	42%	12%	30%	42%	35%	22%	30%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	89%	81%	86%	91%	79%	95%	*	89%	53%	88%	91%	86%	79%	81%
	2018	74%	74%	90%	81%	87%	92%	88%	96%	*	93%	56%	88%	92%	87%	80%	85%
At Meets Grade Level or Above	2019	48%	49%	68%	57%	61%	72%	68%	82%	*	70%	27%	56%	72%	62%	49%	53%
	2018	46%	47%	69%	54%	63%	72%	76%	85%	*	71%	30%	55%	71%	64%	49%	57%
At Masters Grade Level	2019	21%	22%	37%	27%	30%	39%	38%	54%	*	41%	8%	31%	40%	32%	20%	26%
	2018	19%	20%	36%	24%	31%	38%	40%	53%	*	40%	11%	24%	38%	32%	20%	27%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	94%	88%	92%	95%	94%	98%	*	95%	66%	94%	95%	91%	88%	91%
	2018	81%	82%	94%	87%	93%	95%	96%	99%	*	93%	70%	95%	95%	92%	87%	92%
At Meets Grade Level or Above	2019	52%	53%	73%	58%	68%	75%	78%	90%	*	77%	34%	73%	76%	67%	57%	66%
	2018	50%	51%	74%	57%	67%	77%	78%	92%	*	76%	36%	66%	77%	67%	56%	66%
At Masters Grade Level	2019	26%	28%	46%	29%	38%	48%	38%	74%	*	50%	13%	41%	49%	38%	29%	38%
	2018	24%	25%	45%	28%	38%	47%	41%	74%	*	49%	15%	38%	48%	39%	26%	39%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	85%	76%	81%	87%	88%	91%	-	87%	40%	88%	87%	83%	70%	80%
	2018	66%	66%	84%	76%	81%	85%	67%	96%	-	90%	43%	83%	86%	82%	71%	81%
At Meets Grade Level or Above	2019	38%	39%	59%	48%	53%	60%	63%	81%	-	67%	20%	53%	61%	55%	41%	51%
	2018	41%	42%	62%	53%	53%	64%	42%	83%	-	73%	28%	48%	64%	58%	41%	54%
At Masters Grade Level	2019	14%	15%	27%	16%	22%	28%	25%	49%	-	31%	2%	16%	30%	22%	14%	20%
	2018	13%	13%	26%	22%	21%	25%	8%	49%	-	27%	7%	9%	27%	23%	12%	18%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	93%	85%	89%	95%	78%	99%	*	95%	64%	91%	95%	88%	85%	86%
	2018	80%	80%	91%	83%	89%	93%	100%	95%	-	92%	57%	96%	92%	89%	80%	84%
At Meets Grade Level or Above	2019	54%	55%	74%	55%	67%	78%	72%	91%	*	77%	34%	73%	78%	66%	56%	59%
	2018	51%	52%	70%	51%	63%	74%	86%	86%	-	69%	31%	64%	73%	65%	49%	54%
At Masters Grade Level	2019	25%	27%	42%	23%	32%	46%	50%	63%	*	45%	12%	39%	46%	34%	25%	29%
	2018	23%	24%	39%	25%	31%	42%	86%	57%	-	41%	12%	36%	41%	36%	21%	27%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	91%	91%	86%	93%	86%	97%	*	97%	69%	77%	92%	89%	85%	78%
	2018	78%	79%	89%	81%	87%	91%	100%	94%	*	84%	60%	94%	90%	86%	80%	82%

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Texas Education Agency
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			Region		African			American			Two or	Special	Special	Continu-	Non-		EL
		State	04	District	American	Hispanic	White	Indian	Asian	Pacific	More	Ed	Ed	ously	Continu-	Econ	(Current
										Islander	Races	(Current)	(Former)	Enrolled	ously	Disadv	&
																	Monitored)
At Meets Grade Level or Above	2019	55%	57%	73%	67%	65%	76%	43%	87%	*	73%	37%	52%	76%	65%	58%	48%
	2018	53%	54%	69%	60%	64%	72%	100%	78%	*	71%	35%	65%	71%	66%	56%	50%
At Masters Grade Level	2019	33%	36%	55%	44%	48%	58%	29%	73%	*	56%	19%	39%	58%	46%	39%	27%
	2018	31%	32%	50%	37%	43%	53%	50%	64%	*	52%	14%	45%	52%	45%	37%	30%

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Texas Education Agency Texas Academic Performance Report 2019-20 District Progress

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

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Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

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

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	83%	94%	88%	92%	94%	*	100%	-	100%	65%	89%	84%
Students Requiring Accelerated Instruction	2019	18%	17%	6%	12%	8%	6%	0%	0%	-	0%	35%	11%	16%
STAAR Cumulative Met Standard	2019	88%	88%	96%	93%	95%	96%	*	100%	-	100%	76%	93%	87%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	99%	86%	-	83%	86%	-	-	-	*	100%	86%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	53%	45%	-	60%	40%	-	-	-	*	60%	50%	*
Retained in Grade 8	2019	56%	64%	*	-	*	*	-	-	-	-	-	*	*

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Texas Education Agency
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Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	91%	83%	-	-	-	83%	72%	74%	63%	57%	76%	75%
	2018	77%	77%	91%	83%	-	73%	-	84%	76%	83%	61%	97%	78%	78%
At Meets Grade Level or Above	2019	50%	51%	70%	48%	-	-	-	48%	37%	37%	36%	36%	41%	41%
	2018	48%	49%	70%	47%	-	41%	-	47%	42%	49%	29%	56%	44%	44%
At Masters Grade Level	2019	24%	25%	41%	26%	-	-	-	26%	15%	15%	14%	9%	19%	19%
	2018	22%	23%	40%	23%	-	19%	-	23%	16%	19%	9%	25%	18%	18%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	89%	78%	-	-	-	78%	66%	71%	49%	56%	70%	70%
	2018	74%	74%	90%	83%	-	66%	-	86%	70%	83%	50%	100%	75%	76%
At Meets Grade Level or Above	2019	48%	49%	68%	44%	-	-	-	44%	29%	32%	21%	33%	35%	35%
	2018	46%	47%	69%	51%	-	39%	-	53%	38%	48%	20%	43%	43%	43%
At Masters Grade Level	2019	21%	22%	37%	25%	-	-	-	25%	10%	12%	3%	6%	16%	15%
	2018	19%	20%	36%	25%	-	12%	-	27%	13%	19%	3%	21%	18%	18%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	94%	89%	-	-	-	89%	84%	85%	80%	76%	86%	86%
	2018	81%	82%	94%	87%	-	80%	-	88%	88%	93%	75%	100%	88%	88%
At Meets Grade Level or Above	2019	52%	53%	73%	53%	-	-	-	53%	53%	53%	51%	41%	53%	53%
	2018	50%	51%	74%	46%	-	43%	-	47%	56%	60%	44%	60%	52%	52%
At Masters Grade Level	2019	26%	28%	46%	29%	-	-	-	29%	25%	24%	36%	18%	27%	27%
	2018	24%	25%	45%	24%	-	24%	-	23%	23%	24%	18%	50%	23%	23%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	85%	87%	-	-	-	87%	60%	60%	*	40%	70%	69%
	2018	66%	66%	84%	80%	-	-	-	80%	63%	68%	45%	*	69%	70%
At Meets Grade Level or Above	2019	38%	39%	59%	54%	-	-	-	54%	23%	23%	*	40%	34%	35%
	2018	41%	42%	62%	45%	-	-	-	45%	35%	39%	21%	*	39%	40%
At Masters Grade Level	2019	14%	15%	27%	20%	-	-	-	20%	5%	5%	*	0%	10%	10%
	2018	13%	13%	26%	15%	-	-	-	15%	7%	8%	3%	*	10%	10%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	93%	77%	-	-	-	77%	75%	74%	76%	20%	76%	75%
	2018	80%	80%	91%	66%	-	-	-	66%	72%	76%	66%	*	70%	70%
At Meets Grade Level or Above	2019	54%	55%	74%	43%	-	-	-	43%	41%	36%	54%	20%	42%	41%
	2018	51%	52%	70%	33%	-	-	-	33%	33%	36%	30%	*	33%	33%
At Masters Grade Level	2019	25%	27%	42%	23%	-	-	-	23%	12%	12%	12%	0%	16%	16%
	2018	23%	24%	39%	20%	-	-	-	20%	14%	19%	7%	*	16%	15%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	91%	-	-	-	-	-	57%	48%	78%	*	57%	57%
	2018	78%	79%	89%	-	-	-	-	-	68%	68%	69%	*	68%	69%
At Meets Grade Level or Above	2019	55%	57%	73%	-	-	-	-	-	18%	8%	41%	*	18%	19%
	2018	53%	54%	69%	-	-	-	-	-	29%	23%	33%	*	29%	31%
At Masters Grade Level	2019	33%	36%	55%	-	-	-	-	-	11%	7%	22%	*	11%	11%
	2018	31%	32%	50%	-	-	-	-	-	13%	13%	14%	*	13%	13%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	76%	66%	-	-	-	66%	71%	71%	62%	55%	69%	69%
	2018	69%	70%	77%	68%	-	66%	-	69%	74%	74%	73%	79%	72%	72%
All Grades ELA/Reading	2019	68%	69%	74%	52%	-	-	-	52%	68%	69%	50%	35%	63%	62%
	2018	69%	69%	75%	61%	-	52%	-	63%	76%	77%	73%	71%	71%	71%
All Grades Mathematics	2019	70%	71%	78%	76%	-	-	-	76%	73%	74%	69%	73%	74%	74%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
	2018	70%	70%	78%	73%	-	74%	-	72%	72%	71%	73%	86%	72%	72%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	40%	51%	32%	-	-	-	32%	45%	45%	-	*	43%	42%
	2018	38%	38%	54%	50%	-	*	-	57%	50%	55%	41%	*	50%	51%
Mathematics	2019	45%	45%	58%	56%	-	-	-	56%	40%	40%	-	*	45%	45%
	2018	47%	46%	61%	52%	-	*	-	54%	63%	81%	40%	-	59%	59%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: TOMBALL ISD

County Name: HARRIS

District Number: 101921

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	96.5%	96.7%	96.3%	96.3%	95.0%	97.9%	95.0%	96.6%	95.1%	95.6%	96.8%
2017-18	95.4%	95.4%	96.4%	96.3%	96.4%	96.3%	96.1%	97.9%	98.3%	96.4%	95.1%	95.5%	97.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.6%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.6%	0.3%	0.0%	0.7%	0.2%	0.0%	0.0%	-	0.0%	1.7%	0.6%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.0%	0.2%	0.0%	0.1%	0.2%	0.0%	0.3%	*	1.1%	0.5%	0.2%	0.0%
2017-18	1.9%	2.1%	0.6%	1.2%	0.6%	0.4%	0.0%	0.0%	*	1.9%	1.8%	1.4%	2.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	89.0%	96.4%	94.7%	96.3%	96.6%	*	95.1%	*	97.4%	87.7%	96.1%	96.0%
Received TxCHSE	0.5%	0.4%	0.4%	0.0%	0.3%	0.6%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.7%	3.7%	1.8%	3.5%	2.4%	1.3%	*	3.3%	*	0.0%	7.7%	2.2%	4.0%
Dropped Out	5.9%	6.9%	1.4%	1.8%	1.0%	1.5%	*	1.6%	*	2.6%	4.6%	1.7%	0.0%
Graduates and TxCHSE	90.4%	89.5%	96.8%	94.7%	96.6%	97.2%	*	95.1%	*	97.4%	87.7%	96.1%	96.0%
Graduates, TxCHSE, and Continuers	94.1%	93.1%	98.6%	98.2%	99.0%	98.5%	*	98.4%	*	97.4%	95.4%	98.3%	100.0%
Class of 2018													
Graduated	90.0%	88.9%	96.9%	96.4%	95.8%	97.4%	*	100.0%	-	94.6%	91.1%	91.9%	80.0%
Received TxCHSE	0.4%	0.5%	0.1%	0.0%	0.3%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	4.0%	1.0%	0.0%	1.6%	1.0%	*	0.0%	-	0.0%	1.8%	2.3%	10.0%
Dropped Out	5.7%	6.6%	2.0%	3.6%	2.3%	1.6%	*	0.0%	-	5.4%	7.1%	5.9%	10.0%
Graduates and TxCHSE	90.4%	89.3%	97.0%	96.4%	96.1%	97.4%	*	100.0%	-	94.6%	91.1%	91.9%	80.0%
Graduates, TxCHSE, and Continuers	94.3%	93.4%	98.0%	96.4%	97.7%	98.4%	*	100.0%	-	94.6%	92.9%	94.1%	90.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	91.3%	97.3%	96.4%	96.5%	97.8%	*	100.0%	-	94.6%	88.3%	92.8%	90.0%
Received TxCHSE	0.6%	0.6%	0.1%	0.0%	0.3%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	1.1%	0.3%	0.0%	0.6%	0.2%	*	0.0%	-	0.0%	5.0%	0.5%	0.0%
Dropped Out	6.1%	7.0%	2.3%	3.6%	2.6%	2.0%	*	0.0%	-	5.4%	6.7%	6.8%	10.0%
Graduates and TxCHSE	92.8%	91.9%	97.4%	96.4%	96.8%	97.8%	*	100.0%	-	94.6%	88.3%	92.8%	90.0%
Graduates, TxCHSE, and Continuers	93.9%	93.0%	97.7%	96.4%	97.4%	98.0%	*	100.0%	-	94.6%	93.3%	93.2%	90.0%
Class of 2017													
Graduated	92.0%	91.0%	99.1%	100.0%	98.0%	99.4%	*	100.0%	*	100.0%	100.0%	97.8%	100.0%
Received TxCHSE	0.6%	0.7%	0.2%	0.0%	0.4%	0.2%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	1.1%	1.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	7.1%	0.7%	0.0%	1.6%	0.4%	*	0.0%	*	0.0%	0.0%	1.6%	0.0%
Graduates and TxCHSE	92.6%	91.7%	99.3%	100.0%	98.4%	99.6%	*	100.0%	*	100.0%	100.0%	98.4%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	99.3%	100.0%	98.4%	99.6%	*	100.0%	*	100.0%	100.0%	98.4%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: TOMBALL ISD

County Name: HARRIS

District Number: 101921

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	91.5%	99.1%	100.0%	98.0%	99.4%	*	100.0%	*	100.0%	100.0%	97.8%	100.0%
Received TxCHSE	0.7%	0.8%	0.2%	0.0%	0.4%	0.2%	*	0.0%	*	0.0%	0.0%	0.5%	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	6.3%	7.1%	0.7%	0.0%	1.6%	0.4%	*	0.0%	*	0.0%	0.0%	1.6%	0.0%
Graduates and TxCHSE	93.2%	92.3%	99.3%	100.0%	98.4%	99.6%	*	100.0%	*	100.0%	100.0%	98.4%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	99.3%	100.0%	98.4%	99.6%	*	100.0%	*	100.0%	100.0%	98.4%	100.0%
Class of 2016													
Graduated	92.1%	91.3%	98.0%	97.9%	97.2%	98.3%	*	100.0%	*	96.3%	100.0%	94.8%	100.0%
Received TxCHSE	0.8%	0.9%	0.7%	0.0%	1.4%	0.4%	*	0.0%	*	3.7%	0.0%	0.6%	0.0%
Continued HS	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	7.3%	1.2%	2.1%	1.4%	1.2%	*	0.0%	*	0.0%	0.0%	4.5%	0.0%
Graduates and TxCHSE	92.9%	92.1%	98.8%	97.9%	98.6%	98.8%	*	100.0%	*	100.0%	100.0%	95.5%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	92.7%	98.8%	97.9%	98.6%	98.8%	*	100.0%	*	100.0%	100.0%	95.5%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.0%	95.6%	93.1%	96.0%	95.9%	*	93.5%	*	94.9%	80.3%	95.3%	92.3%
Class of 2018	90.0%	88.9%	96.0%	96.5%	94.9%	96.3%	*	100.0%	-	94.6%	81.3%	89.9%	80.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	76.5%	*	-	*	*	-	-	-	-	-	*	*
Class of 2018	68.5%	71.3%	50.0%	-	*	60.0%	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	5.0%	0.5%	0.0%	0.7%	0.4%	*	0.0%	*	2.7%	2.4%	0.9%	0.0%
Class of 2018	5.0%	6.4%	0.5%	1.9%	0.7%	0.4%	*	0.0%	-	0.0%	4.4%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	81.1%	86.7%	78.4%	82.7%	88.6%	*	96.6%	*	86.5%	23.8%	76.7%	70.0%
Class of 2018	82.0%	80.4%	87.3%	84.9%	83.4%	88.5%	*	93.0%	-	97.0%	33.3%	77.0%	62.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	86.1%	87.0%	78.4%	83.2%	88.9%	*	96.6%	*	89.2%	26.2%	77.4%	68.2%
Class of 2018	86.8%	86.7%	87.6%	86.8%	83.8%	88.6%	*	93.0%	-	97.0%	37.8%	77.0%	62.5%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	27.5%	*	-	-	*	-	-	-	-	*	-	-
2017-18	37.7%	27.5%	29.4%	-	42.9%	25.0%	-	*	-	*	0.0%	20.0%	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	5.0%	0.7%	0.0%	1.1%	0.6%	*	0.0%	*	2.6%	2.3%	0.9%	0.0%
2017-18	4.9%	6.3%	0.4%	1.8%	0.7%	0.2%	*	0.0%	-	0.0%	4.2%	0.6%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.6%	85.8%	78.4%	81.2%	88.1%	*	96.6%	*	84.2%	22.7%	77.0%	70.6%
2017-18	81.5%	80.1%	87.3%	83.6%	83.6%	88.4%	*	94.6%	-	97.0%	31.3%	75.6%	65.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

Texas Education Agency
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District Name: TOMBALL ISD

County Name: HARRIS

District Number: 101921

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	84.1%	86.5%	78.4%	82.3%	88.5%	*	96.6%	*	86.8%	24.4%	77.9%	70.6%
2017-18	85.1%	84.9%	86.7%	85.5%	83.3%	87.6%	*	93.0%	-	94.1%	32.1%	74.6%	63.6%

District Name: TOMBALL ISD

County Name: HARRIS

District Number: 101921

Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	969	100.0%	355,615	100.0%
By Ethnicity:				
African American	54	5.6%	43,953	12.4%
Hispanic	287	29.6%	180,673	50.8%
White	528	54.5%	105,577	29.7%
American Indian	3	0.3%	1,293	0.4%
Asian	58	6.0%	16,564	4.7%
Pacific Islander	1	0.1%	537	0.2%
Two or More Races	38	3.9%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	1	0.1%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	143	14.8%	51,579	14.5%
Foundation H.S. Program (Endorsement)	7	0.7%	15,160	4.3%
Foundation H.S. Program (DLA)	818	84.4%	285,538	80.3%
Special Education Graduates	60	6.2%	27,598	7.8%
Economically Disadvantaged Graduates	222	22.9%	186,364	52.4%
LEP Graduates	19	2.0%	25,189	7.1%
At-Risk Graduates	227	23.4%	146,432	41.2%

Texas Education Agency

Texas Academic Performance Report

2019-20 District College, Career, and Military Readiness (CCMR)

District Name: TOMBALL ISD

County Name: HARRIS

District Number: 101921

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	72.0%	77.3%	58.3%	73.7%	79.9%	*	91.4%	*	72.4%	59.2%	61.5%	39.5%
2017-18	65.5%	65.8%	73.1%	59.8%	65.6%	78.2%	*	82.5%	-	70.8%	60.2%	54.8%	38.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	53.2%	66.7%	53.7%	62.0%	68.9%	*	87.9%	*	60.5%	3.3%	47.3%	26.3%
2017-18	50.0%	51.8%	62.9%	46.4%	53.1%	68.4%	*	78.9%	-	69.4%	3.4%	38.0%	27.3%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.9%	72.1%	74.1%	65.2%	75.4%	*	86.2%	*	60.5%	8.3%	54.1%	21.1%
2017-18	58.2%	59.4%	70.8%	58.9%	61.9%	75.2%	*	82.5%	-	83.3%	6.8%	46.0%	27.3%
Mathematics													
2018-19	48.6%	51.4%	64.9%	53.7%	58.9%	67.0%	*	93.1%	*	57.9%	3.3%	46.8%	26.3%
2017-18	46.0%	50.4%	60.3%	41.1%	49.8%	66.0%	*	80.7%	-	66.7%	5.1%	36.9%	27.3%
Both Subjects													
2018-19	44.2%	45.3%	62.5%	50.0%	55.7%	65.9%	*	86.2%	*	52.6%	3.3%	41.0%	21.1%
2017-18	42.1%	45.1%	58.9%	41.1%	48.9%	64.2%	*	78.9%	-	63.9%	3.4%	35.3%	22.7%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.2%	37.5%	24.1%	34.5%	39.6%	*	51.7%	*	31.6%	0.0%	25.7%	5.3%
2017-18	20.7%	17.5%	31.5%	23.2%	23.8%	36.6%	*	36.8%	-	27.8%	0.0%	16.0%	4.5%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	24.3%	37.2%	16.7%	32.4%	38.8%	*	65.5%	*	39.5%	1.7%	23.9%	5.3%
2017-18	20.4%	23.3%	34.3%	14.3%	29.3%	36.4%	*	56.1%	-	41.7%	0.0%	11.8%	4.5%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	1.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	37.1%	30.6%	21.3%	30.0%	31.2%	*	37.9%	*	25.0%	59.2%	29.5%	13.2%
2017-18	28.7%	25.2%	23.1%	25.0%	22.3%	23.2%	*	31.6%	-	12.5%	60.2%	26.2%	13.6%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	9.9%	0.5%	0.0%	1.0%	0.4%	*	0.0%	*	0.0%	0.0%	0.9%	0.0%
2017-18	4.8%	4.3%	0.2%	0.0%	0.3%	0.0%	*	1.8%	-	0.0%	0.0%	0.0%	0.0%

Graduate with Completed IEP and Workforce Readiness (Annual Graduates)

Tomball ISD Annual Report 2019-2020

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Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: TOMBALL ISD

County Name: HARRIS

District Number: 101921

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.4%	1.2%	1.9%	1.7%	0.9%	*	0.0%	*	0.0%	20.0%	2.3%	0.0%
2017-18	1.7%	1.8%	1.8%	5.4%	2.0%	1.4%	*	1.8%	-	0.0%	28.8%	3.7%	4.5%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	50.6%	51.1%	35.2%	50.9%	51.3%	*	72.4%	*	36.8%	58.3%	46.4%	21.1%
2017-18	38.7%	33.1%	34.1%	28.6%	33.2%	34.0%	*	52.6%	-	25.0%	23.7%	32.6%	18.2%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	4.2%	5.6%	3.5%	4.5%	*	1.7%	*	5.3%	10.0%	5.9%	5.3%
2017-18	4.3%	4.1%	3.8%	3.6%	4.2%	3.8%	*	3.5%	-	0.0%	6.8%	7.0%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.3%	1.1%	0.0%	0.3%	1.7%	*	0.0%	*	2.6%	18.3%	0.9%	0.0%
2017-18	2.6%	2.0%	1.8%	3.6%	0.7%	2.4%	*	1.8%	-	0.0%	28.8%	1.1%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: TOMBALL ISD

County Name: HARRIS

District Number: 101921

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	25.3%	45.4%	42.6%	43.2%	47.0%	*	55.2%	*	34.2%	5.0%	32.0%	10.5%
2017-18	32.1%	25.0%	50.2%	37.5%	44.6%	54.2%	*	57.9%	-	47.2%	6.8%	35.8%	9.1%
Mathematics													
2018-19	24.7%	20.6%	35.8%	33.3%	37.3%	34.1%	*	43.1%	*	44.7%	1.7%	29.7%	21.1%
2017-18	23.7%	21.3%	40.0%	28.6%	29.6%	46.2%	*	54.4%	-	33.3%	5.1%	25.7%	13.6%
Both Subjects													
2018-19	18.8%	13.3%	29.8%	24.1%	30.3%	29.4%	*	37.9%	*	31.6%	1.7%	22.1%	10.5%
2017-18	18.1%	13.8%	37.2%	25.0%	28.7%	42.2%	*	52.6%	-	30.6%	3.4%	22.5%	4.5%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	53.8%	52.1%	35.2%	51.6%	52.3%	*	74.1%	*	42.1%	58.3%	47.3%	21.1%
2017-18	58.4%	51.1%	56.4%	46.4%	54.7%	58.4%	*	64.9%	-	41.7%	47.5%	55.6%	45.5%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	4.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	2.0%	1.3%	0.2%	0.0%	0.3%	0.2%	*	0.0%	-	0.0%	0.0%	0.5%	0.0%
Mathematics													
2018-19	7.3%	8.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	3.9%	5.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	1.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.9%	0.4%	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													
2019	25.2%	27.4%	32.2%	17.0%	28.5%	32.3%	0.0%	63.9%	*	34.6%	n/a	17.4%	n/a
2018	25.8%	28.3%	35.5%	15.9%	30.8%	36.8%	*	62.9%	*	41.5%	n/a	16.8%	n/a
English Language Arts													
2019	14.5%	15.1%	14.5%	9.8%	11.8%	14.0%	0.0%	34.4%	*	19.8%	n/a	9.6%	n/a
2018	15.3%	16.0%	15.3%	8.4%	12.8%	15.2%	*	33.6%	*	20.0%	n/a	9.1%	n/a
Mathematics													
2019	7.4%	8.1%	12.4%	8.9%	9.0%	11.5%	0.0%	41.8%	*	12.3%	n/a	6.7%	n/a
2018	7.3%	8.3%	10.5%	2.8%	7.7%	10.3%	*	32.8%	*	13.8%	n/a	2.4%	n/a
Science													
2019	10.4%	11.4%	10.4%	8.0%	8.7%	10.0%	0.0%	22.1%	*	14.8%	n/a	6.3%	n/a
2018	10.8%	11.8%	15.4%	4.7%	12.6%	16.7%	*	29.3%	*	12.3%	n/a	6.5%	n/a
Social Studies													
2019	13.9%	15.8%	25.3%	11.6%	23.6%	24.6%	0.0%	54.1%	*	25.9%	n/a	13.0%	n/a
2018	14.5%	16.9%	26.4%	11.2%	22.3%	26.9%	*	55.2%	*	30.8%	n/a	12.5%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.9%	83.8%	73.7%	83.3%	84.1%	-	87.2%	-	78.6%	n/a	78.3%	n/a
2018	50.7%	53.3%	77.1%	82.4%	72.4%	77.5%	*	82.2%	-	85.2%	n/a	70.5%	n/a
English Language Arts													
2019	41.2%	43.1%	75.7%	63.6%	73.6%	75.6%	-	85.7%	-	68.8%	n/a	63.0%	n/a
2018	42.5%	44.3%	70.2%	55.6%	66.2%	71.3%	-	76.9%	-	69.2%	n/a	54.8%	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: TOMBALL ISD

County Name: HARRIS

District Number: 101921

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	54.9%	70.5%	70.0%	65.5%	73.3%	-	72.5%	-	50.0%	n/a	62.5%	n/a
2018	52.8%	54.5%	76.8%	*	73.9%	77.5%	-	76.3%	-	100.0%	n/a	63.6%	n/a
Science													
2019	40.6%	43.7%	56.9%	44.4%	49.1%	59.0%	-	66.7%	-	58.3%	n/a	63.3%	n/a
2018	38.0%	41.1%	33.7%	20.0%	26.3%	32.8%	-	52.9%	-	50.0%	n/a	26.7%	n/a
Social Studies													
2019	46.3%	52.0%	86.1%	69.2%	82.6%	87.5%	-	89.4%	-	90.5%	n/a	75.8%	n/a
2018	44.6%	49.2%	83.7%	83.3%	74.6%	86.5%	*	87.5%	-	90.0%	n/a	72.4%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	82.1%	68.2%	68.5%	57.1%	72.3%	*	91.4%	*	63.2%	n/a	48.2%	n/a
2017-18	74.6%	80.9%	67.5%	71.4%	53.7%	71.8%	*	94.7%	-	75.0%	n/a	40.7%	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	37.4%	71.0%	37.8%	67.7%	73.6%	*	86.8%	-	66.7%	n/a	54.2%	n/a
2017-18	37.9%	39.5%	68.5%	35.0%	67.3%	70.5%	*	79.6%	-	74.1%	n/a	50.6%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1028	1165	1052	1136	1176	*	1260	-	1144	n/a	1105	n/a
2017-18	1036	1038	1154	1019	1142	1160	*	1216	-	1232	n/a	1052	n/a
English Language Arts and Writing													
2018-19	517	515	583	533	569	589	*	616	-	575	n/a	554	n/a
2017-18	521	520	577	511	574	580	*	595	-	612	n/a	523	n/a
Mathematics													
2018-19	510	513	582	519	567	587	*	643	-	569	n/a	551	n/a
2017-18	515	518	577	509	568	579	*	621	-	619	n/a	529	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.1	24.8	19.6	24.4	24.9	-	28.6	-	25.1	n/a	23.3	n/a
2017-18	20.6	21.2	23.9	19.7	23.0	23.9	-	26.2	-	26.8	n/a	20.9	n/a
English Language Arts													
2018-19	20.3	20.8	24.8	19.4	24.2	24.8	-	29.1	-	25.8	n/a	23.2	n/a
2017-18	20.3	20.8	23.8	18.8	23.1	23.8	-	26.3	-	26.9	n/a	20.6	n/a
Mathematics													
2018-19	20.4	21.0	24.7	19.5	24.2	24.9	-	28.6	-	23.3	n/a	23.5	n/a
2017-18	20.6	21.2	23.8	20.9	22.7	23.9	-	26.0	-	26.4	n/a	20.8	n/a
Science													
2018-19	20.8	21.2	24.5	20.0	24.3	24.6	-	27.1	-	25.1	n/a	23.3	n/a
2017-18	20.9	21.4	23.7	19.6	22.7	23.9	-	25.3	-	26.3	n/a	20.9	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: TOMBALL ISD

County Name: HARRIS

District Number: 101921

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.2%	48.9%	36.6%	48.1%	49.3%	41.7%	62.1%	*	48.1%	11.9%	38.0%	25.2%
2017-18	43.4%	43.6%	46.8%	39.0%	47.3%	45.8%	60.0%	64.5%	*	39.9%	11.8%	34.3%	22.9%
English Language Arts													
2018-19	17.8%	18.5%	23.6%	16.6%	20.0%	25.0%	0.0%	35.3%	*	25.5%	2.2%	15.0%	6.6%
2017-18	17.3%	18.5%	22.4%	15.4%	19.9%	23.0%	20.0%	37.2%	*	21.3%	3.3%	12.8%	5.7%
Mathematics													
2018-19	20.4%	19.8%	28.6%	23.9%	26.7%	28.6%	36.4%	39.8%	*	31.4%	6.6%	20.8%	8.0%
2017-18	20.7%	20.7%	28.0%	26.1%	26.8%	27.5%	40.0%	40.2%	*	27.4%	9.7%	21.4%	8.5%
Science													
2018-19	21.7%	20.0%	26.8%	21.0%	25.3%	27.2%	18.2%	36.3%	*	28.3%	4.6%	19.2%	6.8%
2017-18	21.2%	19.7%	24.8%	19.7%	21.6%	25.5%	60.0%	39.8%	*	21.4%	2.8%	15.2%	4.2%
Social Studies													
2018-19	23.6%	22.7%	27.3%	13.8%	25.3%	28.1%	0.0%	42.9%	*	26.5%	1.0%	14.3%	2.8%
2017-18	22.8%	22.2%	24.6%	12.7%	22.2%	25.0%	40.0%	44.1%	*	23.0%	0.8%	11.3%	1.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	54.7%	58.6%	51.8%	55.0%	58.8%	*	78.9%	-	61.1%	35.6%	46.7%	13.6%
2016-17	54.6%	55.9%	59.9%	58.9%	53.8%	60.6%	*	85.7%	*	59.5%	35.8%	50.8%	17.6%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	63.3%	66.2%	56.0%	53.0%	72.6%	*	81.0%	-	68.2%	4.8%	46.9%	*
2016-17	59.2%	60.5%	78.1%	59.4%	75.0%	79.2%	*	86.7%	*	95.2%	21.1%	67.8%	*

District Name: TOMBALL ISD

County Name: HARRIS

District Number: 101921

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	18,234	100.0%	5,479,173	100.0%	18,294	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	44	0.2%	16,848	0.3%	81	0.4%	25,883	0.5%
Pre-Kindergarten	265	1.5%	248,413	4.5%	265	1.4%	249,226	4.5%
Kindergarten	1,405	7.7%	383,585	7.0%	1,408	7.7%	384,114	7.0%
Grade 1	1,406	7.7%	391,175	7.1%	1,407	7.7%	391,449	7.1%
Grade 2	1,439	7.9%	388,370	7.1%	1,440	7.9%	388,675	7.1%
Grade 3	1,436	7.9%	391,565	7.1%	1,437	7.9%	391,795	7.1%
Grade 4	1,424	7.8%	399,883	7.3%	1,425	7.8%	400,111	7.3%
Grade 5	1,500	8.2%	417,272	7.6%	1,500	8.2%	417,444	7.6%
Grade 6	1,504	8.2%	422,605	7.7%	1,504	8.2%	422,740	7.7%
Grade 7	1,458	8.0%	423,421	7.7%	1,458	8.0%	423,545	7.7%
Grade 8	1,441	7.9%	411,170	7.5%	1,441	7.9%	411,272	7.5%
Grade 9	1,344	7.4%	448,929	8.2%	1,346	7.4%	449,122	8.2%
Grade 10	1,265	6.9%	406,785	7.4%	1,266	6.9%	407,044	7.4%
Grade 11	1,227	6.7%	376,894	6.9%	1,228	6.7%	377,208	6.9%
Grade 12	1,076	5.9%	352,258	6.4%	1,088	5.9%	354,312	6.4%
Ethnic Distribution:								
African American	884	4.8%	691,582	12.6%	886	4.8%	692,925	12.6%
Hispanic	5,666	31.1%	2,892,928	52.8%	5,683	31.1%	2,899,504	52.8%
White	9,502	52.1%	1,477,699	27.0%	9,539	52.1%	1,483,688	27.0%
American Indian	57	0.3%	19,999	0.4%	58	0.3%	20,062	0.4%
Asian	1,400	7.7%	250,065	4.6%	1,402	7.7%	250,463	4.6%
Pacific Islander	8	0.0%	8,466	0.2%	8	0.0%	8,481	0.2%
Two or More Races	717	3.9%	138,434	2.5%	718	3.9%	138,817	2.5%
Sex:								
Female	9,065	49.7%	2,673,270	48.8%	9,085	49.7%	2,678,619	48.8%
Male	9,169	50.3%	2,805,903	51.2%	9,209	50.3%	2,815,321	51.2%
Economically Disadvantaged	4,340	23.8%	3,303,974	60.3%	4,382	24.0%	3,309,610	60.2%
Non-Educationally Disadvantaged	13,894	76.2%	2,175,199	39.7%	13,912	76.0%	2,184,330	39.8%
Section 504 Students	1,233	6.8%	376,734	6.9%	1,233	6.7%	376,956	6.9%
English Learners (EL)	1,823	10.0%	1,112,674	20.3%	1,824	10.0%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	133	0.7%	82,551	1.5%				
Students w/ Dyslexia	576	3.2%	224,619	4.1%	576	3.1%	224,741	4.1%
Foster Care	59	0.3%	17,393	0.3%	59	0.3%	17,451	0.3%
Homeless	24	0.1%	78,178	1.4%	25	0.1%	78,296	1.4%
Immigrant	603	3.3%	126,747	2.3%	605	3.3%	126,858	2.3%
Migrant	0	0.0%	18,888	0.3%	0	0.0%	18,992	0.3%
Title I	3,729	20.5%	3,568,526	65.1%	3,730	20.4%	3,576,850	65.1%
Military Connected	152	0.8%	105,751	1.9%	152	0.8%	105,787	1.9%
At-Risk	4,944	27.1%	2,773,390	50.6%	4,953	27.1%	2,776,481	50.5%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	1,842	10.1%	1,128,904	20.6%	1,843	10.1%	1,129,558	20.6%
Career & Technical Education	5,719	31.4%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	1,541	31.4%	805,496	50.8%	1,543	31.3%	806,117	50.8%
Gifted & Talented Education	1,766	9.7%	444,125	8.1%	1,766	9.7%	444,196	8.1%
Special Education	1,546	8.5%	577,868	10.5%	1,601	8.8%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	1,546		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	480	31.0%	245,216	42.4%				
Students with Physical Disabilities	306	19.8%	123,847	21.4%				
Students with Autism	249	16.1%	79,952	13.8%				
Students with Behavioral Disabilities	468	30.3%	120,042	20.8%				
Students with Non-Categorical Early Childhood	43	2.8%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	1,357	8.4%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.4%	1.6%	3.5%	5.5%
Grade 1	1.2%	2.9%	6.1%	4.9%
Grade 2	0.2%	1.6%	0.8%	2.0%
Grade 3	0.3%	0.9%	0.0%	0.8%
Grade 4	0.1%	0.5%	0.0%	0.4%
Grade 5	0.2%	0.4%	0.0%	0.5%
Grade 6	0.2%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.5%	0.0%	0.6%
Grade 8	0.1%	0.4%	0.0%	0.6%
Grade 9	2.0%	7.8%	6.3%	13.1%

	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	7	0.1%	5,686	0.2%

District Name: TOMBALL ISD

County Name: HARRIS

District Number: 101921

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.9	19.0
Grade 1	20.3	18.9
Grade 2	19.7	18.8
Grade 3	41.2	19.0
Grade 4	39.1	19.2
Grade 5	33.3	20.9
Grade 6	24.3	20.4
Secondary:		
English/Language Arts	21.2	16.4
Foreign Languages	21.9	18.7
Mathematics	24.1	17.8
Science	24.5	18.8
Social Studies	26.0	19.3

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	2,237.6	100.0%	734,726.4	100.0%
Professional Staff:	1,348.0	60.2%	468,132.4	63.7%
Teachers	1,082.9	48.4%	363,121.3	49.4%
Professional Support	185.0	8.3%	74,698.8	10.2%
Campus Administration (School Leadership)	56.0	2.5%	21,960.1	3.0%
Central Administration	24.1	1.1%	8,352.3	1.1%
Educational Aides:	189.0	8.4%	78,096.8	10.6%
Auxiliary Staff:	700.5	31.3%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	18.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	33.0	n/a	12,901.0	n/a
Part-time	1.0	n/a	1,103.0	n/a
Total Minority Staff:	645.1	28.8%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	30.4	2.8%	39,132.5	10.8%
Hispanic	134.2	12.4%	102,099.7	28.1%
White	886.8	81.9%	209,453.0	57.7%
American Indian	6.0	0.6%	1,239.6	0.3%
Asian	15.0	1.4%	6,393.2	1.8%
Pacific Islander	1.0	0.1%	638.2	0.2%
Two or More Races	9.6	0.9%	4,165.2	1.1%
Males	185.0	17.1%	86,302.4	23.8%
Females	897.9	82.9%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	19.1	1.8%	4,859.9	1.3%
Bachelors	773.4	71.4%	266,596.3	73.4%
Masters	285.8	26.4%	89,088.4	24.5%
Doctorate	4.7	0.4%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	28.0	2.6%	26,878.7	7.4%
1-5 Years Experience	235.0	21.7%	101,305.8	27.9%
6-10 Years Experience	268.7	24.8%	70,305.4	19.4%
11-20 Years Experience	395.2	36.5%	106,767.7	29.4%
Over 20 Years Experience	156.0	14.4%	57,863.9	15.9%
Number of Students per Teacher	16.8	n/a	15.1	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.5	6.2
Average Years Experience of Principals with District	5.0	5.3
Average Years Experience of Assistant Principals	7.7	5.3
Average Years Experience of Assistant Principals with District	6.6	4.7
Average Years Experience of Teachers:	11.9	11.1
Average Years Experience of Teachers with District:	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$55,721	\$49,868
1-5 Years Experience	\$56,381	\$52,823
6-10 Years Experience	\$57,938	\$55,756
11-20 Years Experience	\$60,994	\$59,308
Over 20 Years Experience	\$67,341	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$60,012	\$57,091
Professional Support	\$70,319	\$67,352
Campus Administration (School Leadership)	\$89,176	\$82,512
Central Administration	\$127,584	\$108,367
Instructional Staff Percent:	62.3%	64.6%
Turnover Rate for Teachers:	12.5%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Staff Information

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	54.5	5.0%	23,626.0	6.5%
Career & Technical Education	50.9	4.7%	18,120.4	5.0%
Compensatory Education	9.1	0.8%	10,147.3	2.8%
Gifted & Talented Education	10.3	1.0%	7,053.3	1.9%
Regular Education	748.7	69.1%	257,548.7	70.9%
Special Education	96.6	8.9%	33,620.4	9.3%
Other	112.7	10.4%	13,005.2	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL H S**

Campus Number: **101921001**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 2,219
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	77%	91%	85%	74%	83%	88%	*	97%	-	86%	49%	86%	87%	81%	74%	80%
	2019	50%	70%	70%	48%	66%	74%	100%	73%	-	65%	21%	60%	75%	60%	52%	52%
	2018	48%	70%	68%	38%	63%	73%	*	87%	-	61%	24%	51%	72%	58%	47%	53%
At Masters Grade Level	2019	24%	41%	33%	14%	30%	36%	71%	49%	-	38%	9%	21%	36%	27%	18%	19%
	2018	22%	40%	29%	11%	24%	32%	*	54%	-	22%	5%	29%	31%	25%	16%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	79%	62%	75%	84%	*	84%	-	67%	33%	68%	83%	71%	64%	59%
	2018	74%	90%	79%	64%	74%	82%	*	94%	-	76%	29%	71%	81%	73%	60%	70%
At Meets Grade Level or Above	2019	48%	68%	66%	48%	60%	71%	*	68%	-	60%	17%	43%	70%	57%	46%	44%
	2018	46%	69%	64%	40%	58%	68%	*	83%	-	59%	15%	53%	68%	54%	37%	44%
At Masters Grade Level	2019	21%	37%	19%	6%	14%	22%	*	40%	-	20%	4%	4%	20%	15%	6%	6%
	2018	19%	36%	13%	6%	9%	15%	*	44%	-	9%	2%	6%	14%	10%	4%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	82%	73%	83%	83%	*	*	-	86%	51%	77%	86%	77%	78%	82%
	2018	81%	94%	86%	74%	86%	87%	-	*	-	100%	56%	100%	88%	81%	79%	87%
At Meets Grade Level or Above	2019	52%	73%	50%	39%	51%	52%	*	*	-	29%	14%	62%	54%	44%	42%	45%
	2018	50%	74%	56%	30%	57%	57%	-	*	-	63%	24%	43%	63%	45%	46%	56%
At Masters Grade Level	2019	26%	46%	27%	18%	28%	29%	*	*	-	14%	9%	15%	31%	22%	22%	22%
	2018	24%	45%	29%	13%	31%	30%	-	*	-	25%	6%	43%	32%	22%	15%	31%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	93%	86%	89%	95%	*	100%	-	100%	68%	100%	96%	87%	85%	85%
	2018	80%	91%	91%	88%	91%	92%	-	100%	-	94%	63%	100%	93%	89%	82%	90%
At Meets Grade Level or Above	2019	54%	74%	73%	47%	71%	77%	*	83%	-	77%	22%	79%	78%	64%	58%	58%
	2018	51%	70%	71%	28%	65%	78%	-	71%	-	63%	30%	50%	76%	63%	46%	61%
At Masters Grade Level	2019	25%	42%	33%	17%	29%	35%	*	67%	-	46%	7%	21%	35%	29%	21%	26%
	2018	23%	39%	32%	12%	25%	38%	-	43%	-	25%	5%	50%	33%	31%	10%	23%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	91%	97%	100%	97%	98%	*	89%	-	93%	73%	100%	98%	96%	97%	92%
	2018	78%	89%	96%	85%	95%	97%	*	100%	-	91%	76%	*	97%	93%	93%	90%
At Meets Grade Level or Above	2019	55%	73%	89%	67%	90%	91%	*	89%	-	80%	45%	88%	92%	82%	79%	81%
	2018	53%	69%	85%	62%	81%	89%	*	100%	-	64%	44%	*	87%	81%	76%	74%
At Masters Grade Level	2019	33%	55%	71%	29%	71%	74%	*	67%	-	80%	30%	88%	75%	63%	52%	50%
	2018	31%	50%	68%	23%	62%	72%	*	100%	-	55%	12%	*	69%	65%	57%	45%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 2,219
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	76	72	72	67	75	-	77	-	67	43	56	75	65	63	53
	2018	67	75	72	71	65	74	*	81	-	85	51	81	74	66	62	63
End of Course Algebra I	2019	75	85	64	60	70	61	*	*	-	33	35	77	66	61	63	66
	2018	72	86	72	47	71	74	-	*	-	69	40	83	76	62	62	75
All Grades Both Subjects	2019	69	76	69	66	68	70	*	77	-	53	39	68	72	63	63	60
	2018	69	77	72	59	68	74	*	88	-	79	45	82	74	64	62	69
All Grades ELA/Reading	2019	68	74	72	72	67	75	-	77	-	67	43	56	75	65	63	53
	2018	69	75	72	71	65	74	*	81	-	85	51	81	74	66	62	63
All Grades Mathematics	2019	70	78	64	60	70	61	*	*	-	33	35	77	66	61	63	66
	2018	70	78	72	47	71	74	-	*	-	69	40	83	76	62	62	75

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 2,219
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 2,219
 Grade Span: 09 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

			State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level																
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	91%	86%	-	-	-	-	-	-	49%	-	49%	33%	49%	48%
	2018	77%	91%	85%	-	-	-	-	-	-	65%	-	65%	-	65%	65%
At Meets Grade Level or Above	2019	50%	70%	70%	-	-	-	-	-	-	26%	-	26%	0%	26%	25%
	2018	48%	70%	68%	-	-	-	-	-	-	31%	-	31%	-	31%	31%
At Masters Grade Level	2019	24%	41%	33%	-	-	-	-	-	-	9%	-	9%	0%	9%	9%
	2018	22%	40%	29%	-	-	-	-	-	-	9%	-	9%	-	9%	9%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	89%	79%	-	-	-	-	-	-	31%	-	31%	*	31%	30%
	2018	74%	90%	79%	-	-	-	-	-	-	46%	-	46%	-	46%	46%
At Meets Grade Level or Above	2019	48%	68%	66%	-	-	-	-	-	-	16%	-	16%	*	16%	16%
	2018	46%	69%	64%	-	-	-	-	-	-	15%	-	15%	-	15%	15%
At Masters Grade Level	2019	21%	37%	19%	-	-	-	-	-	-	1%	-	1%	*	1%	1%
	2018	19%	36%	13%	-	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	94%	82%	-	-	-	-	-	-	65%	-	65%	*	65%	67%
	2018	81%	94%	86%	-	-	-	-	-	-	81%	-	81%	-	81%	81%
At Meets Grade Level or Above	2019	52%	73%	50%	-	-	-	-	-	-	32%	-	32%	*	32%	30%
	2018	50%	74%	56%	-	-	-	-	-	-	44%	-	44%	-	44%	44%
At Masters Grade Level	2019	26%	46%	27%	-	-	-	-	-	-	16%	-	16%	*	16%	15%
	2018	24%	45%	29%	-	-	-	-	-	-	22%	-	22%	-	22%	22%
All Grades Science																
At Approaches Grade Level or Above	2019	81%	93%	93%	-	-	-	-	-	-	67%	-	67%	*	67%	63%
	2018	80%	91%	91%	-	-	-	-	-	-	79%	-	79%	-	79%	79%
At Meets Grade Level or Above	2019	54%	74%	73%	-	-	-	-	-	-	37%	-	37%	*	37%	34%
	2018	51%	70%	71%	-	-	-	-	-	-	38%	-	38%	-	38%	38%
At Masters Grade Level	2019	25%	42%	33%	-	-	-	-	-	-	17%	-	17%	*	17%	16%
	2018	23%	39%	32%	-	-	-	-	-	-	7%	-	7%	-	7%	7%
All Grades Social Studies																
At Approaches Grade Level or Above	2019	81%	91%	97%	-	-	-	-	-	-	71%	-	71%	-	71%	71%
	2018	78%	89%	96%	-	-	-	-	-	-	82%	-	82%	-	82%	82%
At Meets Grade Level or Above	2019	55%	73%	89%	-	-	-	-	-	-	36%	-	36%	-	36%	36%
	2018	53%	69%	85%	-	-	-	-	-	-	53%	-	53%	-	53%	53%
At Masters Grade Level	2019	33%	55%	71%	-	-	-	-	-	-	21%	-	21%	-	21%	21%
	2018	31%	50%	68%	-	-	-	-	-	-	24%	-	24%	-	24%	24%
School Progress Domain - Academic Growth Score																
All Grades Both Subjects	2019	69%	76%	69%	-	-	-	-	-	-	49%	-	49%	*	49%	49%
	2018	69%	77%	72%	-	-	-	-	-	-	53%	-	53%	-	53%	53%
All Grades ELA/Reading	2019	68%	74%	72%	-	-	-	-	-	-	40%	-	40%	-	40%	40%
	2018	69%	75%	72%	-	-	-	-	-	-	33%	-	33%	-	33%	33%
All Grades Mathematics	2019	70%	78%	64%	-	-	-	-	-	-	55%	-	55%	*	55%	55%
	2018	70%	78%	72%	-	-	-	-	-	-	63%	-	63%	-	63%	63%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

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

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,219
 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													
2018-19	95.4%	96.5%	95.2%	94.6%	95.4%	95.1%	92.4%	97.7%	-	94.2%	93.4%	93.9%	95.1%
2017-18	95.4%	96.4%	94.9%	92.4%	95.3%	94.8%	*	96.5%	-	93.8%	92.4%	93.4%	96.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	0.2%	0.0%	0.1%	0.2%	0.0%	0.0%	-	1.5%	0.0%	0.3%	0.0%
2017-18	1.9%	0.6%	1.0%	3.0%	0.9%	0.8%	*	0.0%	-	4.7%	2.2%	2.1%	3.8%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	92.9%	82.4%	92.7%	94.1%	*	81.8%	-	94.1%	78.9%	92.5%	92.9%
Received TxCHSE	0.5%	0.4%	0.7%	0.0%	0.7%	0.8%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.7%	1.8%	4.1%	11.8%	5.1%	2.7%	*	18.2%	-	0.0%	13.2%	4.2%	7.1%
Dropped Out	5.9%	1.4%	2.3%	5.9%	1.5%	2.4%	*	0.0%	-	5.9%	7.9%	3.3%	0.0%
Graduates and TxCHSE	90.4%	96.8%	93.6%	82.4%	93.4%	94.9%	*	81.8%	-	94.1%	78.9%	92.5%	92.9%
Graduates, TxCHSE, and Continuers	94.1%	98.6%	97.7%	94.1%	98.5%	97.6%	*	100.0%	-	94.1%	92.1%	96.7%	100.0%
Class of 2018													
Graduated	90.0%	96.9%	94.9%	90.9%	94.4%	96.0%	*	100.0%	-	86.7%	86.2%	89.7%	70.0%
Received TxCHSE	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	1.0%	1.6%	0.0%	2.5%	1.3%	*	0.0%	-	0.0%	3.4%	2.2%	10.0%
Dropped Out	5.7%	2.0%	3.4%	9.1%	3.1%	2.6%	*	0.0%	-	13.3%	10.3%	8.1%	20.0%
Graduates and TxCHSE	90.4%	97.0%	94.9%	90.9%	94.4%	96.0%	*	100.0%	-	86.7%	86.2%	89.7%	70.0%
Graduates, TxCHSE, and Continuers	94.3%	98.0%	96.6%	90.9%	96.9%	97.4%	*	100.0%	-	86.7%	89.7%	91.9%	80.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	95.6%	90.9%	96.3%	96.1%	*	100.0%	-	86.7%	87.1%	90.4%	80.0%
Received TxCHSE	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.3%	0.2%	0.0%	0.0%	0.4%	*	0.0%	-	0.0%	3.2%	0.0%	0.0%
Dropped Out	6.1%	2.3%	4.1%	9.1%	3.8%	3.5%	*	0.0%	-	13.3%	9.7%	9.6%	20.0%
Graduates and TxCHSE	92.8%	97.4%	95.6%	90.9%	96.3%	96.1%	*	100.0%	-	86.7%	87.1%	90.4%	80.0%
Graduates, TxCHSE, and Continuers	93.9%	97.7%	95.9%	90.9%	96.3%	96.5%	*	100.0%	-	86.7%	90.3%	90.4%	80.0%
Class of 2017													
Graduated	92.0%	99.1%	98.9%	100.0%	97.6%	99.2%	*	100.0%	*	100.0%	100.0%	98.2%	100.0%
Received TxCHSE	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.7%	1.1%	0.0%	2.4%	0.8%	*	0.0%	*	0.0%	0.0%	1.8%	0.0%
Graduates and TxCHSE	92.6%	99.3%	98.9%	100.0%	97.6%	99.2%	*	100.0%	*	100.0%	100.0%	98.2%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.3%	98.9%	100.0%	97.6%	99.2%	*	100.0%	*	100.0%	100.0%	98.2%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	98.9%	100.0%	97.6%	99.2%	*	100.0%	*	100.0%	100.0%	98.2%	100.0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,219
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.7%	1.1%	0.0%	2.4%	0.8%	*	0.0%	*	0.0%	0.0%	1.8%	0.0%
Graduates and TxCHSE	93.2%	99.3%	98.9%	100.0%	97.6%	99.2%	*	100.0%	*	100.0%	100.0%	98.2%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.3%	98.9%	100.0%	97.6%	99.2%	*	100.0%	*	100.0%	100.0%	98.2%	100.0%
Class of 2016													
Graduated	92.1%	98.0%	96.5%	92.9%	94.9%	97.5%	*	100.0%	-	88.9%	100.0%	92.1%	100.0%
Received TxCHSE	0.8%	0.7%	1.3%	0.0%	2.0%	0.8%	*	0.0%	-	11.1%	0.0%	1.1%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	1.2%	2.2%	7.1%	3.0%	1.6%	*	0.0%	-	0.0%	0.0%	6.7%	0.0%
Graduates and TxCHSE	92.9%	98.8%	97.8%	92.9%	97.0%	98.4%	*	100.0%	-	100.0%	100.0%	93.3%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	98.8%	97.8%	92.9%	97.0%	98.4%	*	100.0%	-	100.0%	100.0%	93.3%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	91.5%	77.8%	92.8%	92.7%	*	75.0%	-	88.9%	68.2%	91.0%	92.9%
Class of 2018	90.0%	96.0%	94.1%	91.3%	93.8%	94.8%	*	100.0%	-	86.7%	81.3%	88.6%	70.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	*	-	*	*	-	-	-	-	-	*	*
Class of 2018	68.5%	50.0%	*	-	-	*	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	1.0%	0.0%	1.7%	0.9%	*	0.0%	-	0.0%	0.0%	1.9%	0.0%
Class of 2018	5.0%	0.5%	0.5%	0.0%	0.7%	0.5%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	85.5%	69.2%	80.2%	87.5%	*	100.0%	-	100.0%	31.6%	77.1%	70.0%
Class of 2018	82.0%	87.3%	86.0%	84.2%	83.9%	87.0%	*	80.0%	-	100.0%	26.3%	81.5%	57.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	86.1%	69.2%	81.3%	88.0%	*	100.0%	-	100.0%	31.6%	78.5%	66.7%
Class of 2018	86.8%	87.6%	86.5%	84.2%	84.6%	87.6%	*	80.0%	-	100.0%	26.3%	81.5%	57.1%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	*	-	-	*	-	-	-	-	*	-	-
2017-18	37.7%	29.4%	27.3%	-	50.0%	0.0%	-	-	-	-	*	20.0%	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	1.5%	0.0%	2.4%	1.3%	*	0.0%	-	0.0%	0.0%	1.9%	0.0%
2017-18	4.9%	0.4%	0.2%	0.0%	0.7%	0.0%	*	0.0%	-	0.0%	0.0%	0.9%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	84.0%	75.0%	76.6%	86.6%	*	100.0%	-	100.0%	28.6%	77.7%	57.1%
2017-18	81.5%	87.3%	86.2%	81.0%	84.2%	87.6%	*	80.0%	-	100.0%	22.7%	78.9%	70.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	85.3%	75.0%	79.0%	87.4%	*	100.0%	-	100.0%	27.3%	79.6%	57.1%
2017-18	85.1%	86.7%	84.9%	81.0%	83.5%	85.6%	*	80.0%	-	100.0%	20.8%	77.2%	66.7%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 2,219
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	412	100.0%	969	355,615
By Ethnicity:				
African American	13	3.2%	54	43,953
Hispanic	128	31.1%	287	180,673
White	245	59.5%	528	105,577
American Indian	1	0.2%	3	1,293
Asian	9	2.2%	58	16,564
Pacific Islander	0	0.0%	1	537
Two or More Races	16	3.9%	38	7,018
By Graduation Type:				
Minimum H.S. Program	1	0.2%	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	69	16.7%	143	51,579
Foundation H.S. Program (Endorsement)	6	1.5%	7	15,160
Foundation H.S. Program (DLA)	336	81.6%	818	285,538
Special Education Graduates	33	8.0%	60	27,598
Economically Disadvantaged Graduates	107	26.0%	222	186,364
LEP Graduates	8	1.9%	19	25,189
At-Risk Graduates	131	31.8%	227	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,219
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	73.7%	38.5%	71.1%	75.7%	*	100.0%	-	78.1%	53.0%	57.5%	31.3%
2017-18	65.5%	73.1%	65.5%	38.6%	61.6%	72.0%	*	65.0%	-	46.2%	35.0%	47.8%	33.3%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	61.4%	38.5%	57.8%	62.4%	*	100.0%	-	75.0%	3.0%	43.9%	25.0%
2017-18	50.0%	62.9%	55.7%	31.8%	50.0%	62.3%	*	60.0%	-	46.2%	3.3%	35.3%	33.3%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	67.2%	69.2%	58.6%	71.0%	*	100.0%	-	62.5%	9.1%	53.3%	25.0%
2017-18	58.2%	70.8%	62.9%	36.4%	56.3%	70.0%	*	60.0%	-	69.2%	6.7%	42.2%	25.0%
Mathematics													
2018-19	48.6%	64.9%	60.0%	38.5%	56.3%	61.2%	*	100.0%	-	68.8%	3.0%	43.9%	25.0%
2017-18	46.0%	60.3%	52.9%	27.3%	47.5%	59.6%	*	60.0%	-	38.5%	3.3%	34.5%	33.3%
Both Subjects													
2018-19	44.2%	62.5%	57.5%	38.5%	51.6%	60.0%	*	100.0%	-	62.5%	3.0%	39.3%	25.0%
2017-18	42.1%	58.9%	51.0%	27.3%	46.3%	57.0%	*	60.0%	-	38.5%	3.3%	32.8%	25.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	36.9%	7.7%	34.4%	38.4%	*	77.8%	-	37.5%	0.0%	29.0%	12.5%
2017-18	20.7%	31.5%	27.3%	0.0%	22.5%	33.6%	*	30.0%	-	15.4%	0.0%	10.3%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	33.3%	7.7%	32.8%	32.7%	*	88.9%	-	37.5%	0.0%	21.5%	0.0%
2017-18	20.4%	34.3%	27.5%	13.6%	26.3%	29.6%	*	30.0%	-	23.1%	0.0%	11.2%	8.3%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	30.5%	15.4%	32.0%	30.6%	*	38.9%	-	21.9%	53.0%	28.5%	6.3%
2017-18	28.7%	23.1%	20.9%	13.6%	20.6%	22.4%	*	30.0%	-	3.8%	35.0%	21.1%	4.2%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	1.2%	0.0%	2.3%	0.8%	*	0.0%	-	0.0%	0.0%	1.9%	0.0%
2017-18	4.8%	0.2%	0.5%	0.0%	0.6%	0.0%	*	10.0%	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,219
 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)
2018-19	2.3%	1.2%	1.2%	0.0%	1.6%	1.2%	*	0.0%	-	0.0%	15.2%	0.9%	0.0%
2017-18	1.7%	1.8%	0.2%	0.0%	0.0%	0.4%	*	0.0%	-	0.0%	3.3%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	47.8%	15.4%	53.1%	46.5%	*	77.8%	-	31.3%	54.5%	44.9%	12.5%
2017-18	38.7%	34.1%	31.7%	18.2%	32.5%	33.2%	*	50.0%	-	7.7%	23.3%	31.0%	8.3%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	5.3%	7.7%	3.1%	6.5%	*	0.0%	-	6.3%	9.1%	5.6%	0.0%
2017-18	4.3%	3.8%	4.0%	4.5%	3.1%	4.9%	*	0.0%	-	0.0%	6.7%	5.2%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	1.5%	0.0%	0.8%	2.0%	*	0.0%	-	0.0%	18.2%	0.9%	0.0%
2017-18	2.6%	1.8%	1.2%	0.0%	1.3%	1.3%	*	0.0%	-	0.0%	16.7%	0.9%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus CCMR-Related Indicators

Total Students: 2,219
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	45.1%	38.5%	39.1%	47.3%	*	77.8%	-	50.0%	9.1%	34.6%	25.0%
2017-18	32.1%	50.2%	46.4%	18.2%	43.1%	51.6%	*	50.0%	-	38.5%	6.7%	31.9%	0.0%
Mathematics													
2018-19	24.7%	35.8%	41.3%	15.4%	40.6%	40.4%	*	77.8%	-	62.5%	3.0%	34.6%	25.0%
2017-18	23.7%	40.0%	37.1%	18.2%	31.3%	43.5%	*	50.0%	-	15.4%	3.3%	24.1%	8.3%
Both Subjects													
2018-19	18.8%	29.8%	36.2%	15.4%	33.6%	36.3%	*	77.8%	-	50.0%	3.0%	28.0%	25.0%
2017-18	18.1%	37.2%	34.3%	13.6%	30.0%	39.5%	*	50.0%	-	15.4%	3.3%	20.7%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	48.5%	15.4%	53.9%	47.3%	*	77.8%	-	31.3%	54.5%	45.8%	12.5%
2017-18	58.4%	56.4%	48.0%	22.7%	49.4%	49.8%	*	60.0%	-	30.8%	33.3%	50.9%	33.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	2.0%	0.2%	0.5%	0.0%	0.6%	0.4%	*	0.0%	-	0.0%	0.0%	0.9%	0.0%
Mathematics													
2018-19	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.9%	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													
2019	25.2%	32.2%	29.3%	11.1%	28.9%	29.7%	*	57.1%	-	30.3%	n/a	13.2%	n/a
2018	25.8%	35.5%	30.3%	8.8%	31.3%	29.9%	*	57.1%	-	30.8%	n/a	15.4%	n/a
English Language Arts													
2019	14.5%	14.5%	11.3%	5.6%	10.5%	11.3%	*	28.6%	-	15.2%	n/a	5.2%	n/a
2018	15.3%	15.3%	11.8%	5.9%	11.1%	12.1%	*	19.0%	-	15.4%	n/a	6.4%	n/a
Mathematics													
2019	7.4%	12.4%	7.5%	2.8%	5.6%	8.1%	*	33.3%	-	6.1%	n/a	2.8%	n/a
2018	7.3%	10.5%	6.1%	2.9%	5.6%	6.1%	*	19.0%	-	3.8%	n/a	0.7%	n/a
Science													
2019	10.4%	10.4%	10.5%	5.6%	7.6%	11.3%	*	33.3%	-	15.2%	n/a	4.4%	n/a
2018	10.8%	15.4%	14.2%	5.9%	13.2%	14.9%	*	28.6%	-	11.5%	n/a	5.2%	n/a
Social Studies													
2019	13.9%	25.3%	24.3%	11.1%	26.6%	23.1%	*	52.4%	-	21.2%	n/a	11.2%	n/a
2018	14.5%	26.4%	25.3%	8.8%	27.1%	24.8%	*	52.4%	-	15.4%	n/a	12.4%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	82.9%	*	83.0%	83.1%	-	91.7%	-	70.0%	n/a	69.7%	n/a
2018	50.7%	77.1%	72.1%	*	67.8%	73.5%	*	83.3%	-	75.0%	n/a	68.3%	n/a
English Language Arts													
2019	41.2%	75.7%	67.6%	*	59.4%	69.8%	-	83.3%	-	60.0%	n/a	53.8%	n/a
2018	42.5%	70.2%	52.4%	*	43.8%	55.7%	-	*	-	*	n/a	47.1%	n/a
Mathematics													
2019	52.2%	70.5%	68.1%	*	58.8%	71.1%	-	85.7%	-	*	n/a	85.7%	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 2,219
 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 Science	52.8%	76.8%	75.5%	*	81.3%	74.2%	-	*	-	*	n/a	*	n/a
2019	40.6%	56.9%	58.0%	*	56.5%	55.6%	-	71.4%	-	80.0%	n/a	54.5%	n/a
2018	38.0%	33.7%	31.5%	*	18.4%	36.0%	-	50.0%	-	*	n/a	21.4%	n/a
Social Studies													
2019	46.3%	86.1%	84.5%	*	79.0%	87.6%	-	100.0%	-	85.7%	n/a	64.3%	n/a
2018	44.6%	83.7%	75.2%	*	65.4%	80.8%	*	72.7%	-	*	n/a	60.6%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	60.2%	53.8%	47.7%	65.7%	*	100.0%	-	62.5%	n/a	45.8%	n/a
2017-18	74.6%	67.5%	58.7%	50.0%	48.8%	66.4%	*	80.0%	-	46.2%	n/a	39.1%	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	71.0%	69.8%	57.1%	67.2%	70.8%	-	88.9%	-	60.0%	n/a	51.0%	n/a
2017-18	37.9%	68.5%	65.1%	18.2%	69.2%	65.5%	*	62.5%	-	83.3%	n/a	44.2%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	1151	1060	1144	1153	-	1243	-	1141	n/a	1093	n/a
2017-18	1036	1154	1130	951	1131	1138	*	1126	-	1292	n/a	1018	n/a
English Language Arts and Writing													
2018-19	517	583	575	546	572	576	-	610	-	571	n/a	554	n/a
2017-18	521	577	563	471	565	569	*	534	-	645	n/a	503	n/a
Mathematics													
2018-19	510	582	576	514	572	578	-	633	-	570	n/a	539	n/a
2017-18	515	577	566	480	567	569	*	591	-	647	n/a	515	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	23.4	-	24.6	22.9	-	26.6	-	24.6	n/a	22.8	n/a
2017-18	20.6	23.9	23.5	*	23.1	23.5	-	*	-	26.4	n/a	20.5	n/a
English Language Arts													
2018-19	20.3	24.8	23.1	-	24.7	22.4	-	27.4	-	24.5	n/a	22.9	n/a
2017-18	20.3	23.8	23.2	*	23.0	23.3	-	*	-	26.4	n/a	20.4	n/a
Mathematics													
2018-19	20.4	24.7	23.6	-	23.9	23.4	-	26.6	-	24.2	n/a	22.4	n/a
2017-18	20.6	23.8	23.5	*	23.2	23.5	-	*	-	26.2	n/a	20.1	n/a
Science													
2018-19	20.8	24.5	23.5	-	24.9	22.9	-	24.8	-	25.6	n/a	23.3	n/a
2017-18	20.9	23.7	23.4	*	22.9	23.6	-	*	-	25.4	n/a	20.8	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 2,219
 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													
2018-19	44.6%	48.9%	46.4%	24.0%	47.4%	47.1%	42.9%	65.1%	-	47.4%	7.6%	31.4%	27.2%
2017-18	43.4%	46.8%	43.3%	27.3%	46.0%	43.0%	*	63.2%	-	33.9%	6.5%	31.9%	22.7%
English Language Arts													
2018-19	17.8%	23.6%	18.4%	7.2%	17.2%	19.5%	0.0%	32.6%	-	22.6%	0.6%	10.5%	7.1%
2017-18	17.3%	22.4%	16.1%	4.9%	15.0%	16.9%	*	37.8%	-	14.3%	3.3%	8.5%	5.9%
Mathematics													
2018-19	20.4%	28.6%	26.6%	15.6%	24.1%	28.2%	33.3%	39.5%	-	33.3%	3.5%	17.4%	7.1%
2017-18	20.7%	28.0%	26.8%	25.0%	26.2%	26.5%	*	47.2%	-	26.9%	3.7%	22.0%	9.2%
Science													
2018-19	21.7%	26.8%	26.3%	9.7%	25.7%	27.4%	16.7%	41.5%	-	30.8%	1.9%	17.3%	7.2%
2017-18	21.2%	24.8%	20.1%	19.2%	17.9%	20.8%	*	45.7%	-	13.0%	2.1%	13.1%	2.9%
Social Studies													
2018-19	23.6%	27.3%	32.3%	10.8%	31.5%	34.4%	0.0%	47.6%	-	27.3%	0.7%	13.8%	3.8%
2017-18	22.8%	24.6%	28.0%	8.5%	27.0%	29.7%	*	54.1%	-	18.2%	0.7%	12.0%	3.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	52.0%	27.3%	50.6%	55.2%	*	60.0%	-	46.2%	26.7%	43.6%	16.7%
2016-17	54.6%	59.9%	58.8%	61.5%	52.1%	59.3%	*	88.9%	*	70.6%	30.8%	48.1%	22.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	62.5%	50.0%	54.4%	66.9%	*	100.0%	-	50.0%	0.0%	52.6%	*
2016-17	59.2%	78.1%	75.1%	40.0%	73.3%	76.7%	*	100.0%	*	90.9%	25.0%	60.8%	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,219
Grade Span: 09 - 12
School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	2,219	100.0%	18,234	5,479,173	2,230	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	1.5%	4.5%	0	0.0%	1.4%	4.5%
Kindergarten	0	0.0%	7.7%	7.0%	0	0.0%	7.7%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 3	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	601	27.1%	7.4%	8.2%	601	27.0%	7.4%	8.2%
Grade 10	576	26.0%	6.9%	7.4%	576	25.8%	6.9%	7.4%
Grade 11	544	24.5%	6.7%	6.9%	545	24.4%	6.7%	6.9%
Grade 12	498	22.4%	5.9%	6.4%	508	22.8%	5.9%	6.4%
Ethnic Distribution:								
African American	114	5.1%	4.8%	12.6%	115	5.2%	4.8%	12.6%
Hispanic	745	33.6%	31.1%	52.8%	747	33.5%	31.1%	52.8%
White	1,238	55.8%	52.1%	27.0%	1,244	55.8%	52.1%	27.0%
American Indian	8	0.4%	0.3%	0.4%	8	0.4%	0.3%	0.4%
Asian	47	2.1%	7.7%	4.6%	48	2.2%	7.7%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	67	3.0%	3.9%	2.5%	68	3.0%	3.9%	2.5%
Sex:								
Female	1,100	49.6%	49.7%	48.8%	1,101	49.4%	49.7%	48.8%
Male	1,119	50.4%	50.3%	51.2%	1,129	50.6%	50.3%	51.2%
Economically Disadvantaged	573	25.8%	23.8%	60.3%	578	25.9%	24.0%	60.2%
Non-Educationally Disadvantaged	1,646	74.2%	76.2%	39.7%	1,652	74.1%	76.0%	39.8%
Section 504 Students	188	8.5%	6.8%	6.9%	188	8.4%	6.7%	6.9%
English Learners (EL)	99	4.5%	10.0%	20.3%	99	4.4%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	53	2.4%	0.7%	1.5%				
Students w/ Dyslexia	41	1.8%	3.2%	4.1%	41	1.8%	3.1%	4.1%
Foster Care	8	0.4%	0.3%	0.3%	8	0.4%	0.3%	0.3%
Homeless	7	0.3%	0.1%	1.4%	8	0.4%	0.1%	1.4%
Immigrant	38	1.7%	3.3%	2.3%	38	1.7%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	10	0.5%	0.8%	1.9%	10	0.4%	0.8%	1.9%
At-Risk	623	28.1%	27.1%	50.6%	628	28.2%	27.1%	50.5%

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information**

Total Students: 2,219
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	96	4.3%	10.1%	20.6%	96	4.3%	10.1%	20.6%
Career & Technical Education	1,668	75.2%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	514	23.2%	31.4%	50.8%	516	23.1%	31.3%	50.8%
Gifted & Talented Education	190	8.6%	9.7%	8.1%	190	8.5%	9.7%	8.1%
Special Education	186	8.4%	8.5%	10.5%	196	8.8%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	186							
By Type of Primary Disability								
Students with Intellectual Disabilities	92	49.5%	31.0%	42.4%				
Students with Physical Disabilities	6	3.2%	19.8%	21.4%				
Students with Autism	30	16.1%	16.1%	13.8%				
Students with Behavioral Disabilities	58	31.2%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	227	10.5%	8.4%	15.3%				
By Ethnicity:								
African American	21	1.0%						
Hispanic	79	3.7%						
White	112	5.2%						
American Indian	1	0.0%						
Asian	1	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	13	0.6%						
Student Attrition (2018-19):								
Total Student Attrition	175	10.7%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.4%	1.6%	-	3.5%	5.5%
Grade 1	-	1.2%	2.9%	-	6.1%	4.9%
Grade 2	-	0.2%	1.6%	-	0.8%	2.0%
Grade 3	-	0.3%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	1.6%	2.0%	7.8%	4.2%	6.3%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,219
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	19.0
Grade 1	-	20.3	18.9
Grade 2	-	19.7	18.8
Grade 3	-	41.2	19.0
Grade 4	-	39.1	19.2
Grade 5	-	33.3	20.9
Grade 6	-	24.3	20.4
Secondary:			
English/Language Arts	21.5	21.2	16.4
Foreign Languages	19.6	21.9	18.7
Mathematics	23.6	24.1	17.8
Science	23.0	24.5	18.8
Social Studies	26.0	26.0	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 2,219
Grade Span: 09 - 12
School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	166.3	100.0%	100.0%	100.0%
Professional Staff:	148.7	89.4%	60.2%	63.7%
Teachers	125.8	75.7%	48.4%	49.4%
Professional Support	15.9	9.5%	8.3%	10.2%
Campus Administration (School Leadership)	7.0	4.2%	2.5%	3.0%
Educational Aides:	17.6	10.6%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	6.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	32.4	19.5%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	4.9	3.9%	2.8%	10.8%
Hispanic	11.0	8.8%	12.4%	28.1%
White	107.4	85.3%	81.9%	57.7%
American Indian	1.0	0.8%	0.6%	0.3%
Asian	1.0	0.8%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.6	0.5%	0.9%	1.1%
Males	52.1	41.4%	17.1%	23.8%
Females	73.7	58.6%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	6.0	4.8%	1.8%	1.3%
Bachelors	82.5	65.5%	71.4%	73.4%
Masters	36.4	28.9%	26.4%	24.5%
Doctorate	1.0	0.8%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	8.0	6.3%	2.6%	7.4%
1-5 Years Experience	33.9	26.9%	21.7%	27.9%
6-10 Years Experience	26.9	21.4%	24.8%	19.4%
11-20 Years Experience	42.2	33.5%	36.5%	29.4%
Over 20 Years Experience	14.9	11.8%	14.4%	15.9%
Number of Students per Teacher	17.6	n/a	16.8	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 2,219
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	7.5	6.2
Average Years Experience of Principals with District	4.0	5.0	5.3
Average Years Experience of Assistant Principals	9.2	7.7	5.3
Average Years Experience of Assistant Principals with District	6.5	6.6	4.7
Average Years Experience of Teachers:	10.9	11.9	11.1
Average Years Experience of Teachers with District:	5.2	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,265	\$55,721	\$49,868
1-5 Years Experience	\$56,531	\$56,381	\$52,823
6-10 Years Experience	\$58,705	\$57,938	\$55,756
11-20 Years Experience	\$62,172	\$60,994	\$59,308
Over 20 Years Experience	\$68,289	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,198	\$60,012	\$57,091
Professional Support	\$73,394	\$70,319	\$67,352
Campus Administration (School Leadership)	\$94,167	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 2,219
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.6	1.3%	5.0%	6.5%
Career & Technical Education	17.5	13.9%	4.7%	5.0%
Compensatory Education	0.0	0.0%	0.8%	2.8%
Gifted & Talented Education	0.5	0.4%	1.0%	1.9%
Regular Education	61.7	49.0%	69.1%	70.9%
Special Education	14.7	11.7%	8.9%	9.3%
Other	29.8	23.7%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL MEMORIAL H S**

Campus Number: **101921002**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 2,401
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 2,401
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	77%	91%	95%	88%	92%	96%	*	96%	60%	96%	67%	94%	96%	90%	89%	81%
	2019	50%	70%	83%	75%	78%	86%	60%	94%	*	85%	33%	90%	86%	74%	72%	68%
	2018	48%	70%	83%	72%	77%	86%	*	92%	40%	83%	33%	83%	86%	73%	70%	51%
At Masters Grade Level	2019	24%	41%	47%	35%	39%	50%	40%	62%	*	52%	9%	48%	51%	35%	35%	23%
	2018	22%	40%	41%	30%	34%	44%	*	57%	0%	43%	13%	37%	45%	30%	29%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	89%	80%	87%	91%	*	97%	-	92%	48%	93%	92%	81%	81%	81%
	2018	74%	90%	90%	78%	86%	93%	-	94%	*	93%	51%	85%	94%	81%	79%	66%
	2019	48%	68%	77%	65%	70%	80%	*	92%	-	79%	25%	86%	81%	67%	62%	54%
At Meets Grade Level or Above	2018	46%	69%	78%	62%	70%	82%	-	89%	*	80%	26%	62%	83%	65%	60%	39%
	2019	21%	37%	26%	20%	18%	27%	*	44%	-	31%	4%	21%	29%	16%	16%	5%
	2018	19%	36%	21%	12%	15%	23%	-	38%	*	24%	7%	8%	25%	12%	10%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	93%	93%	93%	93%	*	100%	-	92%	69%	100%	94%	91%	92%	97%
	2018	81%	94%	98%	92%	97%	99%	-	100%	-	94%	80%	100%	98%	98%	99%	97%
	2019	52%	73%	85%	79%	83%	86%	*	93%	-	85%	43%	100%	87%	79%	77%	84%
At Meets Grade Level or Above	2018	50%	74%	88%	79%	86%	89%	-	100%	-	83%	33%	83%	90%	82%	88%	82%
	2019	26%	46%	66%	43%	62%	69%	*	81%	-	69%	17%	100%	72%	49%	59%	69%
	2018	24%	45%	63%	54%	53%	66%	-	88%	-	61%	17%	67%	65%	56%	55%	44%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	96%	91%	96%	97%	*	98%	-	91%	70%	100%	97%	92%	90%	93%
	2018	80%	91%	99%	100%	97%	100%	-	100%	-	100%	84%	100%	99%	99%	99%	94%
	2019	54%	74%	85%	77%	80%	87%	*	95%	-	87%	37%	100%	89%	73%	75%	85%
At Meets Grade Level or Above	2018	51%	70%	84%	81%	76%	86%	-	98%	-	83%	34%	100%	86%	76%	70%	50%
	2019	25%	42%	45%	23%	34%	49%	*	62%	-	52%	4%	57%	49%	32%	28%	18%
	2018	23%	39%	44%	29%	31%	47%	-	65%	-	57%	13%	50%	48%	34%	27%	14%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	91%	99%	100%	98%	99%	-	100%	*	100%	90%	*	99%	98%	98%	92%
	2018	78%	89%	98%	95%	97%	99%	*	96%	*	100%	73%	100%	98%	99%	94%	87%
	2019	55%	73%	94%	94%	88%	96%	-	98%	*	96%	40%	*	95%	91%	87%	71%
At Meets Grade Level or Above	2018	53%	69%	90%	82%	87%	93%	*	88%	*	94%	46%	100%	91%	85%	76%	50%
	2019	33%	55%	82%	77%	73%	85%	-	92%	*	85%	20%	*	84%	74%	72%	42%
	2018	31%	50%	68%	54%	60%	74%	*	71%	*	69%	23%	50%	72%	55%	52%	30%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 2,401
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	76	80	88	81	77	-	89	-	85	67	*	80	79	81	80
	2018	67	75	78	65	76	79	-	83	*	78	69	*	79	75	72	75
End of Course Algebra I	2019	75	85	89	91	89	89	*	94	-	86	60	100	90	87	85	94
	2018	72	86	92	89	90	92	-	98	-	97	69	92	93	90	92	88
All Grades Both Subjects	2019	69	76	84	89	85	81	*	91	-	85	63	100	84	82	83	87
	2018	69	77	83	73	82	84	-	89	*	85	69	90	84	80	80	83
All Grades ELA/Reading	2019	68	74	80	88	81	77	-	89	-	85	67	*	80	79	81	80
	2018	69	75	78	65	76	79	-	83	*	78	69	*	79	75	72	75
All Grades Mathematics	2019	70	78	89	91	89	89	*	94	-	86	60	100	90	87	85	94
	2018	70	78	92	89	90	92	-	98	-	97	69	92	93	90	92	88

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 2,401
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 2,401
 Grade Span: 09 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	93%	-	-	-	-	-	79%	*	78%	*	79%	79%
	2018	77%	91%	95%	-	-	-	-	-	59%	-	59%	100%	59%	62%
At Meets Grade Level or Above	2019	50%	70%	83%	-	-	-	-	-	50%	*	48%	*	50%	50%
	2018	48%	70%	83%	-	-	-	-	-	25%	-	25%	40%	25%	26%
At Masters Grade Level	2019	24%	41%	47%	-	-	-	-	-	20%	*	18%	*	20%	20%
	2018	22%	40%	41%	-	-	-	-	-	10%	-	10%	0%	10%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	89%	-	-	-	-	-	65%	*	65%	*	65%	66%
	2018	74%	90%	90%	-	-	-	-	-	36%	-	36%	*	36%	41%
At Meets Grade Level or Above	2019	48%	68%	77%	-	-	-	-	-	27%	*	25%	*	27%	26%
	2018	46%	69%	78%	-	-	-	-	-	12%	-	12%	*	12%	13%
At Masters Grade Level	2019	21%	37%	26%	-	-	-	-	-	2%	*	0%	*	2%	2%
	2018	19%	36%	21%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	93%	-	-	-	-	-	100%	*	100%	-	100%	100%
	2018	81%	94%	98%	-	-	-	-	-	100%	-	100%	-	100%	100%
At Meets Grade Level or Above	2019	52%	73%	85%	-	-	-	-	-	83%	*	82%	-	83%	83%
	2018	50%	74%	88%	-	-	-	-	-	75%	-	75%	-	75%	75%
At Masters Grade Level	2019	26%	46%	66%	-	-	-	-	-	78%	*	76%	-	78%	78%
	2018	24%	45%	63%	-	-	-	-	-	63%	-	63%	-	63%	63%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	96%	-	-	-	-	-	90%	*	89%	-	90%	90%
	2018	80%	91%	99%	-	-	-	-	-	89%	-	89%	-	89%	89%
At Meets Grade Level or Above	2019	54%	74%	85%	-	-	-	-	-	80%	*	79%	-	80%	80%
	2018	51%	70%	84%	-	-	-	-	-	33%	-	33%	-	33%	33%
At Masters Grade Level	2019	25%	42%	45%	-	-	-	-	-	10%	*	5%	-	10%	10%
	2018	23%	39%	44%	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	91%	99%	-	-	-	-	-	85%	-	85%	*	85%	86%
	2018	78%	89%	98%	-	-	-	-	-	86%	-	86%	*	86%	87%
At Meets Grade Level or Above	2019	55%	73%	94%	-	-	-	-	-	46%	-	46%	*	46%	50%
	2018	53%	69%	90%	-	-	-	-	-	29%	-	29%	*	29%	33%
At Masters Grade Level	2019	33%	55%	82%	-	-	-	-	-	23%	-	23%	*	23%	21%
	2018	31%	50%	68%	-	-	-	-	-	14%	-	14%	*	14%	13%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	84%	-	-	-	-	-	82%	*	81%	*	82%	81%
	2018	69%	77%	83%	-	-	-	-	-	84%	-	84%	*	84%	85%
All Grades ELA/Reading	2019	68%	74%	80%	-	-	-	-	-	64%	-	64%	*	64%	63%
	2018	69%	75%	78%	-	-	-	-	-	78%	-	78%	*	78%	80%
All Grades Mathematics	2019	70%	78%	89%	-	-	-	-	-	89%	*	88%	-	89%	89%
	2018	70%	78%	92%	-	-	-	-	-	93%	-	93%	-	93%	93%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,401
 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													
2018-19	95.4%	96.5%	96.3%	96.4%	96.0%	96.3%	*	97.6%	*	96.4%	94.1%	95.2%	95.6%
2017-18	95.4%	96.4%	96.3%	96.4%	96.0%	96.3%	*	97.6%	*	95.9%	94.8%	95.4%	95.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	0.2%	0.0%	0.2%	0.1%	0.0%	0.5%	*	1.0%	1.1%	0.0%	0.0%
2017-18	1.9%	0.6%	0.2%	0.0%	0.3%	0.2%	*	0.0%	*	0.0%	1.4%	0.5%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	99.1%	100.0%	99.4%	98.9%	*	98.0%	*	100.0%	100.0%	100.0%	100.0%
Received TxCHSE	0.5%	0.4%	0.2%	0.0%	0.0%	0.4%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.7%	1.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	5.9%	1.4%	0.7%	0.0%	0.6%	0.7%	*	2.0%	*	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.4%	96.8%	99.3%	100.0%	99.4%	99.3%	*	98.0%	*	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	98.6%	99.3%	100.0%	99.4%	99.3%	*	98.0%	*	100.0%	100.0%	100.0%	100.0%
Class of 2018													
Graduated	90.0%	96.9%	98.5%	100.0%	97.4%	98.6%	*	100.0%	-	100.0%	96.3%	95.3%	90.0%
Received TxCHSE	0.4%	0.1%	0.2%	0.0%	0.7%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	1.0%	0.6%	0.0%	0.7%	0.7%	*	0.0%	-	0.0%	0.0%	2.4%	10.0%
Dropped Out	5.7%	2.0%	0.7%	0.0%	1.3%	0.7%	*	0.0%	-	0.0%	3.7%	2.4%	0.0%
Graduates and TxCHSE	90.4%	97.0%	98.7%	100.0%	98.0%	98.6%	*	100.0%	-	100.0%	96.3%	95.3%	90.0%
Graduates, TxCHSE, and Continuers	94.3%	98.0%	99.3%	100.0%	98.7%	99.3%	*	100.0%	-	100.0%	96.3%	97.6%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	98.7%	100.0%	96.7%	99.3%	*	100.0%	-	100.0%	89.7%	96.5%	100.0%
Received TxCHSE	0.6%	0.1%	0.2%	0.0%	0.7%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.3%	0.4%	0.0%	1.3%	0.0%	*	0.0%	-	0.0%	6.9%	1.2%	0.0%
Dropped Out	6.1%	2.3%	0.7%	0.0%	1.3%	0.7%	*	0.0%	-	0.0%	3.4%	2.3%	0.0%
Graduates and TxCHSE	92.8%	97.4%	98.9%	100.0%	97.4%	99.3%	*	100.0%	-	100.0%	89.7%	96.5%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	97.7%	99.3%	100.0%	98.7%	99.3%	*	100.0%	-	100.0%	96.6%	97.7%	100.0%
Class of 2017													
Graduated	92.0%	99.1%	99.4%	100.0%	98.3%	99.6%	*	100.0%	-	100.0%	100.0%	97.2%	100.0%
Received TxCHSE	0.6%	0.2%	0.4%	0.0%	0.8%	0.4%	*	0.0%	-	0.0%	0.0%	1.4%	0.0%
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.7%	0.2%	0.0%	0.8%	0.0%	*	0.0%	-	0.0%	0.0%	1.4%	0.0%
Graduates and TxCHSE	92.6%	99.3%	99.8%	100.0%	99.2%	100.0%	*	100.0%	-	100.0%	100.0%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.3%	99.8%	100.0%	99.2%	100.0%	*	100.0%	-	100.0%	100.0%	98.6%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	99.4%	100.0%	98.3%	99.6%	*	100.0%	-	100.0%	100.0%	97.2%	100.0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,401
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	0.4%	0.0%	0.8%	0.4%	*	0.0%	-	0.0%	0.0%	1.4%	0.0%
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.7%	0.2%	0.0%	0.8%	0.0%	*	0.0%	-	0.0%	0.0%	1.4%	0.0%
Graduates and TxCHSE	93.2%	99.3%	99.8%	100.0%	99.2%	100.0%	*	100.0%	-	100.0%	100.0%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.3%	99.8%	100.0%	99.2%	100.0%	*	100.0%	-	100.0%	100.0%	98.6%	100.0%
Class of 2016													
Graduated	92.1%	98.0%	99.3%	100.0%	99.1%	99.2%	-	100.0%	*	100.0%	100.0%	98.5%	100.0%
Received TxCHSE	0.8%	0.7%	0.2%	0.0%	0.9%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	1.2%	0.5%	0.0%	0.0%	0.8%	-	0.0%	*	0.0%	0.0%	1.5%	0.0%
Graduates and TxCHSE	92.9%	98.8%	99.5%	100.0%	100.0%	99.2%	-	100.0%	*	100.0%	100.0%	98.5%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	98.8%	99.5%	100.0%	100.0%	99.2%	-	100.0%	*	100.0%	100.0%	98.5%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	98.9%	100.0%	98.8%	98.9%	*	98.0%	*	100.0%	100.0%	100.0%	91.7%
Class of 2018	90.0%	96.0%	97.6%	100.0%	96.1%	97.5%	*	100.0%	-	100.0%	81.3%	92.0%	90.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	40.0%	-	*	*	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	0.2%	0.0%	0.0%	0.0%	*	0.0%	*	4.8%	4.3%	0.0%	0.0%
Class of 2018	5.0%	0.5%	0.6%	2.9%	0.7%	0.4%	*	0.0%	-	0.0%	7.7%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	87.5%	81.6%	84.7%	89.6%	*	95.9%	*	76.2%	17.4%	76.4%	70.0%
Class of 2018	82.0%	87.3%	88.3%	85.3%	82.9%	89.7%	*	95.7%	-	95.5%	38.5%	70.4%	66.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	87.7%	81.6%	84.7%	89.6%	*	95.9%	*	81.0%	21.7%	76.4%	70.0%
Class of 2018	86.8%	87.6%	88.4%	88.2%	83.0%	89.5%	*	95.7%	-	95.5%	46.2%	70.4%	66.7%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	33.3%	-	*	*	-	*	-	*	*	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	0.2%	0.0%	0.0%	0.0%	*	0.0%	*	4.5%	4.3%	0.0%	0.0%
2017-18	4.9%	0.4%	0.6%	2.9%	0.7%	0.4%	*	0.0%	-	0.0%	7.7%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	87.2%	79.5%	84.8%	89.4%	*	95.9%	*	72.7%	17.4%	76.3%	80.0%
2017-18	81.5%	87.3%	88.1%	85.3%	82.9%	89.1%	*	97.8%	-	95.5%	38.5%	70.4%	60.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	87.3%	79.5%	84.8%	89.4%	*	95.9%	*	77.3%	21.7%	76.3%	80.0%
2017-18	85.1%	86.7%	88.1%	88.2%	83.0%	89.2%	*	95.7%	-	91.3%	41.4%	70.4%	60.0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 2,401
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	557	100.0%	969	355,615
By Ethnicity:				
African American	41	7.4%	54	43,953
Hispanic	159	28.5%	287	180,673
White	283	50.8%	528	105,577
American Indian	2	0.4%	3	1,293
Asian	49	8.8%	58	16,564
Pacific Islander	1	0.2%	1	537
Two or More Races	22	3.9%	38	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	74	13.3%	143	51,579
Foundation H.S. Program (Endorsement)	1	0.2%	7	15,160
Foundation H.S. Program (DLA)	482	86.5%	818	285,538
Special Education Graduates	27	4.8%	60	27,598
Economically Disadvantaged Graduates	115	20.6%	222	186,364
LEP Graduates	11	2.0%	19	25,189
At-Risk Graduates	96	17.2%	227	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,401
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	80.0%	64.6%	75.8%	83.6%	*	89.8%	*	68.2%	66.7%	65.2%	45.5%
2017-18	65.5%	73.1%	79.3%	73.5%	70.1%	83.2%	*	86.2%	-	84.8%	86.2%	66.2%	45.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	70.6%	58.5%	65.4%	74.6%	*	85.7%	*	50.0%	3.7%	50.4%	27.3%
2017-18	50.0%	62.9%	68.8%	55.9%	56.5%	73.3%	*	83.0%	-	82.6%	3.4%	42.3%	20.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	75.8%	75.6%	70.4%	79.2%	*	83.7%	*	59.1%	7.4%	54.8%	18.2%
2017-18	58.2%	70.8%	77.1%	73.5%	68.0%	79.4%	*	87.2%	-	91.3%	6.9%	52.1%	30.0%
Mathematics													
2018-19	48.6%	64.9%	68.6%	58.5%	61.0%	72.1%	*	91.8%	*	50.0%	3.7%	49.6%	27.3%
2017-18	46.0%	60.3%	66.4%	50.0%	52.4%	71.1%	*	85.1%	-	82.6%	6.9%	40.8%	20.0%
Both Subjects													
2018-19	44.2%	62.5%	66.2%	53.7%	59.1%	71.0%	*	83.7%	*	45.5%	3.7%	42.6%	18.2%
2017-18	42.1%	58.9%	65.2%	50.0%	51.7%	70.0%	*	83.0%	-	78.3%	3.4%	39.4%	20.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	37.9%	29.3%	34.6%	40.6%	*	46.9%	*	27.3%	0.0%	22.6%	0.0%
2017-18	20.7%	31.5%	35.0%	38.2%	25.2%	39.0%	*	38.3%	-	34.8%	0.0%	25.4%	10.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	40.0%	19.5%	32.1%	44.2%	*	61.2%	*	40.9%	3.7%	26.1%	9.1%
2017-18	20.4%	34.3%	39.9%	14.7%	32.7%	41.9%	*	61.7%	-	52.2%	0.0%	12.7%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	30.7%	23.2%	28.3%	31.6%	*	37.8%	*	27.3%	66.7%	30.4%	18.2%
2017-18	28.7%	23.1%	24.9%	32.4%	24.1%	23.8%	*	31.9%	-	17.4%	86.2%	34.5%	25.0%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	4.8%	0.2%	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)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,401
 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)
2018-19	2.3%	1.2%	1.3%	2.4%	1.9%	0.7%	*	0.0%	*	0.0%	25.9%	3.5%	0.0%
2017-18	1.7%	1.8%	3.0%	8.8%	4.1%	2.2%	*	2.1%	-	0.0%	55.2%	9.9%	10.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	53.5%	41.5%	49.1%	55.5%	*	71.4%	*	40.9%	63.0%	47.8%	27.3%
2017-18	38.7%	34.1%	36.1%	35.3%	34.0%	34.7%	*	53.2%	-	34.8%	24.1%	35.2%	30.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	3.4%	4.9%	3.8%	2.8%	*	2.0%	*	4.5%	11.1%	6.1%	9.1%
2017-18	4.3%	3.8%	3.6%	2.9%	5.4%	2.9%	*	4.3%	-	0.0%	6.9%	9.9%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	0.9%	0.0%	0.0%	1.4%	*	0.0%	*	4.5%	18.5%	0.9%	0.0%
2017-18	2.6%	1.8%	2.3%	5.9%	0.0%	3.2%	*	2.1%	-	0.0%	41.4%	1.4%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 2,401
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	45.6%	43.9%	46.5%	46.6%	*	51.0%	*	22.7%	0.0%	29.6%	0.0%
2017-18	32.1%	50.2%	53.3%	50.0%	46.3%	56.3%	*	59.6%	-	52.2%	6.9%	42.3%	20.0%
Mathematics													
2018-19	24.7%	35.8%	31.8%	39.0%	34.6%	28.6%	*	36.7%	*	31.8%	0.0%	25.2%	18.2%
2017-18	23.7%	40.0%	42.3%	35.3%	27.9%	48.4%	*	55.3%	-	43.5%	6.9%	28.2%	20.0%
Both Subjects													
2018-19	18.8%	29.8%	25.1%	26.8%	27.7%	23.3%	*	30.6%	*	18.2%	0.0%	16.5%	0.0%
2017-18	18.1%	37.2%	39.5%	32.4%	27.2%	44.4%	*	53.2%	-	39.1%	3.4%	25.4%	10.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	54.8%	41.5%	49.7%	56.5%	*	73.5%	*	50.0%	63.0%	48.7%	27.3%
2017-18	58.4%	56.4%	63.1%	61.8%	60.5%	65.3%	*	66.0%	-	47.8%	62.1%	63.4%	60.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	2.0%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.9%	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													
2019	25.2%	32.2%	34.5%	19.7%	27.7%	34.6%	*	65.3%	*	37.5%	n/a	22.0%	n/a
2018	25.8%	35.5%	39.7%	19.2%	30.4%	42.9%	*	64.2%	*	48.7%	n/a	18.8%	n/a
English Language Arts													
2019	14.5%	14.5%	17.1%	11.8%	13.0%	16.5%	*	35.6%	*	22.9%	n/a	14.5%	n/a
2018	15.3%	15.3%	18.2%	9.6%	14.4%	18.0%	*	36.8%	*	23.1%	n/a	12.7%	n/a
Mathematics													
2019	7.4%	12.4%	16.4%	11.8%	12.4%	14.7%	*	43.6%	*	16.7%	n/a	11.0%	n/a
2018	7.3%	10.5%	14.1%	2.7%	9.6%	14.0%	*	35.8%	*	20.5%	n/a	4.6%	n/a
Science													
2019	10.4%	10.4%	10.3%	9.2%	9.8%	8.8%	*	19.8%	*	14.6%	n/a	8.4%	n/a
2018	10.8%	15.4%	16.3%	4.1%	12.1%	18.4%	*	29.5%	*	12.8%	n/a	8.1%	n/a
Social Studies													
2019	13.9%	25.3%	26.1%	11.8%	20.5%	26.0%	*	54.5%	*	29.2%	n/a	15.0%	n/a
2018	14.5%	26.4%	27.3%	12.3%	17.9%	28.7%	*	55.8%	*	41.0%	n/a	12.7%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	84.3%	73.3%	83.5%	84.9%	-	86.4%	-	83.3%	n/a	84.0%	n/a
2018	50.7%	77.1%	80.2%	85.7%	76.8%	80.0%	*	82.0%	-	89.5%	n/a	73.0%	n/a
English Language Arts													
2019	41.2%	75.7%	80.2%	55.6%	85.0%	79.2%	-	86.1%	-	72.7%	n/a	66.7%	n/a
2018	42.5%	70.2%	79.4%	57.1%	82.2%	80.6%	-	77.1%	-	77.8%	n/a	60.0%	n/a
Mathematics													
2019	52.2%	70.5%	71.4%	66.7%	68.4%	74.4%	-	70.5%	-	62.5%	n/a	56.0%	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 2,401
 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 Science	52.8%	76.8%	77.3%	*	70.0%	78.8%	-	76.5%	-	100.0%	n/a	66.7%	n/a
2019	40.6%	56.9%	55.9%	42.9%	43.3%	63.0%	-	65.0%	-	42.9%	n/a	68.4%	n/a
2018 Social Studies	38.0%	33.7%	35.2%	*	34.2%	30.5%	-	53.6%	-	60.0%	n/a	31.3%	n/a
2019	46.3%	86.1%	87.3%	77.8%	87.3%	87.4%	-	87.3%	-	92.9%	n/a	85.3%	n/a
2018	44.6%	83.7%	90.0%	88.9%	87.5%	90.9%	*	90.6%	-	87.5%	n/a	88.0%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	74.3%	73.2%	64.8%	78.4%	*	89.8%	*	63.6%	n/a	50.4%	n/a
2017-18	74.6%	67.5%	75.0%	85.3%	59.2%	76.5%	*	100.0%	-	91.3%	n/a	43.2%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	71.0%	71.5%	33.3%	68.0%	75.2%	*	86.4%	-	71.4%	n/a	56.9%	n/a
2017-18	37.9%	68.5%	70.8%	41.4%	65.5%	74.1%	*	83.0%	-	71.4%	n/a	60.0%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	1173	1050	1132	1193	*	1263	-	1147	n/a	1116	n/a
2017-18	1036	1154	1169	1050	1151	1174	*	1230	-	1213	n/a	1101	n/a
English Language Arts and Writing													
2018-19	517	583	587	530	567	600	*	618	-	579	n/a	554	n/a
2017-18	521	577	585	528	582	588	*	604	-	602	n/a	552	n/a
Mathematics													
2018-19	510	582	585	520	565	593	*	645	-	568	n/a	561	n/a
2017-18	515	577	584	522	569	586	*	626	-	611	n/a	548	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	25.5	19.6	24.3	26.2	-	29.0	-	25.3	n/a	23.7	n/a
2017-18	20.6	23.9	24.2	20.3	22.9	24.2	-	26.6	-	26.9	n/a	21.3	n/a
English Language Arts													
2018-19	20.3	24.8	25.6	19.4	24.0	26.3	-	29.5	-	26.4	n/a	23.4	n/a
2017-18	20.3	23.8	24.2	19.6	23.2	24.2	-	26.8	-	27.1	n/a	21.0	n/a
Mathematics													
2018-19	20.4	24.7	25.2	19.5	24.3	25.8	-	29.0	-	22.8	n/a	24.2	n/a
2017-18	20.6	23.8	24.0	21.2	22.2	24.1	-	26.4	-	26.4	n/a	21.6	n/a
Science													
2018-19	20.8	24.5	25.1	20.0	24.0	25.8	-	27.5	-	24.9	n/a	23.3	n/a
2017-18	20.9	23.7	23.9	20.1	22.5	24.1	-	25.8	-	26.7	n/a	21.0	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 2,401
 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													
2018-19	44.6%	48.9%	46.0%	38.7%	43.4%	46.4%	40.0%	57.3%	*	45.9%	12.9%	39.1%	17.5%
2017-18	43.4%	46.8%	47.2%	43.7%	45.9%	46.2%	*	62.6%	*	42.9%	17.3%	33.9%	20.4%
English Language Arts													
2018-19	17.8%	23.6%	23.8%	18.2%	18.4%	25.8%	0.0%	32.6%	*	25.5%	0.7%	14.5%	0.0%
2017-18	17.3%	22.4%	24.1%	17.7%	20.7%	25.1%	*	32.8%	*	24.2%	1.7%	13.7%	1.9%
Mathematics													
2018-19	20.4%	28.6%	29.6%	27.8%	28.2%	28.7%	40.0%	39.2%	*	29.8%	8.6%	23.7%	9.7%
2017-18	20.7%	28.0%	30.1%	27.9%	28.5%	29.5%	*	40.8%	*	28.6%	17.3%	22.0%	8.0%
Science													
2018-19	21.7%	26.8%	29.7%	30.1%	27.4%	29.4%	20.0%	38.7%	*	28.4%	7.7%	23.9%	6.8%
2017-18	21.2%	24.8%	30.0%	20.9%	26.8%	30.8%	*	41.7%	*	27.3%	3.7%	19.0%	6.0%
Social Studies													
2018-19	23.6%	27.3%	21.3%	12.1%	16.7%	21.1%	0.0%	40.7%	*	24.2%	0.0%	11.6%	0.0%
2017-18	22.8%	24.6%	22.8%	15.9%	18.5%	21.8%	*	45.4%	*	26.7%	0.9%	11.0%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	63.9%	67.6%	59.9%	61.7%	*	83.0%	-	69.6%	44.8%	51.9%	10.0%
2016-17	54.6%	59.9%	60.9%	56.7%	55.4%	61.9%	*	84.8%	-	50.0%	40.7%	54.9%	12.5%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	68.8%	57.9%	51.8%	76.7%	*	77.8%	-	75.0%	7.7%	39.0%	*
2016-17	59.2%	78.1%	80.8%	76.5%	76.6%	81.4%	-	83.3%	-	100.0%	18.2%	77.8%	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,401
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	2,401	100.0%	18,234	5,479,173	2,406	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	1.5%	4.5%	0	0.0%	1.4%	4.5%
Kindergarten	0	0.0%	7.7%	7.0%	0	0.0%	7.7%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 3	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	658	27.4%	7.4%	8.2%	660	27.4%	7.4%	8.2%
Grade 10	580	24.2%	6.9%	7.4%	581	24.1%	6.9%	7.4%
Grade 11	585	24.4%	6.7%	6.9%	585	24.3%	6.7%	6.9%
Grade 12	578	24.1%	5.9%	6.4%	580	24.1%	5.9%	6.4%
Ethnic Distribution:								
African American	138	5.7%	4.8%	12.6%	138	5.7%	4.8%	12.6%
Hispanic	641	26.7%	31.1%	52.8%	644	26.8%	31.1%	52.8%
White	1,273	53.0%	52.1%	27.0%	1,274	53.0%	52.1%	27.0%
American Indian	3	0.1%	0.3%	0.4%	3	0.1%	0.3%	0.4%
Asian	243	10.1%	7.7%	4.6%	244	10.1%	7.7%	4.6%
Pacific Islander	2	0.1%	0.0%	0.2%	2	0.1%	0.0%	0.2%
Two or More Races	101	4.2%	3.9%	2.5%	101	4.2%	3.9%	2.5%
Sex:								
Female	1,176	49.0%	49.7%	48.8%	1,177	48.9%	49.7%	48.8%
Male	1,225	51.0%	50.3%	51.2%	1,229	51.1%	50.3%	51.2%
Economically Disadvantaged	412	17.2%	23.8%	60.3%	412	17.1%	24.0%	60.2%
Non-Educationally Disadvantaged	1,989	82.8%	76.2%	39.7%	1,994	82.9%	76.0%	39.8%
Section 504 Students	175	7.3%	6.8%	6.9%	175	7.3%	6.7%	6.9%
English Learners (EL)	56	2.3%	10.0%	20.3%	57	2.4%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	30	1.2%	0.7%	1.5%				
Students w/ Dyslexia	50	2.1%	3.2%	4.1%	50	2.1%	3.1%	4.1%
Foster Care	4	0.2%	0.3%	0.3%	4	0.2%	0.3%	0.3%
Homeless	2	0.1%	0.1%	1.4%	2	0.1%	0.1%	1.4%
Immigrant	56	2.3%	3.3%	2.3%	56	2.3%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	12	0.5%	0.8%	1.9%	12	0.5%	0.8%	1.9%
At-Risk	412	17.2%	27.1%	50.6%	416	17.3%	27.1%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,401
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	55	2.3%	10.1%	20.6%	56	2.3%	10.1%	20.6%
Career & Technical Education	1,904	79.3%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	1,027	42.8%	31.4%	50.8%	1,027	42.7%	31.3%	50.8%
Gifted & Talented Education	236	9.8%	9.7%	8.1%	236	9.8%	9.7%	8.1%
Special Education	169	7.0%	8.5%	10.5%	173	7.2%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	169							
By Type of Primary Disability								
Students with Intellectual Disabilities	61	36.1%	31.0%	42.4%				
Students with Physical Disabilities	*	*	19.8%	21.4%				
Students with Autism	**	**	16.1%	13.8%				
Students with Behavioral Disabilities	71	42.0%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	148	6.2%	8.4%	15.3%				
By Ethnicity:								
African American	19	0.8%						
Hispanic	36	1.5%						
White	71	3.0%						
American Indian	0	0.0%						
Asian	11	0.5%						
Pacific Islander	0	0.0%						
Two or More Races	11	0.5%						
Student Attrition (2018-19):								
Total Student Attrition	120	6.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.4%	1.6%	-	3.5%	5.5%
Grade 1	-	1.2%	2.9%	-	6.1%	4.9%
Grade 2	-	0.2%	1.6%	-	0.8%	2.0%
Grade 3	-	0.3%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	2.6%	2.0%	7.8%	8.5%	6.3%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,401
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	19.0
Grade 1	-	20.3	18.9
Grade 2	-	19.7	18.8
Grade 3	-	41.2	19.0
Grade 4	-	39.1	19.2
Grade 5	-	33.3	20.9
Grade 6	-	24.3	20.4
Secondary:			
English/Language Arts	21.6	21.2	16.4
Foreign Languages	25.4	21.9	18.7
Mathematics	25.6	24.1	17.8
Science	25.1	24.5	18.8
Social Studies	27.4	26.0	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 2,401
Grade Span: 09 - 12
School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	161.7	100.0%	100.0%	100.0%
Professional Staff:	150.7	93.2%	60.2%	63.7%
Teachers	128.4	79.4%	48.4%	49.4%
Professional Support	15.4	9.5%	8.3%	10.2%
Campus Administration (School Leadership)	7.0	4.3%	2.5%	3.0%
Educational Aides:	11.0	6.8%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	6.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	32.9	20.3%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	6.0	4.7%	2.8%	10.8%
Hispanic	13.6	10.6%	12.4%	28.1%
White	100.7	78.5%	81.9%	57.7%
American Indian	1.0	0.8%	0.6%	0.3%
Asian	2.0	1.6%	1.4%	1.8%
Pacific Islander	1.0	0.8%	0.1%	0.2%
Two or More Races	4.0	3.1%	0.9%	1.1%
Males	42.1	32.8%	17.1%	23.8%
Females	86.2	67.2%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	3.0	2.3%	1.8%	1.3%
Bachelors	73.4	57.2%	71.4%	73.4%
Masters	52.0	40.5%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	3.1%	2.6%	7.4%
1-5 Years Experience	39.0	30.4%	21.7%	27.9%
6-10 Years Experience	29.4	22.9%	24.8%	19.4%
11-20 Years Experience	39.8	31.0%	36.5%	29.4%
Over 20 Years Experience	16.2	12.6%	14.4%	15.9%
Number of Students per Teacher	18.7	n/a	16.8	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 2,401
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.5	6.2
Average Years Experience of Principals with District	1.0	5.0	5.3
Average Years Experience of Assistant Principals	13.8	7.7	5.3
Average Years Experience of Assistant Principals with District	11.8	6.6	4.7
Average Years Experience of Teachers:	10.8	11.9	11.1
Average Years Experience of Teachers with District:	5.5	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,300	\$55,721	\$49,868
1-5 Years Experience	\$56,770	\$56,381	\$52,823
6-10 Years Experience	\$58,714	\$57,938	\$55,756
11-20 Years Experience	\$59,062	\$60,994	\$59,308
Over 20 Years Experience	\$67,431	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,221	\$60,012	\$57,091
Professional Support	\$73,709	\$70,319	\$67,352
Campus Administration (School Leadership)	\$98,112	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 2,401
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	0.9%	5.0%	6.5%
Career & Technical Education	19.0	14.8%	4.7%	5.0%
Compensatory Education	0.0	0.0%	0.8%	2.8%
Gifted & Talented Education	0.4	0.3%	1.0%	1.9%
Regular Education	68.9	53.7%	69.1%	70.9%
Special Education	9.7	7.6%	8.9%	9.3%
Other	29.3	22.8%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

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

Campus Number: **101921003**

2020 Accountability Rating: **Not Rated**

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2019-20 Campus STAAR Performance

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

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

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

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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
2019-20 Campus Prior Year and Student Success Initiative

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

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

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
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language
Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year’s report is not updated.

Total Students: 1
Grade Span: 11 - 11
(Current EL Students)

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.5%	*	-	*	*	-	-	-	-	-	-	-
2017-18	95.4%	96.4%	*	-	-	*	-	-	-	*	-	*	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	*	-	-	*	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	*	-	*	*	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	*	-	-	-	-	-	-	*	-	*	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	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
2019-20 Campus CCMR-Related Indicators

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	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
2019-20 Campus CCMR-Related Indicators

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	48.9%	*	-	*	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	*	-	*	-	-	-	-	*	-	*	-
English Language Arts													
2018-19	17.8%	23.6%	*	-	*	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	*	-	*	-	-	-	-	*	-	*	-
Mathematics													
2018-19	20.4%	28.6%	*	-	*	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	*	-	*	-	-	-	-	*	-	*	-
Science													
2018-19	21.7%	26.8%	*	-	*	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	*	-	*	-	-	-	-	*	-	*	-
Social Studies													
2018-19	23.6%	27.3%	*	-	*	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	*	-	*	-	-	-	-	*	-	*	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

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

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	1	100.0%	18,234	5,479,173	1	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	1.5%	4.5%	0	0.0%	1.4%	4.5%
Kindergarten	0	0.0%	7.7%	7.0%	0	0.0%	7.7%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 3	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	1	100.0%	6.7%	6.9%	1	100.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	0	0.0%	4.8%	12.6%	0	0.0%	4.8%	12.6%
Hispanic	1	100.0%	31.1%	52.8%	1	100.0%	31.1%	52.8%
White	0	0.0%	52.1%	27.0%	0	0.0%	52.1%	27.0%
American Indian	0	0.0%	0.3%	0.4%	0	0.0%	0.3%	0.4%
Asian	0	0.0%	7.7%	4.6%	0	0.0%	7.7%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	3.9%	2.5%	0	0.0%	3.9%	2.5%
Sex:								
Female	0	0.0%	49.7%	48.8%	0	0.0%	49.7%	48.8%
Male	1	100.0%	50.3%	51.2%	1	100.0%	50.3%	51.2%
Economically Disadvantaged	0	0.0%	23.8%	60.3%	0	0.0%	24.0%	60.2%
Non-Educationally Disadvantaged	1	100.0%	76.2%	39.7%	1	100.0%	76.0%	39.8%
Section 504 Students	0	0.0%	6.8%	6.9%	0	0.0%	6.7%	6.9%
English Learners (EL)	0	0.0%	10.0%	20.3%	0	0.0%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.7%	1.5%				
Students w/ Dyslexia	1	100.0%	3.2%	4.1%	1	100.0%	3.1%	4.1%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	0	0.0%	0.1%	1.4%	0	0.0%	0.1%	1.4%
Immigrant	0	0.0%	3.3%	2.3%	0	0.0%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	0	0.0%	0.8%	1.9%	0	0.0%	0.8%	1.9%
At-Risk	1	100.0%	27.1%	50.6%	1	100.0%	27.1%	50.5%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

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

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	0	0.0%	10.1%	20.6%	0	0.0%	10.1%	20.6%
Career & Technical Education	0	0.0%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	0.0%	31.3%	50.8%
Gifted & Talented Education	0	0.0%	9.7%	8.1%	0	0.0%	9.7%	8.1%
Special Education	1	100.0%	8.5%	10.5%	1	100.0%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	31.0%	42.4%				
Students with Physical Disabilities	**	**	19.8%	21.4%				
Students with Autism	**	**	16.1%	13.8%				
Students with Behavioral Disabilities	**	**	30.3%	20.8%				
Students with Non-Categorical Early Childhood	**	**	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	2	100.0%	8.4%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	1	50.0%						
White	1	50.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	-	-						

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	19.0
Grade 1	-	20.3	18.9
Grade 2	-	19.7	18.8
Grade 3	-	41.2	19.0
Grade 4	-	39.1	19.2
Grade 5	-	33.3	20.9
Grade 6	-	24.3	20.4
Secondary:			
English/Language Arts	-	21.2	16.4

District Name: TOMBALL ISD
Campus Name: TOMBALL J J A E P CAMPUS
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1
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Class Size Information	Campus	District	State
Foreign Languages	-	21.9	18.7
Mathematics	-	24.1	17.8
Science	-	24.5	18.8
Social Studies	-	26.0	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

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

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	60.2%	63.7%
Teachers	-	-	48.4%	49.4%
Professional Support	-	-	8.3%	10.2%
Campus Administration (School Leadership)	-	-	2.5%	3.0%
Educational Aides:	-	-	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	-	n/a	18.0	4,373.0
Part-time	-	n/a	0.0	595.0
Counselors				
Full-time	-	n/a	33.0	12,901.0
Part-time	-	n/a	1.0	1,103.0
Total Minority Staff:	-	-	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	-	-	2.8%	10.8%
Hispanic	-	-	12.4%	28.1%
White	-	-	81.9%	57.7%
American Indian	-	-	0.6%	0.3%
Asian	-	-	1.4%	1.8%
Pacific Islander	-	-	0.1%	0.2%
Two or More Races	-	-	0.9%	1.1%
Males	-	-	17.1%	23.8%
Females	-	-	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	-	-	1.8%	1.3%
Bachelors	-	-	71.4%	73.4%
Masters	-	-	26.4%	24.5%
Doctorate	-	-	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	-	-	2.6%	7.4%
1-5 Years Experience	-	-	21.7%	27.9%
6-10 Years Experience	-	-	24.8%	19.4%
11-20 Years Experience	-	-	36.5%	29.4%
Over 20 Years Experience	-	-	14.4%	15.9%
Number of Students per Teacher	-	n/a	16.8	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

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

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	7.5	6.2
Average Years Experience of Principals with District	-	5.0	5.3
Average Years Experience of Assistant Principals	-	7.7	5.3
Average Years Experience of Assistant Principals with District	-	6.6	4.7
Average Years Experience of Teachers:	-	11.9	11.1
Average Years Experience of Teachers with District:	-	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,721	\$49,868
1-5 Years Experience	-	\$56,381	\$52,823
6-10 Years Experience	-	\$57,938	\$55,756
11-20 Years Experience	-	\$60,994	\$59,308
Over 20 Years Experience	-	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	-	\$60,012	\$57,091
Professional Support	-	\$70,319	\$67,352
Campus Administration (School Leadership)	-	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	-	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1
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 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	5.0%	6.5%
Career & Technical Education	-	-	4.7%	5.0%
Compensatory Education	-	-	0.8%	2.8%
Gifted & Talented Education	-	-	1.0%	1.9%
Regular Education	-	-	69.1%	70.9%
Special Education	-	-	8.9%	9.3%
Other	-	-	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL STAR ACADEMY**

Campus Number: **101921005**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	21%	37%	26%	33%	20%	29%	-	33%	-	0%	17%	*	22%	37%	10%	20%
	2018	19%	36%	19%	20%	10%	29%	-	7%	-	*	*	*	16%	23%	22%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	99%	*	100%	98%	-	*	-	*	*	*	100%	95%	96%	100%
	2018	81%	94%	98%	*	95%	100%	-	100%	-	*	*	*	100%	96%	93%	86%
At Meets Grade Level or Above	2019	52%	73%	72%	*	65%	72%	-	*	-	*	*	*	70%	75%	65%	67%
	2018	50%	74%	62%	*	59%	54%	-	100%	-	*	*	*	69%	54%	50%	71%
At Masters Grade Level	2019	26%	46%	35%	*	35%	33%	-	*	-	*	*	*	30%	50%	35%	44%
	2018	24%	45%	28%	*	23%	31%	-	33%	-	*	*	*	22%	36%	21%	29%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	99%	100%	97%	100%	-	100%	-	*	*	*	99%	100%	97%	93%
	2018	80%	91%	100%	100%	100%	100%	-	100%	-	*	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	54%	74%	97%	100%	94%	97%	-	100%	-	*	*	*	97%	97%	94%	86%
	2018	51%	70%	99%	100%	97%	100%	-	100%	-	*	*	*	100%	98%	94%	89%
At Masters Grade Level	2019	25%	42%	62%	60%	49%	66%	-	82%	-	*	*	*	57%	72%	55%	50%
	2018	23%	39%	59%	40%	47%	68%	-	58%	-	*	*	*	64%	53%	39%	78%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 291
Grade Span: 09 - 11
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 291
 Grade Span: 09 - 11
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	98%	-	-	-	-	-	80%	78%	*	-	80%	80%
	2018	77%	91%	99%	-	-	-	-	-	83%	-	83%	-	83%	83%
At Meets Grade Level or Above	2019	50%	70%	90%	-	-	-	-	-	70%	67%	*	-	70%	70%
	2018	48%	70%	87%	-	-	-	-	-	50%	-	50%	-	50%	50%
At Masters Grade Level	2019	24%	41%	38%	-	-	-	-	-	30%	22%	*	-	30%	30%
	2018	22%	40%	36%	-	-	-	-	-	17%	-	17%	-	17%	17%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	97%	-	-	-	-	-	*	*	*	-	*	*
	2018	74%	90%	99%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	48%	68%	92%	-	-	-	-	-	*	*	*	-	*	*
	2018	46%	69%	91%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	21%	37%	26%	-	-	-	-	-	*	*	*	-	*	*
	2018	19%	36%	19%	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	99%	-	-	-	-	-	*	*	-	-	*	*
	2018	81%	94%	98%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	52%	73%	72%	-	-	-	-	-	*	*	-	-	*	*
	2018	50%	74%	62%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	26%	46%	35%	-	-	-	-	-	*	*	-	-	*	*
	2018	24%	45%	28%	-	-	-	-	-	*	-	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	99%	-	-	-	-	-	*	*	-	-	*	*
	2018	80%	91%	100%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	54%	74%	97%	-	-	-	-	-	*	*	-	-	*	*
	2018	51%	70%	99%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	25%	42%	62%	-	-	-	-	-	*	*	-	-	*	*
	2018	23%	39%	59%	-	-	-	-	-	*	-	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	73%	-	-	-	-	-	*	*	*	-	*	*
	2018	69%	77%	60%	-	-	-	-	-	*	-	*	-	*	*
All Grades ELA/Reading	2019	68%	74%	79%	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	75%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	78%	65%	-	-	-	-	-	*	*	-	-	*	*
	2018	70%	78%	60%	-	-	-	-	-	*	-	*	-	*	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.5%	97.6%	98.4%	98.3%	97.1%	-	98.7%	-	*	97.8%	97.0%	*
2017-18	95.4%	96.4%	96.4%	97.3%	96.2%	95.8%	-	98.4%	-	*	*	94.7%	*
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2017-18	1.9%	0.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	?	-	?	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	*	-	*	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	48.9%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	*
2017-18	43.4%	46.8%	99.1%	100.0%	100.0%	100.0%	-	93.3%	-	*	*	100.0%	*
English Language Arts													
2018-19	17.8%	23.6%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	100.0%	100.0%	*
2017-18	17.3%	22.4%	99.1%	100.0%	100.0%	100.0%	-	93.3%	-	*	*	100.0%	*
Mathematics													
2018-19	20.4%	28.6%	35.6%	38.5%	38.5%	31.3%	-	45.8%	-	40.0%	33.3%	30.4%	*
2017-18	20.7%	28.0%	4.7%	0.0%	6.1%	1.9%	-	14.3%	-	*	*	0.0%	*
Science													
2018-19	21.7%	26.8%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2017-18	21.2%	24.8%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Social Studies													
2018-19	23.6%	27.3%	44.6%	53.8%	44.6%	40.9%	-	54.2%	-	60.0%	33.3%	41.3%	*
2017-18	22.8%	24.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	291	100.0%	18,234	5,479,173	291	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	1.5%	4.5%	0	0.0%	1.4%	4.5%
Kindergarten	0	0.0%	7.7%	7.0%	0	0.0%	7.7%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 3	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	85	29.2%	7.4%	8.2%	85	29.2%	7.4%	8.2%
Grade 10	109	37.5%	6.9%	7.4%	109	37.5%	6.9%	7.4%
Grade 11	97	33.3%	6.7%	6.9%	97	33.3%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	18	6.2%	4.8%	12.6%	18	6.2%	4.8%	12.6%
Hispanic	88	30.2%	31.1%	52.8%	88	30.2%	31.1%	52.8%
White	148	50.9%	52.1%	27.0%	148	50.9%	52.1%	27.0%
American Indian	0	0.0%	0.3%	0.4%	0	0.0%	0.3%	0.4%
Asian	30	10.3%	7.7%	4.6%	30	10.3%	7.7%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	7	2.4%	3.9%	2.5%	7	2.4%	3.9%	2.5%
Sex:								
Female	160	55.0%	49.7%	48.8%	160	55.0%	49.7%	48.8%
Male	131	45.0%	50.3%	51.2%	131	45.0%	50.3%	51.2%
Economically Disadvantaged	61	21.0%	23.8%	60.3%	61	21.0%	24.0%	60.2%
Non-Educationally Disadvantaged	230	79.0%	76.2%	39.7%	230	79.0%	76.0%	39.8%
Section 504 Students	22	7.6%	6.8%	6.9%	22	7.6%	6.7%	6.9%
English Learners (EL)	3	1.0%	10.0%	20.3%	3	1.0%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	4	1.7%	0.7%	1.5%				
Students w/ Dyslexia	6	2.1%	3.2%	4.1%	6	2.1%	3.1%	4.1%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	0	0.0%	0.1%	1.4%	0	0.0%	0.1%	1.4%
Immigrant	1	0.3%	3.3%	2.3%	1	0.3%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	4	1.4%	0.8%	1.9%	4	1.4%	0.8%	1.9%
At-Risk	45	15.5%	27.1%	50.6%	45	15.5%	27.1%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 291
Grade Span: 09 - 11
School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	3	1.0%	10.1%	20.6%	3	1.0%	10.1%	20.6%
Career & Technical Education	110	37.8%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	0.0%	31.3%	50.8%
Gifted & Talented Education	34	11.7%	9.7%	8.1%	34	11.7%	9.7%	8.1%
Special Education	5	1.7%	8.5%	10.5%	5	1.7%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	31.0%	42.4%				
Students with Physical Disabilities	*	*	19.8%	21.4%				
Students with Autism	0	0.0%	16.1%	13.8%				
Students with Behavioral Disabilities	*	*	30.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	16	6.7%	8.4%	15.3%				
By Ethnicity:								
African American	3	1.3%						
Hispanic	4	1.7%						
White	6	2.5%						
American Indian	0	0.0%						
Asian	2	0.8%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	30	12.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.4%	1.6%	-	3.5%	5.5%
Grade 1	-	1.2%	2.9%	-	6.1%	4.9%
Grade 2	-	0.2%	1.6%	-	0.8%	2.0%
Grade 3	-	0.3%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	0.8%	2.0%	7.8%	0.0%	6.3%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	19.0
Grade 1	-	20.3	18.9
Grade 2	-	19.7	18.8
Grade 3	-	41.2	19.0
Grade 4	-	39.1	19.2
Grade 5	-	33.3	20.9
Grade 6	-	24.3	20.4
Secondary:			
English/Language Arts	18.6	21.2	16.4
Foreign Languages	17.6	21.9	18.7
Mathematics	17.3	24.1	17.8
Science	18.1	24.5	18.8
Social Studies	18.2	26.0	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 291
Grade Span: 09 - 11
School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	23.1	100.0%	100.0%	100.0%
Professional Staff:	21.1	91.5%	60.2%	63.7%
Teachers	17.9	77.4%	48.4%	49.4%
Professional Support	2.3	9.7%	8.3%	10.2%
Campus Administration (School Leadership)	1.0	4.3%	2.5%	3.0%
Educational Aides:	2.0	8.5%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	3.0	13.0%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	5.6%	2.8%	10.8%
Hispanic	1.0	5.6%	12.4%	28.1%
White	15.9	88.8%	81.9%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	0.0	0.0%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	6.0	33.6%	17.1%	23.8%
Females	11.9	66.4%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.8%	1.3%
Bachelors	1.9	10.5%	71.4%	73.4%
Masters	15.0	83.9%	26.4%	24.5%
Doctorate	1.0	5.6%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	5.6%	2.6%	7.4%
1-5 Years Experience	5.0	28.0%	21.7%	27.9%
6-10 Years Experience	3.0	16.8%	24.8%	19.4%
11-20 Years Experience	8.8	49.5%	36.5%	29.4%
Over 20 Years Experience	0.0	0.2%	14.4%	15.9%
Number of Students per Teacher	16.3	n/a	16.8	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.5	6.2
Average Years Experience of Principals with District	3.0	5.0	5.3
Average Years Experience of Assistant Principals	0.0	7.7	5.3
Average Years Experience of Assistant Principals with District	0.0	6.6	4.7
Average Years Experience of Teachers:	10.3	11.9	11.1
Average Years Experience of Teachers with District:	2.2	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,300	\$55,721	\$49,868
1-5 Years Experience	\$56,041	\$56,381	\$52,823
6-10 Years Experience	\$58,585	\$57,938	\$55,756
11-20 Years Experience	\$61,360	\$60,994	\$59,308
Over 20 Years Experience	\$69,635	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,082	\$60,012	\$57,091
Professional Support	\$70,421	\$70,319	\$67,352
Campus Administration (School Leadership)	\$98,392	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 291
 Grade Span: 09 - 11
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	2.8%	5.0%	6.5%
Career & Technical Education	0.8	4.7%	4.7%	5.0%
Compensatory Education	0.0	0.0%	0.8%	2.8%
Gifted & Talented Education	0.0	0.0%	1.0%	1.9%
Regular Education	4.7	26.4%	69.1%	70.9%
Special Education	0.5	3.0%	8.9%	9.3%
Other	11.3	63.2%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL J H**

Campus Number: **101921042**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 839
Grade Span: 07 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year’s report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 839
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 839
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 839
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	92%	83%	86%	95%	*	100%	-	93%	74%	100%	93%	89%	84%	82%
	2018	81%	94%	87%	70%	87%	89%	*	*	-	79%	56%	91%	88%	85%	79%	84%
At Meets Grade Level or Above	2019	52%	73%	65%	53%	56%	70%	*	83%	-	70%	35%	43%	68%	58%	47%	45%
	2018	50%	74%	61%	33%	55%	66%	*	*	-	55%	35%	45%	65%	53%	49%	49%
At Masters Grade Level	2019	26%	46%	30%	20%	23%	34%	*	50%	-	33%	15%	29%	32%	26%	19%	14%
	2018	24%	45%	33%	7%	26%	37%	*	*	-	31%	22%	27%	35%	27%	21%	24%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	80%	69%	72%	85%	*	*	-	75%	39%	89%	81%	77%	65%	64%
	2018	66%	84%	79%	67%	75%	81%	*	*	-	84%	41%	80%	79%	78%	71%	66%
At Meets Grade Level or Above	2019	38%	59%	58%	46%	46%	65%	*	*	-	63%	27%	44%	59%	56%	38%	34%
	2018	41%	62%	47%	33%	35%	53%	*	*	-	63%	24%	40%	49%	44%	34%	28%
At Masters Grade Level	2019	14%	27%	29%	23%	22%	34%	*	*	-	13%	3%	22%	32%	22%	13%	13%
	2018	13%	26%	17%	13%	11%	20%	*	*	-	16%	12%	20%	17%	17%	11%	6%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	90%	82%	86%	93%	*	*	-	89%	80%	80%	91%	89%	84%	84%
	2018	80%	91%	78%	53%	76%	81%	*	*	-	56%	40%	83%	82%	69%	64%	68%
At Meets Grade Level or Above	2019	54%	74%	56%	41%	46%	62%	*	*	-	58%	37%	40%	56%	54%	38%	23%
	2018	51%	70%	57%	33%	47%	62%	*	*	-	56%	29%	67%	60%	50%	39%	36%
At Masters Grade Level	2019	25%	42%	33%	18%	20%	40%	*	*	-	32%	22%	40%	33%	31%	19%	9%
	2018	23%	39%	29%	7%	21%	33%	*	*	-	22%	19%	17%	29%	29%	20%	16%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	91%	78%	88%	66%	83%	*	*	-	95%	68%	60%	78%	79%	72%	55%
	2018	78%	89%	75%	53%	73%	78%	*	*	-	56%	43%	67%	77%	69%	63%	71%
At Meets Grade Level or Above	2019	55%	73%	44%	41%	37%	47%	*	*	-	47%	39%	40%	41%	49%	36%	21%
	2018	53%	69%	42%	20%	38%	45%	*	*	-	33%	21%	33%	44%	39%	33%	37%
At Masters Grade Level	2019	33%	55%	25%	29%	18%	27%	*	*	-	32%	22%	40%	25%	24%	17%	9%
	2018	31%	50%	26%	13%	19%	30%	*	*	-	11%	10%	17%	27%	24%	17%	14%

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Progress**

Total Students: 839
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	83	81	71	84	80	*	*	-	75	87	83	81	81	81	88
	2018	76	81	80	79	76	81	*	*	-	85	81	80	79	81	78	73
Grade 7 Mathematics	2019	62	69	64	50	59	68	*	*	-	44	53	89	63	65	58	54
	2018	67	76	63	46	61	67	*	*	-	55	69	50	63	65	60	61
Grade 8 ELA/Reading	2019	77	79	75	85	77	73	*	*	-	71	79	70	74	76	78	78
	2018	79	80	74	88	76	72	*	*	-	61	83	58	72	78	75	71
Grade 8 Mathematics	2019	82	83	88	100	90	86	*	*	-	88	88	*	85	95	89	86
	2018	81	78	76	88	79	73	*	-	-	79	70	60	75	79	82	79
End of Course Algebra I	2019	75	85	93	-	92	93	-	*	-	100	*	*	93	95	90	100
	2018	72	86	94	*	86	96	*	*	-	*	*	*	94	95	95	100
All Grades Both Subjects	2019	69	76	77	79	78	77	50	85	-	75	78	86	76	79	77	77
	2018	69	77	75	75	73	75	81	88	-	72	75	64	74	76	74	72
All Grades ELA/Reading	2019	68	74	78	79	80	77	*	70	-	72	82	79	77	79	79	83
	2018	69	75	77	83	76	76	*	*	-	78	82	68	75	80	76	72
All Grades Mathematics	2019	70	78	77	79	75	78	*	100	-	77	73	93	76	79	74	70
	2018	70	78	73	67	71	75	*	*	-	66	69	59	73	73	72	72

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 839
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	53%	50%	56%	52%	*	-	-	*	40%	55%	48%
	2018	38%	54%	47%	45%	48%	46%	*	*	-	*	34%	42%	38%
Mathematics	2019	45%	58%	62%	50%	46%	79%	-	-	-	*	62%	54%	38%
	2018	47%	61%	45%	*	46%	46%	*	-	-	*	25%	41%	37%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	86%	86%	78%	89%	*	*	-	95%	61%	78%	47%
Students Requiring Accelerated Instruction														
	2019	22%	9%	14%	14%	22%	11%	*	*	-	5%	39%	22%	53%
STAAR Cumulative Met Standard														
	2019	85%	96%	94%	93%	91%	96%	*	*	-	100%	85%	90%	72%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	97%	100%	-	*	100%	-	-	-	*	100%	100%	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	94%	91%	86%	88%	93%	*	*	-	100%	67%	88%	80%
Students Requiring Accelerated Instruction														
	2019	18%	6%	9%	14%	12%	7%	*	*	-	0%	33%	12%	20%
STAAR Cumulative Met Standard														
	2019	88%	96%	93%	86%	90%	95%	*	*	-	100%	77%	90%	80%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	86%	91%	-	*	83%	-	-	-	*	100%	86%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 8	2019	56%	*	*	-	-	*	-	-	-	-	-	*	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 839
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	87%	-	-	-	-	-	60%	60%	-	-	60%	60%
	2018	77%	91%	83%	-	-	-	-	-	55%	-	55%	*	55%	56%
At Meets Grade Level or Above	2019	50%	70%	58%	-	-	-	-	-	16%	16%	-	-	16%	16%
	2018	48%	70%	54%	-	-	-	-	-	25%	-	25%	*	25%	26%
At Masters Grade Level	2019	24%	41%	30%	-	-	-	-	-	5%	5%	-	-	5%	5%
	2018	22%	40%	29%	-	-	-	-	-	7%	-	7%	*	7%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	89%	-	-	-	-	-	64%	64%	-	-	64%	64%
	2018	74%	90%	87%	-	-	-	-	-	55%	-	55%	*	55%	56%
At Meets Grade Level or Above	2019	48%	68%	60%	-	-	-	-	-	15%	15%	-	-	15%	15%
	2018	46%	69%	56%	-	-	-	-	-	21%	-	21%	*	21%	23%
At Masters Grade Level	2019	21%	37%	34%	-	-	-	-	-	6%	6%	-	-	6%	6%
	2018	19%	36%	33%	-	-	-	-	-	6%	-	6%	*	6%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	92%	-	-	-	-	-	70%	70%	-	-	70%	70%
	2018	81%	94%	87%	-	-	-	-	-	70%	-	70%	*	70%	71%
At Meets Grade Level or Above	2019	52%	73%	65%	-	-	-	-	-	28%	28%	-	-	28%	28%
	2018	50%	74%	61%	-	-	-	-	-	38%	-	38%	*	38%	38%
At Masters Grade Level	2019	26%	46%	30%	-	-	-	-	-	7%	7%	-	-	7%	7%
	2018	24%	45%	33%	-	-	-	-	-	13%	-	13%	*	13%	13%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	80%	-	-	-	-	-	43%	43%	-	-	43%	43%
	2018	66%	84%	79%	-	-	-	-	-	44%	-	44%	*	44%	46%
At Meets Grade Level or Above	2019	38%	59%	58%	-	-	-	-	-	14%	14%	-	-	14%	14%
	2018	41%	62%	47%	-	-	-	-	-	15%	-	15%	*	15%	18%
At Masters Grade Level	2019	14%	27%	29%	-	-	-	-	-	3%	3%	-	-	3%	3%
	2018	13%	26%	17%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	90%	-	-	-	-	-	74%	74%	-	-	74%	74%
	2018	80%	91%	78%	-	-	-	-	-	45%	-	45%	-	45%	45%
At Meets Grade Level or Above	2019	54%	74%	56%	-	-	-	-	-	6%	6%	-	-	6%	6%
	2018	51%	70%	57%	-	-	-	-	-	20%	-	20%	-	20%	20%
At Masters Grade Level	2019	25%	42%	33%	-	-	-	-	-	3%	3%	-	-	3%	3%
	2018	23%	39%	29%	-	-	-	-	-	10%	-	10%	-	10%	10%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	91%	78%	-	-	-	-	-	35%	35%	-	-	35%	35%
	2018	78%	89%	75%	-	-	-	-	-	45%	-	45%	-	45%	45%
At Meets Grade Level or Above	2019	55%	73%	44%	-	-	-	-	-	3%	3%	-	-	3%	3%
	2018	53%	69%	42%	-	-	-	-	-	20%	-	20%	-	20%	20%
At Masters Grade Level	2019	33%	55%	25%	-	-	-	-	-	3%	3%	-	-	3%	3%
	2018	31%	50%	26%	-	-	-	-	-	5%	-	5%	-	5%	5%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	77%	-	-	-	-	-	73%	73%	-	-	73%	73%
	2018	69%	77%	75%	-	-	-	-	-	77%	-	77%	*	77%	77%
All Grades ELA/Reading	2019	68%	74%	78%	-	-	-	-	-	84%	84%	-	-	84%	84%
	2018	69%	75%	77%	-	-	-	-	-	82%	-	82%	*	82%	83%
All Grades Mathematics	2019	70%	78%	77%	-	-	-	-	-	62%	62%	-	-	62%	62%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 839
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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
	2018	70%	78%	73%	-	-	-	-	-	72%	-	72%	*	72%	72%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	53%	-	-	-	-	-	48%	48%	-	-	48%	48%
	2018	38%	54%	47%	-	-	-	-	-	36%	-	36%	*	36%	38%
Mathematics	2019	45%	58%	62%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	47%	61%	45%	-	-	-	-	-	37%	-	37%	-	37%	37%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	99%
Included in Accountability	94%	96%	94%	97%	89%	97%	100%	100%	-	97%	93%	91%	90%
Not Included in Accountability													
Mobile	4%	4%	5%	3%	9%	3%	0%	0%	-	3%	4%	8%	7%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	-	0%	2%	1%	2%
Not Tested	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	1%
Absent	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	100%	99%	99%	100%	100%	-	99%	98%	99%	99%
Included in Accountability	94%	95%	92%	84%	89%	95%	100%	81%	-	92%	93%	89%	80%
Not Included in Accountability													
Mobile	4%	4%	6%	16%	6%	4%	0%	19%	-	7%	4%	7%	4%
Other Exclusions	1%	1%	1%	0%	4%	0%	0%	0%	-	0%	1%	3%	15%
Not Tested	1%	0%	1%	0%	1%	1%	0%	0%	-	1%	2%	1%	1%
Absent	1%	0%	0%	0%	1%	1%	0%	0%	-	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	1%	0%	0%	0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 839
 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													
2018-19	95.4%	96.5%	95.5%	95.6%	95.5%	95.5%	*	97.7%	*	95.5%	94.4%	94.8%	95.4%
2017-18	95.4%	96.4%	95.4%	95.7%	95.6%	95.3%	*	*	-	95.8%	93.6%	94.4%	95.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.3%	0.4%	0.0%	0.8%	0.2%	0.0%	0.0%	-	0.0%	2.0%	0.9%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 839
Grade Span: 07 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 839
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 839
 Grade Span: 07 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 839
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 839
 Grade Span: 07 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 839
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 839
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 839
Grade Span: 07 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	839	100.0%	18,234	5,479,173	839	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	1.5%	4.5%	0	0.0%	1.4%	4.5%
Kindergarten	0	0.0%	7.7%	7.0%	0	0.0%	7.7%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 3	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	421	50.2%	8.0%	7.7%	421	50.2%	8.0%	7.7%
Grade 8	418	49.8%	7.9%	7.5%	418	49.8%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	43	5.1%	4.8%	12.6%	43	5.1%	4.8%	12.6%
Hispanic	303	36.1%	31.1%	52.8%	303	36.1%	31.1%	52.8%
White	452	53.9%	52.1%	27.0%	452	53.9%	52.1%	27.0%
American Indian	3	0.4%	0.3%	0.4%	3	0.4%	0.3%	0.4%
Asian	7	0.8%	7.7%	4.6%	7	0.8%	7.7%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	31	3.7%	3.9%	2.5%	31	3.7%	3.9%	2.5%
Sex:								
Female	429	51.1%	49.7%	48.8%	429	51.1%	49.7%	48.8%
Male	410	48.9%	50.3%	51.2%	410	48.9%	50.3%	51.2%
Economically Disadvantaged	317	37.8%	23.8%	60.3%	317	37.8%	24.0%	60.2%
Non-Educationally Disadvantaged	522	62.2%	76.2%	39.7%	522	62.2%	76.0%	39.8%
Section 504 Students	68	8.1%	6.8%	6.9%	68	8.1%	6.7%	6.9%
English Learners (EL)	72	8.6%	10.0%	20.3%	72	8.6%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	13	1.6%	0.7%	1.5%				
Students w/ Dyslexia	28	3.3%	3.2%	4.1%	28	3.3%	3.1%	4.1%
Foster Care	5	0.6%	0.3%	0.3%	5	0.6%	0.3%	0.3%
Homeless	2	0.2%	0.1%	1.4%	2	0.2%	0.1%	1.4%
Immigrant	17	2.0%	3.3%	2.3%	17	2.0%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	839	100.0%	20.5%	65.1%	839	100.0%	20.4%	65.1%
Military Connected	5	0.6%	0.8%	1.9%	5	0.6%	0.8%	1.9%
At-Risk	236	28.1%	27.1%	50.6%	236	28.1%	27.1%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 839
Grade Span: 07 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	72	8.6%	10.1%	20.6%	72	8.6%	10.1%	20.6%
Career & Technical Education	567	67.6%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	70	8.3%	9.7%	8.1%	70	8.3%	9.7%	8.1%
Special Education	85	10.1%	8.5%	10.5%	85	10.1%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	85							
By Type of Primary Disability								
Students with Intellectual Disabilities	32	37.6%	31.0%	42.4%				
Students with Physical Disabilities	6	7.1%	19.8%	21.4%				
Students with Autism	8	9.4%	16.1%	13.8%				
Students with Behavioral Disabilities	39	45.9%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	87	10.7%	8.4%	15.3%				
By Ethnicity:								
African American	7	0.9%						
Hispanic	33	4.0%						
White	43	5.3%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	1	0.1%						
Two or More Races	3	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	30	7.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.4%	1.6%	-	3.5%	5.5%
Grade 1	-	1.2%	2.9%	-	6.1%	4.9%
Grade 2	-	0.2%	1.6%	-	0.8%	2.0%
Grade 3	-	0.3%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.3%	0.1%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 839
 Grade Span: 07 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	19.0
Grade 1	-	20.3	18.9
Grade 2	-	19.7	18.8
Grade 3	-	41.2	19.0
Grade 4	-	39.1	19.2
Grade 5	-	33.3	20.9
Grade 6	-	24.3	20.4
Secondary:			
English/Language Arts	17.9	21.2	16.4
Foreign Languages	24.3	21.9	18.7
Mathematics	22.5	24.1	17.8
Science	28.0	24.5	18.8
Social Studies	27.1	26.0	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 839
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	69.6	100.0%	100.0%	100.0%
Professional Staff:	59.9	86.1%	60.2%	63.7%
Teachers	49.2	70.7%	48.4%	49.4%
Professional Support	6.7	9.6%	8.3%	10.2%
Campus Administration (School Leadership)	4.0	5.7%	2.5%	3.0%
Educational Aides:	9.7	13.9%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	2.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	19.3	27.8%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.8	7.6%	2.8%	10.8%
Hispanic	6.8	13.7%	12.4%	28.1%
White	36.1	73.3%	81.9%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	1.7	3.5%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.9	1.8%	0.9%	1.1%
Males	12.9	26.1%	17.1%	23.8%
Females	36.3	73.9%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.8%	1.3%
Bachelors	39.5	80.2%	71.4%	73.4%
Masters	9.1	18.4%	26.4%	24.5%
Doctorate	0.7	1.4%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.6	3.3%	2.6%	7.4%
1-5 Years Experience	16.5	33.5%	21.7%	27.9%
6-10 Years Experience	10.4	21.1%	24.8%	19.4%
11-20 Years Experience	11.7	23.8%	36.5%	29.4%
Over 20 Years Experience	9.0	18.2%	14.4%	15.9%
Number of Students per Teacher	17.0	n/a	16.8	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 839
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.5	6.2
Average Years Experience of Principals with District	6.0	5.0	5.3
Average Years Experience of Assistant Principals	2.0	7.7	5.3
Average Years Experience of Assistant Principals with District	2.0	6.6	4.7
Average Years Experience of Teachers:	11.0	11.9	11.1
Average Years Experience of Teachers with District:	6.3	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$59,500	\$55,721	\$49,868
1-5 Years Experience	\$56,328	\$56,381	\$52,823
6-10 Years Experience	\$58,692	\$57,938	\$55,756
11-20 Years Experience	\$61,355	\$60,994	\$59,308
Over 20 Years Experience	\$66,703	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,024	\$60,012	\$57,091
Professional Support	\$68,297	\$70,319	\$67,352
Campus Administration (School Leadership)	\$77,730	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 839
 Grade Span: 07 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.9	5.9%	5.0%	6.5%
Career & Technical Education	3.3	6.6%	4.7%	5.0%
Compensatory Education	0.2	0.3%	0.8%	2.8%
Gifted & Talented Education	0.0	0.0%	1.0%	1.9%
Regular Education	29.6	60.2%	69.1%	70.9%
Special Education	8.3	16.8%	8.9%	9.3%
Other	5.0	10.2%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **WILLOW WOOD J H**

Campus Number: **101921043**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,499
Grade Span: 07 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year’s report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,499
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,499
Grade Span: 07 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	76%	90%	94%	89%	93%	95%	*	95%	-	94%	63%	100%	95%	92%	89%	89%
	2019	51%	71%	75%	39%	63%	80%	-	94%	*	76%	34%	55%	80%	63%	61%	60%
	2018	52%	75%	81%	63%	70%	86%	*	90%	-	76%	40%	90%	83%	74%	65%	73%
	2019	25%	43%	46%	13%	31%	53%	-	69%	*	34%	13%	27%	52%	31%	34%	29%
At Masters Grade Level	2018	28%	47%	51%	37%	40%	55%	*	66%	-	47%	13%	60%	52%	48%	37%	36%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	85%	86%	77%	75%	89%	-	97%	*	97%	53%	64%	88%	82%	79%	74%
	2018	65%	82%	83%	74%	77%	86%	*	92%	-	76%	52%	100%	85%	78%	72%	80%
At Meets Grade Level or Above	2019	37%	56%	57%	48%	36%	62%	-	83%	*	69%	23%	36%	63%	43%	41%	38%
	2018	36%	53%	53%	53%	42%	55%	*	66%	-	71%	33%	60%	55%	48%	38%	37%
At Masters Grade Level	2019	21%	35%	37%	19%	22%	41%	-	60%	*	38%	9%	9%	41%	27%	27%	22%
	2018	21%	35%	32%	29%	23%	32%	*	53%	-	41%	15%	60%	33%	28%	20%	24%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	93%	100%	100%	100%	100%	-	100%	*	100%	*	*	100%	100%	100%	100%
	2018	83%	95%	100%	100%	100%	100%	-	100%	-	100%	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	80%	100%	100%	100%	99%	-	100%	*	100%	*	*	100%	100%	100%	100%
	2018	55%	81%	100%	100%	100%	100%	-	98%	-	100%	*	*	100%	98%	100%	100%
At Masters Grade Level	2019	37%	64%	97%	100%	96%	97%	-	98%	*	100%	*	*	97%	98%	100%	100%
	2018	32%	62%	94%	91%	93%	94%	-	95%	-	88%	*	*	95%	90%	95%	100%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	93%	85%	90%	94%	-	98%	*	99%	60%	91%	94%	90%	88%	90%
	2018	77%	91%	92%	87%	89%	93%	100%	98%	-	94%	60%	95%	93%	90%	87%	89%
At Meets Grade Level or Above	2019	50%	70%	73%	55%	63%	76%	-	90%	*	79%	26%	68%	77%	65%	61%	65%
	2018	48%	70%	73%	64%	60%	77%	100%	87%	-	77%	33%	71%	75%	67%	60%	62%
At Masters Grade Level	2019	24%	41%	46%	27%	32%	49%	-	71%	*	49%	7%	29%	49%	37%	33%	35%
	2018	22%	40%	44%	32%	32%	47%	75%	65%	-	44%	9%	42%	47%	38%	28%	33%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	95%	88%	92%	95%	-	98%	*	100%	60%	100%	95%	92%	89%	91%
	2018	74%	90%	93%	85%	89%	94%	*	98%	-	95%	61%	90%	94%	90%	89%	89%
At Meets Grade Level or Above	2019	48%	68%	74%	59%	62%	77%	-	89%	*	80%	20%	70%	77%	66%	57%	62%
	2018	46%	69%	71%	60%	56%	75%	*	87%	-	77%	27%	71%	72%	67%	59%	57%
At Masters Grade Level	2019	21%	37%	50%	35%	34%	53%	-	74%	*	55%	6%	33%	53%	42%	32%	39%
	2018	19%	36%	46%	34%	36%	50%	*	59%	-	43%	7%	38%	48%	42%	31%	30%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	96%	90%	95%	96%	-	99%	*	100%	69%	96%	97%	94%	93%	97%
	2018	81%	94%	97%	95%	97%	97%	*	100%	-	98%	72%	95%	97%	97%	97%	98%
At Meets Grade Level or Above	2019	52%	73%	82%	62%	78%	84%	-	94%	*	86%	33%	81%	85%	75%	76%	81%
	2018	50%	74%	82%	77%	71%	85%	*	93%	-	82%	40%	76%	85%	74%	75%	75%
At Masters Grade Level	2019	26%	46%	49%	30%	36%	51%	-	77%	*	57%	6%	41%	53%	38%	36%	39%
	2018	24%	45%	49%	32%	35%	52%	*	77%	-	51%	11%	48%	53%	40%	32%	45%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,499
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	91%	76%	90%	91%	-	96%	-	100%	45%	88%	92%	88%	82%	92%
	2018	66%	84%	90%	85%	84%	90%	-	100%	-	96%	40%	91%	91%	87%	78%	83%
At Meets Grade Level or Above	2019	38%	59%	68%	50%	60%	69%	-	89%	-	73%	18%	75%	69%	64%	56%	64%
	2018	41%	62%	71%	62%	55%	74%	-	91%	-	75%	20%	55%	73%	66%	52%	58%
At Masters Grade Level	2019	14%	27%	40%	24%	31%	40%	-	66%	-	50%	3%	19%	42%	35%	29%	36%
	2018	13%	26%	37%	26%	21%	40%	-	65%	-	36%	2%	9%	41%	30%	16%	20%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	94%	87%	91%	96%	-	98%	*	100%	57%	91%	96%	89%	90%	84%
	2018	80%	91%	94%	89%	93%	95%	*	95%	-	94%	63%	100%	95%	92%	89%	89%
At Meets Grade Level or Above	2019	54%	74%	75%	39%	63%	80%	-	94%	*	76%	34%	55%	80%	63%	61%	60%
	2018	51%	70%	81%	63%	70%	86%	*	90%	-	76%	40%	90%	83%	74%	65%	73%
At Masters Grade Level	2019	25%	42%	46%	13%	31%	53%	-	69%	*	34%	13%	27%	52%	31%	34%	29%
	2018	23%	39%	51%	37%	40%	55%	*	66%	-	47%	13%	60%	52%	48%	37%	36%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	91%	86%	77%	75%	89%	-	97%	*	97%	53%	64%	88%	82%	79%	74%
	2018	78%	89%	83%	74%	77%	86%	*	92%	-	76%	52%	100%	85%	78%	72%	80%
At Meets Grade Level or Above	2019	55%	73%	57%	48%	36%	62%	-	83%	*	69%	23%	36%	63%	43%	41%	38%
	2018	53%	69%	53%	53%	42%	55%	*	66%	-	71%	33%	60%	55%	48%	38%	37%
At Masters Grade Level	2019	33%	55%	37%	19%	22%	41%	-	60%	*	38%	9%	9%	41%	27%	27%	22%
	2018	31%	50%	32%	29%	23%	32%	*	53%	-	41%	15%	60%	33%	28%	20%	24%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 1,499
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	83	84	80	81	83	-	95	-	84	81	90	84	82	77	84
	2018	76	81	80	69	76	82	-	91	-	65	66	64	79	82	79	76
Grade 7 Mathematics	2019	62	69	72	51	68	72	-	84	-	84	48	67	72	71	70	71
	2018	67	76	80	69	74	82	-	92	-	78	42	82	80	80	78	77
Grade 8 ELA/Reading	2019	77	79	79	87	76	78	-	89	*	76	69	64	78	82	78	77
	2018	79	80	80	79	80	80	*	83	-	88	73	83	81	80	81	80
Grade 8 Mathematics	2019	82	83	81	83	83	81	-	68	-	72	79	94	82	78	87	81
	2018	81	78	79	96	81	75	*	90	-	70	88	70	79	80	86	89
End of Course Algebra I	2019	75	85	98	100	98	98	-	98	*	100	*	*	98	98	100	100
	2018	72	86	95	90	93	97	-	98	-	88	*	*	97	91	95	100
All Grades Both Subjects	2019	69	76	81	75	78	81	-	90	*	81	71	79	81	79	78	79
	2018	69	77	81	78	78	82	*	90	-	76	68	74	81	82	82	81
All Grades ELA/Reading	2019	68	74	81	83	78	81	-	92	*	79	74	79	81	82	77	81
	2018	69	75	80	74	78	81	*	87	-	74	70	73	80	81	80	78
All Grades Mathematics	2019	70	78	80	68	77	80	-	87	*	83	68	79	81	77	79	77
	2018	70	78	83	83	79	83	*	93	-	78	66	76	83	82	83	84

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 1,499
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,499
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	93%	-	-	-	-	-	72%	72%	-	*	72%	70%
	2018	77%	91%	92%	-	-	-	-	-	74%	74%	-	-	74%	74%
At Meets Grade Level or Above	2019	50%	70%	73%	-	-	-	-	-	33%	33%	-	*	33%	32%
	2018	48%	70%	73%	-	-	-	-	-	34%	34%	-	-	34%	34%
At Masters Grade Level	2019	24%	41%	46%	-	-	-	-	-	8%	8%	-	*	8%	8%
	2018	22%	40%	44%	-	-	-	-	-	8%	8%	-	-	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	95%	-	-	-	-	-	71%	71%	-	*	71%	69%
	2018	74%	90%	93%	-	-	-	-	-	69%	69%	-	-	69%	69%
At Meets Grade Level or Above	2019	48%	68%	74%	-	-	-	-	-	24%	24%	-	*	24%	23%
	2018	46%	69%	71%	-	-	-	-	-	22%	22%	-	-	22%	22%
At Masters Grade Level	2019	21%	37%	50%	-	-	-	-	-	8%	8%	-	*	8%	8%
	2018	19%	36%	46%	-	-	-	-	-	6%	6%	-	-	6%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	96%	-	-	-	-	-	95%	95%	-	*	95%	92%
	2018	81%	94%	97%	-	-	-	-	-	95%	95%	-	-	95%	95%
At Meets Grade Level or Above	2019	52%	73%	82%	-	-	-	-	-	61%	61%	-	*	61%	59%
	2018	50%	74%	82%	-	-	-	-	-	57%	57%	-	-	57%	57%
At Masters Grade Level	2019	26%	46%	49%	-	-	-	-	-	13%	13%	-	*	13%	13%
	2018	24%	45%	49%	-	-	-	-	-	14%	14%	-	-	14%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	91%	-	-	-	-	-	70%	70%	-	-	70%	70%
	2018	66%	84%	90%	-	-	-	-	-	64%	64%	-	-	64%	64%
At Meets Grade Level or Above	2019	38%	59%	68%	-	-	-	-	-	25%	25%	-	-	25%	25%
	2018	41%	62%	71%	-	-	-	-	-	24%	24%	-	-	24%	24%
At Masters Grade Level	2019	14%	27%	40%	-	-	-	-	-	5%	5%	-	-	5%	5%
	2018	13%	26%	37%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	94%	-	-	-	-	-	56%	56%	-	*	56%	53%
	2018	80%	91%	94%	-	-	-	-	-	65%	65%	-	-	65%	65%
At Meets Grade Level or Above	2019	54%	74%	75%	-	-	-	-	-	28%	28%	-	*	28%	26%
	2018	51%	70%	81%	-	-	-	-	-	41%	41%	-	-	41%	41%
At Masters Grade Level	2019	25%	42%	46%	-	-	-	-	-	6%	6%	-	*	6%	5%
	2018	23%	39%	51%	-	-	-	-	-	6%	6%	-	-	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	91%	86%	-	-	-	-	-	44%	44%	-	*	44%	42%
	2018	78%	89%	83%	-	-	-	-	-	59%	59%	-	-	59%	59%
At Meets Grade Level or Above	2019	55%	73%	57%	-	-	-	-	-	6%	6%	-	*	6%	5%
	2018	53%	69%	53%	-	-	-	-	-	12%	12%	-	-	12%	12%
At Masters Grade Level	2019	33%	55%	37%	-	-	-	-	-	6%	6%	-	*	6%	5%
	2018	31%	50%	32%	-	-	-	-	-	12%	12%	-	-	12%	12%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	81%	-	-	-	-	-	78%	78%	-	*	78%	78%
	2018	69%	77%	81%	-	-	-	-	-	81%	81%	-	-	81%	81%
All Grades ELA/Reading	2019	68%	74%	81%	-	-	-	-	-	72%	72%	-	*	72%	70%
	2018	69%	75%	80%	-	-	-	-	-	81%	81%	-	-	81%	81%
All Grades Mathematics	2019	70%	78%	80%	-	-	-	-	-	85%	85%	-	*	85%	85%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,499
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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
	2018	70%	78%	83%	-	-	-	-	-	81%	81%	-	-	81%	81%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	61%	-	-	-	-	-	42%	42%	-	*	42%	40%
	2018	38%	54%	56%	-	-	-	-	-	39%	39%	-	-	39%	39%
Mathematics	2019	45%	58%	57%	-	-	-	-	-	60%	60%	-	*	60%	50%
	2018	47%	61%	77%	-	-	-	-	-	91%	91%	-	-	91%	91%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	91%	94%	98%	-	94%	*	100%	96%	91%	73%
Not Included in Accountability													
Mobile	4%	4%	3%	9%	5%	2%	-	4%	*	0%	4%	8%	15%
Other Exclusions	1%	1%	0%	0%	1%	0%	-	2%	*	0%	0%	1%	12%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	99%	100%	100%	-	100%	100%	99%	100%
Included in Accountability	94%	95%	96%	96%	94%	97%	73%	98%	-	97%	94%	92%	83%
Not Included in Accountability													
Mobile	4%	4%	3%	4%	5%	2%	27%	2%	-	3%	6%	7%	13%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	5%
Not Tested	1%	0%	0%	0%	0%	1%	0%	0%	-	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	1%	0%	0%	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,499
 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													
2018-19	95.4%	96.5%	96.5%	97.0%	96.1%	96.2%	-	98.6%	*	97.8%	95.3%	96.0%	97.0%
2017-18	95.4%	96.4%	96.3%	97.1%	96.3%	95.8%	*	98.4%	-	97.1%	94.9%	96.0%	97.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	0.1%	0.0%	0.0%	0.1%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.3%	0.2%	0.0%	0.3%	0.1%	*	0.0%	-	0.0%	0.0%	0.4%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,499
 Grade Span: 07 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 1,499
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,499
 Grade Span: 07 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,499
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1,499
 Grade Span: 07 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1,499
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 1,499
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1,499
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,499	100.0%	18,234	5,479,173	1,499	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	1.5%	4.5%	0	0.0%	1.4%	4.5%
Kindergarten	0	0.0%	7.7%	7.0%	0	0.0%	7.7%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 3	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	749	50.0%	8.0%	7.7%	749	50.0%	8.0%	7.7%
Grade 8	750	50.0%	7.9%	7.5%	750	50.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	92	6.1%	4.8%	12.6%	92	6.1%	4.8%	12.6%
Hispanic	424	28.3%	31.1%	52.8%	424	28.3%	31.1%	52.8%
White	774	51.6%	52.1%	27.0%	774	51.6%	52.1%	27.0%
American Indian	3	0.2%	0.3%	0.4%	3	0.2%	0.3%	0.4%
Asian	158	10.5%	7.7%	4.6%	158	10.5%	7.7%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	48	3.2%	3.9%	2.5%	48	3.2%	3.9%	2.5%
Sex:								
Female	764	51.0%	49.7%	48.8%	764	51.0%	49.7%	48.8%
Male	735	49.0%	50.3%	51.2%	735	49.0%	50.3%	51.2%
Economically Disadvantaged	315	21.0%	23.8%	60.3%	315	21.0%	24.0%	60.2%
Non-Educationally Disadvantaged	1,184	79.0%	76.2%	39.7%	1,184	79.0%	76.0%	39.8%
Section 504 Students	145	9.7%	6.8%	6.9%	145	9.7%	6.7%	6.9%
English Learners (EL)	65	4.3%	10.0%	20.3%	65	4.3%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	15	1.1%	0.7%	1.5%				
Students w/ Dyslexia	64	4.3%	3.2%	4.1%	64	4.3%	3.1%	4.1%
Foster Care	6	0.4%	0.3%	0.3%	6	0.4%	0.3%	0.3%
Homeless	2	0.1%	0.1%	1.4%	2	0.1%	0.1%	1.4%
Immigrant	34	2.3%	3.3%	2.3%	34	2.3%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	18	1.2%	0.8%	1.9%	18	1.2%	0.8%	1.9%
At-Risk	275	18.3%	27.1%	50.6%	275	18.3%	27.1%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,499
Grade Span: 07 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	63	4.2%	10.1%	20.6%	63	4.2%	10.1%	20.6%
Career & Technical Education	1,084	72.3%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	187	12.5%	9.7%	8.1%	187	12.5%	9.7%	8.1%
Special Education	111	7.4%	8.5%	10.5%	111	7.4%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	111							
By Type of Primary Disability								
Students with Intellectual Disabilities	44	39.6%	31.0%	42.4%				
Students with Physical Disabilities	5	4.5%	19.8%	21.4%				
Students with Autism	15	13.5%	16.1%	13.8%				
Students with Behavioral Disabilities	47	42.3%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	76	5.4%	8.4%	15.3%				
By Ethnicity:								
African American	12	0.9%						
Hispanic	28	2.0%						
White	29	2.1%						
American Indian	0	0.0%						
Asian	7	0.5%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	35	4.9%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.4%	1.6%	-	3.5%	5.5%
Grade 1	-	1.2%	2.9%	-	6.1%	4.9%
Grade 2	-	0.2%	1.6%	-	0.8%	2.0%
Grade 3	-	0.3%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.1%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,499
 Grade Span: 07 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	19.0
Grade 1	-	20.3	18.9
Grade 2	-	19.7	18.8
Grade 3	-	41.2	19.0
Grade 4	-	39.1	19.2
Grade 5	-	33.3	20.9
Grade 6	-	24.3	20.4
Secondary:			
English/Language Arts	22.6	21.2	16.4
Foreign Languages	22.4	21.9	18.7
Mathematics	24.7	24.1	17.8
Science	25.1	24.5	18.8
Social Studies	26.0	26.0	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,499
Grade Span: 07 - 08
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	102.4	100.0%	100.0%	100.0%
Professional Staff:	92.6	90.4%	60.2%	63.7%
Teachers	79.0	77.1%	48.4%	49.4%
Professional Support	9.6	9.4%	8.3%	10.2%
Campus Administration (School Leadership)	4.0	3.9%	2.5%	3.0%
Educational Aides:	9.8	9.6%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	3.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	20.3	19.8%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.5	3.1%	2.8%	10.8%
Hispanic	8.4	10.6%	12.4%	28.1%
White	67.1	85.0%	81.9%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	1.0	1.3%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	21.4	27.1%	17.1%	23.8%
Females	57.5	72.9%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.8%	1.3%
Bachelors	52.1	66.0%	71.4%	73.4%
Masters	24.9	31.5%	26.4%	24.5%
Doctorate	2.0	2.5%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	2.5%	2.6%	7.4%
1-5 Years Experience	19.1	24.2%	21.7%	27.9%
6-10 Years Experience	13.1	16.6%	24.8%	19.4%
11-20 Years Experience	34.4	43.6%	36.5%	29.4%
Over 20 Years Experience	10.3	13.0%	14.4%	15.9%
Number of Students per Teacher	19.0	n/a	16.8	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,499
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.5	6.2
Average Years Experience of Principals with District	10.0	5.0	5.3
Average Years Experience of Assistant Principals	6.3	7.7	5.3
Average Years Experience of Assistant Principals with District	6.3	6.6	4.7
Average Years Experience of Teachers:	11.8	11.9	11.1
Average Years Experience of Teachers with District:	6.0	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,300	\$55,721	\$49,868
1-5 Years Experience	\$56,871	\$56,381	\$52,823
6-10 Years Experience	\$57,817	\$57,938	\$55,756
11-20 Years Experience	\$61,113	\$60,994	\$59,308
Over 20 Years Experience	\$65,703	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,990	\$60,012	\$57,091
Professional Support	\$61,485	\$70,319	\$67,352
Campus Administration (School Leadership)	\$87,528	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,499
 Grade Span: 07 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.1	2.7%	5.0%	6.5%
Career & Technical Education	7.6	9.6%	4.7%	5.0%
Compensatory Education	1.4	1.7%	0.8%	2.8%
Gifted & Talented Education	0.0	0.0%	1.0%	1.9%
Regular Education	46.0	58.3%	69.1%	70.9%
Special Education	8.7	11.0%	8.9%	9.3%
Other	13.2	16.7%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CREEKSIDE PARK J H**

Campus Number: **101921044**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 879
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	85%	95%	80%	98%	96%	-	100%	-	57%	56%	89%	95%	96%	94%	96%
	2018	69%	88%	96%	86%	95%	96%	*	100%	-	100%	78%	86%	97%	94%	91%	96%
At Meets Grade Level or Above	2019	37%	59%	69%	60%	68%	69%	-	91%	-	57%	38%	44%	73%	62%	53%	56%
	2018	39%	62%	81%	86%	76%	82%	*	95%	-	80%	44%	71%	81%	80%	57%	73%
At Masters Grade Level	2019	18%	33%	46%	60%	45%	43%	-	73%	-	57%	13%	33%	52%	35%	35%	33%
	2018	19%	37%	54%	43%	50%	56%	*	79%	-	30%	11%	57%	58%	48%	30%	46%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	95%	97%	80%	98%	96%	-	100%	-	100%	75%	100%	98%	96%	94%	96%
	2018	77%	94%	96%	100%	92%	97%	*	100%	-	100%	74%	100%	96%	95%	84%	92%
At Meets Grade Level or Above	2019	47%	73%	80%	60%	75%	83%	-	91%	-	71%	38%	100%	85%	70%	59%	69%
	2018	44%	73%	78%	86%	74%	79%	*	95%	-	80%	53%	57%	81%	75%	52%	71%
At Masters Grade Level	2019	21%	43%	46%	60%	39%	47%	-	91%	-	57%	13%	44%	51%	38%	12%	36%
	2018	18%	44%	46%	14%	40%	47%	*	79%	-	50%	21%	43%	49%	41%	16%	37%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	90%	94%	100%	91%	95%	*	100%	-	100%	71%	*	95%	92%	76%	83%
	2018	74%	90%	96%	83%	95%	98%	*	93%	-	100%	75%	*	97%	95%	87%	92%
At Meets Grade Level or Above	2019	49%	71%	84%	83%	77%	88%	*	94%	-	90%	57%	*	86%	78%	56%	69%
	2018	48%	71%	87%	83%	87%	87%	*	93%	-	100%	58%	*	87%	88%	53%	78%
At Masters Grade Level	2019	29%	49%	63%	50%	59%	62%	*	94%	-	50%	14%	*	67%	54%	32%	54%
	2018	29%	51%	69%	83%	74%	65%	*	64%	-	71%	8%	*	67%	73%	27%	50%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	93%	94%	100%	89%	95%	*	100%	-	100%	76%	*	93%	95%	72%	90%
	2018	72%	92%	98%	100%	98%	97%	*	100%	-	100%	71%	*	98%	97%	93%	98%
At Meets Grade Level or Above	2019	43%	72%	79%	83%	74%	80%	*	93%	-	100%	43%	*	79%	81%	56%	73%
	2018	40%	73%	88%	83%	82%	91%	*	100%	-	100%	36%	*	90%	84%	80%	80%
At Masters Grade Level	2019	17%	38%	44%	17%	45%	36%	*	86%	-	80%	14%	*	44%	42%	20%	44%
	2018	18%	46%	59%	67%	54%	61%	*	79%	-	71%	29%	*	63%	52%	20%	44%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	88%	91%	100%	87%	93%	*	100%	-	100%	57%	*	92%	90%	63%	83%
	2018	69%	87%	93%	100%	90%	95%	*	93%	-	100%	62%	*	94%	90%	93%	76%
At Meets Grade Level or Above	2019	42%	66%	73%	67%	63%	75%	*	100%	-	100%	38%	*	74%	71%	42%	50%
	2018	43%	65%	79%	83%	76%	81%	*	86%	-	100%	38%	*	81%	77%	57%	56%
At Masters Grade Level	2019	18%	37%	39%	17%	33%	40%	*	82%	-	30%	5%	*	43%	33%	21%	23%
	2018	15%	32%	42%	50%	43%	40%	*	57%	-	43%	8%	*	42%	42%	21%	20%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	96%	99%	100%	100%	98%	*	100%	-	100%	100%	*	100%	96%	96%	100%
	2018	86%	94%	99%	100%	99%	100%	-	100%	-	100%	90%	*	99%	100%	100%	100%
At Meets Grade Level or Above	2019	55%	73%	88%	78%	88%	88%	*	100%	-	100%	50%	*	91%	82%	81%	82%
	2018	49%	68%	90%	100%	84%	93%	-	91%	-	89%	40%	*	87%	94%	72%	73%
At Masters Grade Level	2019	28%	46%	63%	78%	61%	63%	*	60%	-	67%	17%	*	65%	57%	38%	39%
	2018	27%	42%	71%	71%	64%	72%	-	91%	-	89%	20%	*	72%	70%	61%	53%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	96%	99%	*	100%	98%	*	*	-	*	92%	*	98%	100%	100%	100%
	2018	86%	94%	97%	*	97%	97%	-	*	-	*	89%	*	100%	93%	100%	93%
At Meets Grade Level or Above	2019	57%	73%	76%	*	74%	76%	*	*	-	*	67%	*	76%	74%	55%	88%
	2018	51%	69%	73%	*	73%	76%	-	*	-	*	33%	*	78%	67%	82%	73%
At Masters Grade Level	2019	17%	21%	16%	*	11%	21%	*	*	-	*	8%	*	11%	23%	0%	4%
	2018	15%	20%	27%	*	27%	31%	-	*	-	*	11%	*	30%	22%	18%	20%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	94%	98%	100%	98%	99%	*	100%	-	100%	92%	*	99%	97%	100%	97%
	2018	76%	90%	96%	100%	95%	98%	-	92%	-	100%	58%	*	96%	97%	90%	94%
At Meets Grade Level or Above	2019	51%	71%	83%	75%	84%	86%	*	80%	-	83%	58%	*	88%	72%	50%	74%
	2018	52%	75%	90%	86%	90%	89%	-	83%	-	100%	33%	*	89%	91%	70%	81%
At Masters Grade Level	2019	25%	43%	53%	38%	50%	58%	*	60%	-	50%	8%	*	57%	43%	15%	29%
	2018	28%	47%	69%	43%	71%	70%	-	67%	-	67%	17%	*	70%	67%	45%	53%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	85%	93%	89%	92%	93%	*	100%	-	100%	75%	*	95%	88%	80%	95%
	2018	65%	82%	92%	100%	89%	95%	-	92%	-	89%	50%	*	90%	97%	80%	88%
At Meets Grade Level or Above	2019	37%	56%	71%	78%	70%	74%	*	73%	-	50%	50%	*	74%	65%	40%	46%
	2018	36%	53%	74%	57%	70%	79%	-	75%	-	78%	17%	*	70%	83%	65%	63%
At Masters Grade Level	2019	21%	35%	49%	67%	47%	49%	*	73%	-	33%	17%	*	51%	43%	32%	24%
	2018	21%	35%	58%	57%	53%	61%	-	58%	-	78%	8%	*	54%	66%	50%	44%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	93%	100%	100%	100%	100%	*	100%	-	*	*	*	100%	100%	100%	100%
	2018	83%	95%	100%	*	100%	100%	-	100%	-	100%	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	80%	99%	100%	98%	99%	*	100%	-	*	*	*	99%	97%	100%	93%
	2018	55%	81%	100%	*	100%	100%	-	100%	-	100%	*	-	100%	100%	100%	100%
At Masters Grade Level	2019	37%	64%	94%	100%	93%	93%	*	100%	-	*	*	*	95%	90%	86%	93%
	2018	32%	62%	94%	*	98%	92%	-	100%	-	71%	*	-	94%	93%	100%	94%
End of Course Biology																	
At Approaches Grade Level or Above	2018	87%	96%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2018	59%	79%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2018	24%	40%	*	-	-	*	-	-	-	-	-	-	-	*	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	96%	95%	95%	96%	86%	100%	-	96%	75%	91%	96%	94%	86%	93%
	2018	77%	91%	96%	97%	94%	97%	92%	97%	-	99%	72%	97%	96%	96%	90%	92%
At Meets Grade Level or Above	2019	50%	70%	80%	75%	76%	81%	68%	92%	-	85%	48%	70%	82%	74%	56%	67%
	2018	48%	70%	84%	83%	80%	86%	77%	91%	-	90%	41%	74%	84%	84%	65%	73%
At Masters Grade Level	2019	24%	41%	52%	51%	49%	51%	27%	78%	-	54%	13%	39%	55%	44%	25%	36%
	2018	22%	40%	59%	53%	57%	60%	31%	73%	-	61%	16%	44%	60%	58%	36%	44%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	96%	95%	96%	96%	83%	100%	-	87%	73%	88%	97%	95%	88%	92%
	2018	74%	90%	97%	90%	96%	98%	*	98%	-	100%	80%	93%	98%	96%	93%	96%
At Meets Grade Level or Above	2019	48%	68%	80%	75%	77%	81%	83%	95%	-	83%	49%	53%	83%	73%	65%	68%
	2018	46%	69%	86%	90%	82%	87%	*	93%	-	88%	48%	86%	85%	87%	61%	75%
At Masters Grade Level	2019	21%	37%	57%	65%	55%	55%	67%	77%	-	57%	14%	41%	61%	48%	35%	43%
	2018	19%	36%	64%	65%	63%	64%	*	77%	-	62%	13%	50%	65%	62%	39%	49%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	97%	95%	96%	97%	100%	100%	-	100%	80%	94%	97%	97%	88%	95%
	2018	81%	94%	97%	100%	96%	98%	100%	100%	-	100%	77%	100%	98%	96%	91%	95%
At Meets Grade Level or Above	2019	52%	73%	83%	75%	79%	84%	83%	95%	-	91%	48%	94%	85%	78%	61%	76%
	2018	50%	74%	85%	85%	81%	87%	100%	96%	-	88%	44%	71%	87%	82%	71%	78%
At Masters Grade Level	2019	26%	46%	51%	45%	48%	49%	17%	86%	-	70%	14%	47%	55%	43%	19%	39%
	2018	24%	45%	58%	45%	53%	60%	40%	80%	-	58%	23%	43%	61%	52%	28%	45%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	91%	100%	87%	93%	*	100%	-	100%	57%	*	92%	90%	63%	83%
	2018	66%	84%	93%	100%	90%	95%	*	93%	-	100%	62%	*	94%	90%	93%	76%
At Meets Grade Level or Above	2019	38%	59%	73%	67%	63%	75%	*	100%	-	100%	38%	*	74%	71%	42%	50%
	2018	41%	62%	79%	83%	76%	81%	*	86%	-	100%	38%	*	81%	77%	57%	56%
At Masters Grade Level	2019	14%	27%	39%	17%	33%	40%	*	82%	-	30%	5%	*	43%	33%	21%	23%
	2018	13%	26%	42%	50%	43%	40%	*	57%	-	43%	8%	*	42%	42%	21%	20%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	98%	100%	98%	99%	*	100%	-	100%	92%	*	99%	97%	100%	97%
	2018	80%	91%	96%	100%	95%	98%	-	92%	-	100%	58%	*	96%	97%	90%	94%
At Meets Grade Level or Above	2019	54%	74%	83%	75%	84%	86%	*	80%	-	83%	58%	*	88%	72%	50%	74%
	2018	51%	70%	90%	86%	90%	89%	-	83%	-	100%	33%	*	89%	91%	70%	81%
At Masters Grade Level	2019	25%	42%	53%	38%	50%	58%	*	60%	-	50%	8%	*	57%	43%	15%	29%
	2018	23%	39%	69%	43%	71%	70%	-	67%	-	67%	17%	*	70%	67%	45%	53%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	91%	93%	89%	92%	93%	*	100%	-	100%	75%	*	95%	88%	80%	95%
	2018	78%	89%	92%	100%	89%	95%	-	92%	-	89%	50%	*	90%	97%	80%	88%
At Meets Grade Level or Above	2019	55%	73%	71%	78%	70%	74%	*	73%	-	50%	50%	*	74%	65%	40%	46%
	2018	53%	69%	74%	57%	70%	79%	-	75%	-	78%	17%	*	70%	83%	65%	63%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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					African			American		Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Disadv	(Current
											Races	(Current)	(Former)	Enrolled	ously		&
																	Monitored)
At Masters Grade Level	2019	33%	55%	49%	67%	47%	49%	*	73%	-	33%	17%	*	51%	43%	32%	24%
	2018	31%	50%	58%	57%	53%	61%	-	58%	-	78%	8%	*	54%	66%	50%	44%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 879
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	96%	-	-	-	-	-	86%	86%	-	78%	86%	86%
	2018	77%	91%	96%	-	-	-	-	-	85%	85%	-	100%	85%	86%
At Meets Grade Level or Above	2019	50%	70%	80%	-	-	-	-	-	49%	49%	-	78%	49%	50%
	2018	48%	70%	84%	-	-	-	-	-	58%	58%	-	86%	58%	60%
At Masters Grade Level	2019	24%	41%	52%	-	-	-	-	-	17%	17%	-	33%	17%	18%
	2018	22%	40%	59%	-	-	-	-	-	26%	26%	-	43%	26%	27%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	96%	-	-	-	-	-	88%	88%	-	*	88%	87%
	2018	74%	90%	97%	-	-	-	-	-	90%	90%	-	*	90%	91%
At Meets Grade Level or Above	2019	48%	68%	80%	-	-	-	-	-	50%	50%	-	*	50%	52%
	2018	46%	69%	86%	-	-	-	-	-	60%	60%	-	*	60%	59%
At Masters Grade Level	2019	21%	37%	57%	-	-	-	-	-	19%	19%	-	*	19%	19%
	2018	19%	36%	64%	-	-	-	-	-	33%	33%	-	*	33%	34%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	97%	-	-	-	-	-	90%	90%	-	*	90%	88%
	2018	81%	94%	97%	-	-	-	-	-	92%	92%	-	*	92%	92%
At Meets Grade Level or Above	2019	52%	73%	83%	-	-	-	-	-	60%	60%	-	*	60%	62%
	2018	50%	74%	85%	-	-	-	-	-	67%	67%	-	*	67%	68%
At Masters Grade Level	2019	26%	46%	51%	-	-	-	-	-	21%	21%	-	*	21%	23%
	2018	24%	45%	58%	-	-	-	-	-	22%	22%	-	*	22%	25%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	91%	-	-	-	-	-	75%	75%	-	*	75%	76%
	2018	66%	84%	93%	-	-	-	-	-	56%	56%	-	*	56%	58%
At Meets Grade Level or Above	2019	38%	59%	73%	-	-	-	-	-	25%	25%	-	*	25%	29%
	2018	41%	62%	79%	-	-	-	-	-	44%	44%	-	*	44%	47%
At Masters Grade Level	2019	14%	27%	39%	-	-	-	-	-	10%	10%	-	*	10%	10%
	2018	13%	26%	42%	-	-	-	-	-	22%	22%	-	*	22%	21%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	98%	-	-	-	-	-	92%	92%	-	-	92%	92%
	2018	80%	91%	96%	-	-	-	-	-	86%	86%	-	*	86%	87%
At Meets Grade Level or Above	2019	54%	74%	83%	-	-	-	-	-	58%	58%	-	-	58%	58%
	2018	51%	70%	90%	-	-	-	-	-	64%	64%	-	*	64%	67%
At Masters Grade Level	2019	25%	42%	53%	-	-	-	-	-	8%	8%	-	-	8%	8%
	2018	23%	39%	69%	-	-	-	-	-	36%	36%	-	*	36%	33%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	91%	93%	-	-	-	-	-	83%	83%	-	-	83%	83%
	2018	78%	89%	92%	-	-	-	-	-	79%	79%	-	*	79%	80%
At Meets Grade Level or Above	2019	55%	73%	71%	-	-	-	-	-	25%	25%	-	-	25%	25%
	2018	53%	69%	74%	-	-	-	-	-	36%	36%	-	*	36%	40%
At Masters Grade Level	2019	33%	55%	49%	-	-	-	-	-	17%	17%	-	-	17%	17%
	2018	31%	50%	58%	-	-	-	-	-	14%	14%	-	*	14%	13%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	76%	-	-	-	-	-	65%	65%	-	*	65%	65%
	2018	69%	77%	80%	-	-	-	-	-	70%	70%	-	*	70%	70%
All Grades ELA/Reading	2019	68%	74%	77%	-	-	-	-	-	65%	65%	-	*	65%	64%
	2018	69%	75%	82%	-	-	-	-	-	70%	70%	-	*	70%	69%
All Grades Mathematics	2019	70%	78%	74%	-	-	-	-	-	66%	66%	-	*	66%	65%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 879
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
	2018	70%	78%	78%	-	-	-	-	-	69%	69%	-	*	69%	70%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	54%	-	-	-	-	-	64%	64%	-	*	64%	58%
	2018	38%	54%	59%	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2019	45%	58%	65%	-	-	-	-	-	40%	40%	-	-	40%	40%
	2018	47%	61%	58%	-	-	-	-	-	*	*	-	-	*	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.5%	96.5%	97.3%	96.3%	96.5%	95.5%	96.8%	-	97.8%	95.4%	95.4%	96.8%
2017-18	95.4%	96.4%	96.6%	96.5%	96.9%	96.4%	*	96.9%	-	95.7%	95.6%	95.8%	97.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.3%	0.7%	0.0%	1.1%	0.5%	*	0.0%	-	0.0%	6.1%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 879
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 879
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 879
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	879	100.0%	18,234	5,479,173	879	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	1.5%	4.5%	0	0.0%	1.4%	4.5%
Kindergarten	0	0.0%	7.7%	7.0%	0	0.0%	7.7%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 3	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	318	36.2%	8.2%	7.7%	318	36.2%	8.2%	7.7%
Grade 7	288	32.8%	8.0%	7.7%	288	32.8%	8.0%	7.7%
Grade 8	273	31.1%	7.9%	7.5%	273	31.1%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	21	2.4%	4.8%	12.6%	21	2.4%	4.8%	12.6%
Hispanic	330	37.5%	31.1%	52.8%	330	37.5%	31.1%	52.8%
White	438	49.8%	52.1%	27.0%	438	49.8%	52.1%	27.0%
American Indian	6	0.7%	0.3%	0.4%	6	0.7%	0.3%	0.4%
Asian	53	6.0%	7.7%	4.6%	53	6.0%	7.7%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	31	3.5%	3.9%	2.5%	31	3.5%	3.9%	2.5%
Sex:								
Female	430	48.9%	49.7%	48.8%	430	48.9%	49.7%	48.8%
Male	449	51.1%	50.3%	51.2%	449	51.1%	50.3%	51.2%
Economically Disadvantaged	66	7.5%	23.8%	60.3%	66	7.5%	24.0%	60.2%
Non-Educationally Disadvantaged	813	92.5%	76.2%	39.7%	813	92.5%	76.0%	39.8%
Section 504 Students	45	5.1%	6.8%	6.9%	45	5.1%	6.7%	6.9%
English Learners (EL)	74	8.4%	10.0%	20.3%	74	8.4%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	7	0.9%	0.7%	1.5%				
Students w/ Dyslexia	20	2.3%	3.2%	4.1%	20	2.3%	3.1%	4.1%
Foster Care	1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%
Homeless	0	0.0%	0.1%	1.4%	0	0.0%	0.1%	1.4%
Immigrant	43	4.9%	3.3%	2.3%	43	4.9%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	4	0.5%	0.8%	1.9%	4	0.5%	0.8%	1.9%
At-Risk	143	16.3%	27.1%	50.6%	143	16.3%	27.1%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	72	8.2%	10.1%	20.6%	72	8.2%	10.1%	20.6%
Career & Technical Education	386	43.9%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	131	14.9%	9.7%	8.1%	131	14.9%	9.7%	8.1%
Special Education	65	7.4%	8.5%	10.5%	65	7.4%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	65							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	30.8%	31.0%	42.4%				
Students with Physical Disabilities	9	13.8%	19.8%	21.4%				
Students with Autism	12	18.5%	16.1%	13.8%				
Students with Behavioral Disabilities	24	36.9%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	49	6.2%	8.4%	15.3%				
By Ethnicity:								
African American	3	0.4%						
Hispanic	17	2.1%						
White	28	3.5%						
American Indian	1	0.1%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	51	9.7%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.4%	1.6%	-	3.5%	5.5%
Grade 1	-	1.2%	2.9%	-	6.1%	4.9%
Grade 2	-	0.2%	1.6%	-	0.8%	2.0%
Grade 3	-	0.3%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.1%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

District Name: TOMBALL ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	19.0
Grade 1	-	20.3	18.9
Grade 2	-	19.7	18.8
Grade 3	-	41.2	19.0
Grade 4	-	39.1	19.2
Grade 5	-	33.3	20.9
Grade 6	27.2	24.3	20.4
Secondary:			
English/Language Arts	21.8	21.2	16.4
Foreign Languages	20.8	21.9	18.7
Mathematics	24.1	24.1	17.8
Science	26.3	24.5	18.8
Social Studies	25.0	26.0	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	59.4	100.0%	100.0%	100.0%
Professional Staff:	58.4	98.4%	60.2%	63.7%
Teachers	48.1	81.0%	48.4%	49.4%
Professional Support	7.3	12.3%	8.3%	10.2%
Campus Administration (School Leadership)	3.0	5.1%	2.5%	3.0%
Educational Aides:	1.0	1.6%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	1.0	n/a	1.0	1,103.0
Total Minority Staff:	8.4	14.2%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	4.2%	2.8%	10.8%
Hispanic	3.5	7.2%	12.4%	28.1%
White	41.6	86.6%	81.9%	57.7%
American Indian	1.0	2.1%	0.6%	0.3%
Asian	0.0	0.0%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	10.2	21.1%	17.1%	23.8%
Females	37.9	78.9%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.5	5.1%	1.8%	1.3%
Bachelors	30.3	63.1%	71.4%	73.4%
Masters	15.3	31.8%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.2%	2.6%	7.4%
1-5 Years Experience	11.6	24.1%	21.7%	27.9%
6-10 Years Experience	15.5	32.3%	24.8%	19.4%
11-20 Years Experience	14.3	29.7%	36.5%	29.4%
Over 20 Years Experience	4.7	9.8%	14.4%	15.9%
Number of Students per Teacher	18.3	n/a	16.8	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.5	6.2
Average Years Experience of Principals with District	3.0	5.0	5.3
Average Years Experience of Assistant Principals	8.5	7.7	5.3
Average Years Experience of Assistant Principals with District	6.5	6.6	4.7
Average Years Experience of Teachers:	10.4	11.9	11.1
Average Years Experience of Teachers with District:	4.7	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,300	\$55,721	\$49,868
1-5 Years Experience	\$56,268	\$56,381	\$52,823
6-10 Years Experience	\$58,352	\$57,938	\$55,756
11-20 Years Experience	\$61,170	\$60,994	\$59,308
Over 20 Years Experience	\$65,725	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,282	\$60,012	\$57,091
Professional Support	\$65,484	\$70,319	\$67,352
Campus Administration (School Leadership)	\$90,800	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 879
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	4.2%	5.0%	6.5%
Career & Technical Education	1.9	4.0%	4.7%	5.0%
Compensatory Education	0.3	0.6%	0.8%	2.8%
Gifted & Talented Education	0.0	0.0%	1.0%	1.9%
Regular Education	27.6	57.4%	69.1%	70.9%
Special Education	4.7	9.7%	8.9%	9.3%
Other	11.6	24.2%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **DECKER PRAIRIE EL**

Campus Number: **101921102**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 650
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 650
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	86%	78%	84%	88%	*	78%	-	76%	39%	96%	86%	87%	83%	88%
	2018	77%	91%	87%	100%	82%	88%	100%	83%	-	88%	41%	74%	87%	86%	81%	80%
At Meets Grade Level or Above	2019	50%	70%	55%	28%	54%	57%	*	67%	-	38%	9%	48%	56%	54%	48%	55%
	2018	48%	70%	59%	27%	55%	61%	80%	83%	-	50%	20%	26%	58%	61%	49%	48%
At Masters Grade Level	2019	24%	41%	29%	6%	27%	31%	*	33%	-	5%	5%	19%	29%	28%	22%	23%
	2018	22%	40%	29%	0%	30%	30%	20%	17%	-	21%	10%	11%	27%	33%	20%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	90%	71%	88%	92%	*	*	-	88%	52%	100%	91%	88%	88%	88%
	2018	74%	90%	88%	100%	81%	89%	*	*	-	100%	57%	75%	89%	86%	83%	77%
At Meets Grade Level or Above	2019	48%	68%	56%	14%	51%	60%	*	*	-	25%	9%	45%	58%	51%	47%	52%
	2018	46%	69%	59%	40%	53%	61%	*	*	-	56%	29%	25%	57%	63%	50%	46%
At Masters Grade Level	2019	21%	37%	35%	14%	34%	37%	*	*	-	0%	4%	27%	35%	33%	29%	26%
	2018	19%	36%	34%	0%	34%	35%	*	*	-	33%	14%	0%	31%	42%	23%	26%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	84%	100%	80%	86%	*	*	-	63%	26%	91%	84%	85%	81%	90%
	2018	81%	94%	89%	100%	84%	93%	*	*	-	73%	41%	88%	90%	87%	85%	84%
At Meets Grade Level or Above	2019	52%	73%	57%	43%	47%	61%	*	*	-	50%	13%	64%	58%	56%	48%	51%
	2018	50%	74%	61%	20%	58%	65%	*	*	-	36%	18%	38%	61%	61%	50%	49%
At Masters Grade Level	2019	26%	46%	31%	0%	23%	35%	*	*	-	13%	9%	18%	31%	30%	23%	22%
	2018	24%	45%	31%	0%	30%	34%	*	*	-	18%	6%	25%	30%	34%	20%	22%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	83%	*	87%	84%	*	*	-	80%	36%	100%	82%	86%	81%	81%
	2018	66%	84%	76%	*	77%	73%	*	*	-	*	20%	*	73%	82%	69%	80%
At Meets Grade Level or Above	2019	38%	59%	51%	*	77%	44%	*	*	-	40%	0%	20%	49%	55%	48%	67%
	2018	41%	62%	53%	*	54%	52%	*	*	-	*	10%	*	50%	58%	43%	53%
At Masters Grade Level	2019	14%	27%	14%	*	19%	14%	*	*	-	0%	0%	0%	14%	14%	10%	19%
	2018	13%	26%	13%	*	23%	10%	*	*	-	*	10%	*	13%	12%	12%	13%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 650
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	70	*	68	74	*	*	-	30	65	90	70	71	70	57
	2018	63	73	71	*	75	72	*	*	-	*	71	*	68	78	69	68
Grade 4 Mathematics	2019	65	75	77	*	68	79	*	*	-	100	45	100	73	86	75	71
	2018	65	78	79	*	77	82	*	*	-	70	78	*	81	76	72	69
All Grades Both Subjects	2019	69	76	74	75	68	76	*	75	-	65	55	95	71	78	73	64
	2018	69	77	76	*	76	77	*	*	-	61	75	17	75	77	71	68
All Grades ELA/Reading	2019	68	74	70	*	68	74	*	*	-	30	65	90	70	71	70	57
	2018	69	75	71	*	75	72	*	*	-	*	71	*	68	78	69	68
All Grades Mathematics	2019	70	78	77	*	68	79	*	*	-	100	45	100	73	86	75	71
	2018	70	78	79	*	77	82	*	*	-	70	78	*	81	76	72	69

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 650
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	59%	-	67%	60%	-	*	-	-	43%	56%	50%
	2018	38%	54%	36%	-	*	*	-	-	-	-	*	*	*
Mathematics	2019	45%	58%	38%	*	*	22%	-	*	-	*	0%	44%	40%
	2018	47%	61%	60%	*	*	78%	-	-	-	*	*	56%	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 650
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	86%	93%	-	-	-	93%	53%	53%	-	100%	86%	87%
	2018	77%	91%	87%	79%	-	-	-	79%	57%	57%	-	*	77%	77%
At Meets Grade Level or Above	2019	50%	70%	55%	53%	-	-	-	53%	29%	29%	-	100%	49%	52%
	2018	48%	70%	59%	41%	-	-	-	41%	29%	29%	-	*	40%	41%
At Masters Grade Level	2019	24%	41%	29%	21%	-	-	-	21%	12%	12%	-	20%	20%	20%
	2018	22%	40%	29%	21%	-	-	-	21%	0%	0%	-	*	19%	21%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	90%	93%	-	-	-	93%	57%	57%	-	*	86%	87%
	2018	74%	90%	88%	75%	-	-	-	75%	*	*	-	*	73%	74%
At Meets Grade Level or Above	2019	48%	68%	56%	50%	-	-	-	50%	29%	29%	-	*	46%	49%
	2018	46%	69%	59%	39%	-	-	-	39%	*	*	-	*	37%	39%
At Masters Grade Level	2019	21%	37%	35%	23%	-	-	-	23%	14%	14%	-	*	22%	21%
	2018	19%	36%	34%	25%	-	-	-	25%	*	*	-	*	23%	26%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	84%	93%	-	-	-	93%	71%	71%	-	*	89%	90%
	2018	81%	94%	89%	86%	-	-	-	86%	*	*	-	*	81%	82%
At Meets Grade Level or Above	2019	52%	73%	57%	47%	-	-	-	47%	43%	43%	-	*	46%	49%
	2018	50%	74%	61%	43%	-	-	-	43%	*	*	-	*	41%	42%
At Masters Grade Level	2019	26%	46%	31%	17%	-	-	-	17%	14%	14%	-	*	16%	18%
	2018	24%	45%	31%	18%	-	-	-	18%	*	*	-	*	16%	18%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	83%	93%	-	-	-	93%	*	*	-	*	78%	79%
	2018	66%	84%	76%	70%	-	-	-	70%	*	*	-	-	73%	73%
At Meets Grade Level or Above	2019	38%	59%	51%	73%	-	-	-	73%	*	*	-	*	61%	63%
	2018	41%	62%	53%	40%	-	-	-	40%	*	*	-	-	45%	45%
At Masters Grade Level	2019	14%	27%	14%	27%	-	-	-	27%	*	*	-	*	22%	21%
	2018	13%	26%	13%	20%	-	-	-	20%	*	*	-	-	18%	18%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	74%	60%	-	-	-	60%	67%	67%	-	*	61%	61%
	2018	69%	77%	76%	64%	-	-	-	64%	-	-	-	-	64%	64%
All Grades ELA/Reading	2019	68%	74%	70%	53%	-	-	-	53%	*	*	-	*	56%	53%
	2018	69%	75%	71%	65%	-	-	-	65%	-	-	-	-	65%	65%
All Grades Mathematics	2019	70%	78%	77%	67%	-	-	-	67%	*	*	-	*	67%	68%
	2018	70%	78%	79%	63%	-	-	-	63%	-	-	-	-	63%	63%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	59%	*	-	-	-	*	*	*	-	-	50%	50%
	2018	38%	54%	36%	*	-	-	-	*	-	-	-	-	*	*
Mathematics	2019	45%	58%	38%	*	-	-	-	*	*	*	-	-	40%	40%
	2018	47%	61%	60%	*	-	-	-	*	-	-	-	-	*	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	*	100%	-	100%	97%	100%	100%
Included in Accountability	94%	96%	94%	90%	88%	97%	*	100%	-	91%	90%	92%	92%
Not Included in Accountability													
Mobile	4%	4%	5%	10%	12%	2%	*	0%	-	9%	6%	8%	8%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	1%	0%	*	0%	-	0%	3%	0%	0%
Absent	1%	0%	0%	0%	1%	0%	*	0%	-	0%	3%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	98%	100%	97%	98%	100%	100%	-	96%	87%	98%	98%
Included in Accountability	94%	95%	89%	73%	86%	90%	100%	75%	-	96%	87%	86%	83%
Not Included in Accountability													
Mobile	4%	4%	9%	27%	11%	8%	0%	0%	-	0%	0%	11%	12%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	25%	-	0%	0%	1%	2%
Not Tested	1%	0%	2%	0%	3%	2%	0%	0%	-	4%	13%	2%	2%
Absent	1%	0%	2%	0%	2%	2%	0%	0%	-	0%	9%	1%	1%
Other	0%	0%	1%	0%	1%	0%	0%	0%	-	4%	4%	1%	1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 650
 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													
2018-19	95.4%	96.5%	96.4%	96.9%	96.1%	96.5%	*	*	-	95.7%	96.4%	96.0%	96.2%
2017-18	95.4%	96.4%	96.4%	96.4%	96.4%	96.3%	*	*	-	96.9%	95.2%	96.2%	96.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
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 Campus Number: 101921102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 650
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 650
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 650
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: TOMBALL ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 650
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 650
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 650
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 650
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 650
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	650	100.0%	18,234	5,479,173	658	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	8	1.2%	0.2%	0.3%	13	2.0%	0.4%	0.5%
Pre-Kindergarten	24	3.7%	1.5%	4.5%	24	3.6%	1.4%	4.5%
Kindergarten	123	18.9%	7.7%	7.0%	125	19.0%	7.7%	7.0%
Grade 1	124	19.1%	7.7%	7.1%	124	18.8%	7.7%	7.1%
Grade 2	124	19.1%	7.9%	7.1%	124	18.8%	7.9%	7.1%
Grade 3	132	20.3%	7.9%	7.1%	132	20.1%	7.9%	7.1%
Grade 4	115	17.7%	7.8%	7.3%	116	17.6%	7.8%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	23	3.5%	4.8%	12.6%	23	3.5%	4.8%	12.6%
Hispanic	157	24.2%	31.1%	52.8%	158	24.0%	31.1%	52.8%
White	440	67.7%	52.1%	27.0%	447	67.9%	52.1%	27.0%
American Indian	1	0.2%	0.3%	0.4%	1	0.2%	0.3%	0.4%
Asian	5	0.8%	7.7%	4.6%	5	0.8%	7.7%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	24	3.7%	3.9%	2.5%	24	3.6%	3.9%	2.5%
Sex:								
Female	317	48.8%	49.7%	48.8%	321	48.8%	49.7%	48.8%
Male	333	51.2%	50.3%	51.2%	337	51.2%	50.3%	51.2%
Economically Disadvantaged	254	39.1%	23.8%	60.3%	259	39.4%	24.0%	60.2%
Non-Educationally Disadvantaged	396	60.9%	76.2%	39.7%	399	60.6%	76.0%	39.8%
Section 504 Students	21	3.2%	6.8%	6.9%	21	3.2%	6.7%	6.9%
English Learners (EL)	20	3.1%	10.0%	20.3%	20	3.0%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.7%	1.5%				
Students w/ Dyslexia	18	2.8%	3.2%	4.1%	18	2.7%	3.1%	4.1%
Foster Care	5	0.8%	0.3%	0.3%	5	0.8%	0.3%	0.3%
Homeless	0	0.0%	0.1%	1.4%	0	0.0%	0.1%	1.4%
Immigrant	2	0.3%	3.3%	2.3%	2	0.3%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	650	100.0%	20.5%	65.1%	650	98.8%	20.4%	65.1%
Military Connected	5	0.8%	0.8%	1.9%	5	0.8%	0.8%	1.9%
At-Risk	199	30.6%	27.1%	50.6%	199	30.2%	27.1%	50.5%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 650
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	20	3.1%	10.1%	20.6%	20	3.0%	10.1%	20.6%
Career & Technical Education	0	0.0%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	29	4.5%	9.7%	8.1%	29	4.4%	9.7%	8.1%
Special Education	82	12.6%	8.5%	10.5%	90	13.7%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	82							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	24.4%	31.0%	42.4%				
Students with Physical Disabilities	32	39.0%	19.8%	21.4%				
Students with Autism	7	8.5%	16.1%	13.8%				
Students with Behavioral Disabilities	17	20.7%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	6	7.3%	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	72	12.2%	8.4%	15.3%				
By Ethnicity:								
African American	5	0.8%						
Hispanic	33	5.6%						
White	28	4.7%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	6	1.0%						
Student Attrition (2018-19):								
Total Student Attrition	152	27.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.4%	1.6%	0.0%	3.5%	5.5%
Grade 1	6.1%	1.2%	2.9%	20.0%	6.1%	4.9%
Grade 2	0.7%	0.2%	1.6%	0.0%	0.8%	2.0%
Grade 3	1.8%	0.3%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 650
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.2	20.9	19.0
Grade 1	23.8	20.3	18.9
Grade 2	19.7	19.7	18.8
Grade 3	41.1	41.2	19.0
Grade 4	39.0	39.1	19.2
Grade 5	-	33.3	20.9
Grade 6	-	24.3	20.4
Secondary:			
English/Language Arts	-	21.2	16.4
Foreign Languages	-	21.9	18.7
Mathematics	-	24.1	17.8
Science	-	24.5	18.8
Social Studies	-	26.0	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 650
Grade Span: EE - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	61.3	100.0%	100.0%	100.0%
Professional Staff:	48.6	79.3%	60.2%	63.7%
Teachers	40.6	66.2%	48.4%	49.4%
Professional Support	6.0	9.8%	8.3%	10.2%
Campus Administration (School Leadership)	2.0	3.3%	2.5%	3.0%
Educational Aides:	12.7	20.7%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	8.4	13.8%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.8%	10.8%
Hispanic	4.0	9.9%	12.4%	28.1%
White	35.6	87.7%	81.9%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	1.0	2.5%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	1.0	2.5%	17.1%	23.8%
Females	39.6	97.5%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.3	0.7%	1.8%	1.3%
Bachelors	30.5	75.0%	71.4%	73.4%
Masters	9.9	24.3%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.3	0.7%	2.6%	7.4%
1-5 Years Experience	11.0	27.1%	21.7%	27.9%
6-10 Years Experience	8.2	20.3%	24.8%	19.4%
11-20 Years Experience	10.0	24.7%	36.5%	29.4%
Over 20 Years Experience	11.0	27.2%	14.4%	15.9%
Number of Students per Teacher	16.0	n/a	16.8	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 650
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	7.5	6.2
Average Years Experience of Principals with District	1.0	5.0	5.3
Average Years Experience of Assistant Principals	11.0	7.7	5.3
Average Years Experience of Assistant Principals with District	11.0	6.6	4.7
Average Years Experience of Teachers:	13.4	11.9	11.1
Average Years Experience of Teachers with District:	6.1	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,453	\$55,721	\$49,868
1-5 Years Experience	\$56,889	\$56,381	\$52,823
6-10 Years Experience	\$58,298	\$57,938	\$55,756
11-20 Years Experience	\$60,907	\$60,994	\$59,308
Over 20 Years Experience	\$67,551	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$61,058	\$60,012	\$57,091
Professional Support	\$67,319	\$70,319	\$67,352
Campus Administration (School Leadership)	\$83,221	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 650
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	5.0%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	0.0	0.0%	0.8%	2.8%
Gifted & Talented Education	0.0	0.0%	1.0%	1.9%
Regular Education	35.4	87.3%	69.1%	70.9%
Special Education	5.2	12.7%	8.9%	9.3%
Other	0.0	0.0%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **LAKEWOOD EL**

Campus Number: **101921103**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 907
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 907
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	89%	85%	84%	92%	*	93%	-	84%	63%	89%	90%	87%	79%	90%
	2018	77%	91%	90%	83%	86%	90%	*	96%	-	100%	61%	94%	90%	88%	81%	85%
At Meets Grade Level or Above	2019	50%	70%	64%	64%	50%	68%	*	73%	-	63%	36%	83%	65%	60%	49%	56%
	2018	48%	70%	67%	59%	60%	68%	*	78%	-	89%	45%	76%	69%	62%	44%	60%
At Masters Grade Level	2019	24%	41%	35%	31%	27%	39%	*	37%	-	42%	13%	67%	38%	28%	23%	33%
	2018	22%	40%	37%	28%	31%	37%	*	57%	-	56%	24%	29%	40%	31%	19%	35%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	87%	86%	79%	90%	*	93%	-	88%	63%	88%	89%	82%	72%	85%
	2018	74%	90%	89%	83%	82%	90%	*	97%	-	100%	55%	100%	89%	88%	83%	80%
At Meets Grade Level or Above	2019	48%	68%	58%	73%	42%	62%	*	63%	-	50%	28%	75%	58%	56%	42%	41%
	2018	46%	69%	62%	56%	57%	63%	*	67%	-	80%	45%	67%	62%	60%	35%	47%
At Masters Grade Level	2019	21%	37%	32%	41%	25%	35%	*	26%	-	50%	6%	63%	35%	26%	18%	29%
	2018	19%	36%	38%	39%	32%	39%	*	43%	-	60%	23%	33%	41%	33%	12%	27%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	95%	86%	95%	96%	*	96%	-	88%	78%	88%	94%	95%	89%	97%
	2018	81%	94%	93%	95%	88%	94%	*	97%	-	100%	62%	100%	94%	91%	85%	91%
At Meets Grade Level or Above	2019	52%	73%	75%	73%	62%	80%	*	89%	-	75%	53%	88%	77%	72%	62%	74%
	2018	50%	74%	75%	68%	65%	76%	*	90%	-	90%	42%	83%	79%	65%	55%	69%
At Masters Grade Level	2019	26%	46%	48%	41%	38%	53%	*	59%	-	38%	25%	75%	50%	43%	35%	50%
	2018	24%	45%	47%	21%	38%	47%	*	77%	-	60%	35%	33%	51%	37%	31%	53%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	83%	80%	71%	89%	-	85%	-	*	25%	*	84%	83%	71%	88%
	2018	66%	84%	85%	56%	85%	84%	*	94%	-	100%	67%	80%	85%	83%	68%	83%
At Meets Grade Level or Above	2019	38%	59%	51%	40%	42%	55%	-	62%	-	*	8%	*	53%	48%	41%	50%
	2018	41%	62%	62%	44%	54%	62%	*	75%	-	100%	50%	80%	62%	61%	38%	67%
At Masters Grade Level	2019	14%	27%	12%	0%	6%	16%	-	15%	-	*	0%	*	15%	7%	6%	6%
	2018	13%	26%	19%	22%	17%	15%	*	44%	-	43%	11%	20%	19%	20%	12%	17%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 907
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	73	75	80	69	-	73	-	*	71	*	74	70	61	91
	2018	63	73	76	75	87	68	*	88	-	71	70	70	74	78	77	79
Grade 4 Mathematics	2019	65	75	83	83	75	85	-	88	-	*	71	*	82	87	73	78
	2018	65	78	77	63	71	77	*	94	-	86	62	70	79	71	71	67
All Grades Both Subjects	2019	69	76	78	79	78	77	-	81	-	92	71	*	78	79	67	84
	2018	69	77	76	69	79	73	*	91	-	79	66	70	77	75	74	72
All Grades ELA/Reading	2019	68	74	73	75	80	69	-	73	-	*	71	*	74	70	61	91
	2018	69	75	76	75	87	68	*	88	-	71	70	70	74	78	77	79
All Grades Mathematics	2019	70	78	83	83	75	85	-	88	-	*	71	*	82	87	73	78
	2018	70	78	77	63	71	77	*	94	-	86	62	70	79	71	71	67

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 907
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	47%	*	43%	67%	-	*	-	-	33%	0%	*
	2018	38%	54%	38%	*	*	*	-	-	-	-	*	*	*
Mathematics	2019	45%	58%	50%	*	*	50%	-	*	-	-	40%	50%	*
	2018	47%	61%	50%	*	*	71%	-	-	-	-	*	*	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 907
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	89%	-	-	-	-	-	79%	79%	-	-	79%	79%
	2018	77%	91%	90%	-	-	-	-	-	66%	70%	*	100%	66%	70%
At Meets Grade Level or Above	2019	50%	70%	64%	-	-	-	-	-	39%	39%	-	-	39%	39%
	2018	48%	70%	67%	-	-	-	-	-	31%	33%	*	40%	31%	33%
At Masters Grade Level	2019	24%	41%	35%	-	-	-	-	-	21%	21%	-	-	21%	21%
	2018	22%	40%	37%	-	-	-	-	-	11%	12%	*	40%	11%	15%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	87%	-	-	-	-	-	69%	69%	-	-	69%	69%
	2018	74%	90%	89%	-	-	-	-	-	54%	58%	*	*	54%	60%
At Meets Grade Level or Above	2019	48%	68%	58%	-	-	-	-	-	25%	25%	-	-	25%	25%
	2018	46%	69%	62%	-	-	-	-	-	8%	8%	*	*	8%	7%
At Masters Grade Level	2019	21%	37%	32%	-	-	-	-	-	13%	13%	-	-	13%	13%
	2018	19%	36%	38%	-	-	-	-	-	8%	8%	*	*	8%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	95%	-	-	-	-	-	94%	94%	-	-	94%	94%
	2018	81%	94%	93%	-	-	-	-	-	80%	86%	*	*	80%	82%
At Meets Grade Level or Above	2019	52%	73%	75%	-	-	-	-	-	69%	69%	-	-	69%	69%
	2018	50%	74%	75%	-	-	-	-	-	47%	50%	*	*	47%	53%
At Masters Grade Level	2019	26%	46%	48%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	24%	45%	47%	-	-	-	-	-	20%	21%	*	*	20%	29%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	83%	-	-	-	-	-	67%	67%	-	-	67%	67%
	2018	66%	84%	85%	-	-	-	-	-	57%	57%	-	*	57%	63%
At Meets Grade Level or Above	2019	38%	59%	51%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	41%	62%	62%	-	-	-	-	-	43%	43%	-	*	43%	38%
At Masters Grade Level	2019	14%	27%	12%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	13%	26%	19%	-	-	-	-	-	0%	0%	-	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	78%	-	-	-	-	-	88%	88%	-	-	88%	88%
	2018	69%	77%	76%	-	-	-	-	-	50%	50%	-	*	50%	58%
All Grades ELA/Reading	2019	68%	74%	73%	-	-	-	-	-	92%	92%	-	-	92%	92%
	2018	69%	75%	76%	-	-	-	-	-	*	*	-	*	*	*
All Grades Mathematics	2019	70%	78%	83%	-	-	-	-	-	83%	83%	-	-	83%	83%
	2018	70%	78%	77%	-	-	-	-	-	36%	36%	-	*	36%	44%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	47%	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	54%	38%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	58%	50%	-	-	-	-	-	*	*	-	-	*	*
	2018	47%	61%	50%	-	-	-	-	-	*	*	-	-	*	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	99%	*	100%	-	100%	100%	99%	100%
Included in Accountability	94%	96%	93%	92%	96%	94%	*	85%	-	90%	90%	94%	86%
Not Included in Accountability													
Mobile	4%	4%	6%	8%	4%	5%	*	15%	-	10%	10%	5%	14%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	1%	*	0%	-	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	1%	*	0%	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	*	100%	-	100%	100%	99%	100%
Included in Accountability	94%	95%	95%	90%	92%	96%	*	94%	-	100%	85%	96%	83%
Not Included in Accountability													
Mobile	4%	4%	5%	10%	7%	4%	*	6%	-	0%	15%	3%	17%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	1%	0%	*	0%	-	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	1%	0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 907
 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													
2018-19	95.4%	96.5%	96.8%	96.6%	96.5%	96.7%	*	97.5%	-	97.2%	95.8%	96.1%	97.1%
2017-18	95.4%	96.4%	96.9%	97.5%	96.8%	96.6%	*	98.1%	-	96.8%	96.6%	96.1%	97.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 907
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 907
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 907
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 907
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 907
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 907
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 907
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 907
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	907	100.0%	18,234	5,479,173	913	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	9	1.0%	0.2%	0.3%	15	1.6%	0.4%	0.5%
Pre-Kindergarten	48	5.3%	1.5%	4.5%	48	5.3%	1.4%	4.5%
Kindergarten	164	18.1%	7.7%	7.0%	164	18.0%	7.7%	7.0%
Grade 1	161	17.8%	7.7%	7.1%	161	17.6%	7.7%	7.1%
Grade 2	171	18.9%	7.9%	7.1%	171	18.7%	7.9%	7.1%
Grade 3	174	19.2%	7.9%	7.1%	174	19.1%	7.9%	7.1%
Grade 4	180	19.8%	7.8%	7.3%	180	19.7%	7.8%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	39	4.3%	4.8%	12.6%	39	4.3%	4.8%	12.6%
Hispanic	230	25.4%	31.1%	52.8%	230	25.2%	31.1%	52.8%
White	476	52.5%	52.1%	27.0%	482	52.8%	52.1%	27.0%
American Indian	2	0.2%	0.3%	0.4%	2	0.2%	0.3%	0.4%
Asian	118	13.0%	7.7%	4.6%	118	12.9%	7.7%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	42	4.6%	3.9%	2.5%	42	4.6%	3.9%	2.5%
Sex:								
Female	442	48.7%	49.7%	48.8%	446	48.8%	49.7%	48.8%
Male	465	51.3%	50.3%	51.2%	467	51.2%	50.3%	51.2%
Economically Disadvantaged	202	22.3%	23.8%	60.3%	208	22.8%	24.0%	60.2%
Non-Educationally Disadvantaged	705	77.7%	76.2%	39.7%	705	77.2%	76.0%	39.8%
Section 504 Students	24	2.6%	6.8%	6.9%	24	2.6%	6.7%	6.9%
English Learners (EL)	85	9.4%	10.0%	20.3%	85	9.3%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.7%	1.5%				
Students w/ Dyslexia	25	2.8%	3.2%	4.1%	25	2.7%	3.1%	4.1%
Foster Care	4	0.4%	0.3%	0.3%	4	0.4%	0.3%	0.3%
Homeless	1	0.1%	0.1%	1.4%	1	0.1%	0.1%	1.4%
Immigrant	22	2.4%	3.3%	2.3%	22	2.4%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	13	1.4%	0.8%	1.9%	13	1.4%	0.8%	1.9%
At-Risk	258	28.4%	27.1%	50.6%	258	28.3%	27.1%	50.5%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 907
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	82	9.0%	10.1%	20.6%	82	9.0%	10.1%	20.6%
Career & Technical Education	0	0.0%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	58	6.4%	9.7%	8.1%	58	6.4%	9.7%	8.1%
Special Education	97	10.7%	8.5%	10.5%	103	11.3%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	97							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	17.5%	31.0%	42.4%				
Students with Physical Disabilities	44	45.4%	19.8%	21.4%				
Students with Autism	7	7.2%	16.1%	13.8%				
Students with Behavioral Disabilities	21	21.6%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	8	8.2%	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	64	9.5%	8.4%	15.3%				
By Ethnicity:								
African American	5	0.7%						
Hispanic	18	2.7%						
White	32	4.7%						
American Indian	0	0.0%						
Asian	6	0.9%						
Pacific Islander	0	0.0%						
Two or More Races	3	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	117	16.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.4%	1.6%	0.0%	3.5%	5.5%
Grade 1	0.0%	1.2%	2.9%	0.0%	6.1%	4.9%
Grade 2	0.0%	0.2%	1.6%	0.0%	0.8%	2.0%
Grade 3	0.0%	0.3%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

District Name: TOMBALL ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 907
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 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	23.1	20.9	19.0
Grade 1	19.5	20.3	18.9
Grade 2	20.8	19.7	18.8
Grade 3	42.6	41.2	19.0
Grade 4	42.3	39.1	19.2
Grade 5	-	33.3	20.9
Grade 6	-	24.3	20.4
Secondary:			
English/Language Arts	-	21.2	16.4
Foreign Languages	-	21.9	18.7
Mathematics	-	24.1	17.8
Science	-	24.5	18.8
Social Studies	-	26.0	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 907
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	72.2	100.0%	100.0%	100.0%
Professional Staff:	61.5	85.1%	60.2%	63.7%
Teachers	53.1	73.4%	48.4%	49.4%
Professional Support	6.4	8.9%	8.3%	10.2%
Campus Administration (School Leadership)	2.0	2.8%	2.5%	3.0%
Educational Aides:	10.8	14.9%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	9.0	12.4%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	1.9%	2.8%	10.8%
Hispanic	4.0	7.5%	12.4%	28.1%
White	46.1	86.8%	81.9%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	1.0	1.9%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	1.0	1.9%	0.9%	1.1%
Males	4.0	7.5%	17.1%	23.8%
Females	49.1	92.5%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.8%	1.3%
Bachelors	45.0	84.9%	71.4%	73.4%
Masters	8.0	15.1%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.9%	2.6%	7.4%
1-5 Years Experience	13.0	24.5%	21.7%	27.9%
6-10 Years Experience	7.0	13.3%	24.8%	19.4%
11-20 Years Experience	20.9	39.3%	36.5%	29.4%
Over 20 Years Experience	11.2	21.0%	14.4%	15.9%
Number of Students per Teacher	17.1	n/a	16.8	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 907
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.5	6.2
Average Years Experience of Principals with District	5.0	5.0	5.3
Average Years Experience of Assistant Principals	12.0	7.7	5.3
Average Years Experience of Assistant Principals with District	12.0	6.6	4.7
Average Years Experience of Teachers:	13.7	11.9	11.1
Average Years Experience of Teachers with District:	7.0	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,300	\$55,721	\$49,868
1-5 Years Experience	\$56,756	\$56,381	\$52,823
6-10 Years Experience	\$52,625	\$57,938	\$55,756
11-20 Years Experience	\$61,552	\$60,994	\$59,308
Over 20 Years Experience	\$68,115	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,453	\$60,012	\$57,091
Professional Support	\$60,211	\$70,319	\$67,352
Campus Administration (School Leadership)	\$88,886	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 907
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.0%	5.0%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	1.0	1.9%	0.8%	2.8%
Gifted & Talented Education	0.7	1.3%	1.0%	1.9%
Regular Education	46.8	88.2%	69.1%	70.9%
Special Education	4.1	7.6%	8.9%	9.3%
Other	0.0	0.0%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL INT**

Campus Number: **101921105**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 791
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 791
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	88%	77%	87%	91%	100%	92%	-	82%	57%	96%	89%	87%	83%	83%
	2018	77%	91%	87%	72%	84%	90%	86%	79%	-	90%	65%	90%	88%	86%	80%	75%
At Meets Grade Level or Above	2019	50%	70%	62%	37%	57%	66%	93%	84%	-	51%	31%	64%	61%	63%	50%	48%
	2018	48%	70%	57%	31%	50%	62%	86%	74%	-	56%	38%	33%	59%	54%	45%	39%
At Masters Grade Level	2019	24%	41%	33%	15%	29%	37%	57%	60%	-	25%	8%	36%	34%	32%	23%	22%
	2018	22%	40%	28%	12%	21%	33%	57%	32%	-	27%	14%	5%	28%	27%	18%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	84%	74%	80%	88%	100%	90%	-	67%	51%	100%	84%	83%	75%	73%
	2018	74%	90%	85%	72%	83%	87%	*	75%	-	87%	55%	81%	85%	85%	78%	77%
At Meets Grade Level or Above	2019	48%	68%	55%	35%	47%	62%	80%	80%	-	43%	26%	57%	53%	57%	42%	37%
	2018	46%	69%	54%	34%	50%	59%	*	63%	-	43%	34%	25%	55%	53%	42%	39%
At Masters Grade Level	2019	21%	37%	28%	12%	23%	33%	40%	40%	-	17%	1%	33%	28%	26%	18%	13%
	2018	19%	36%	27%	7%	20%	32%	*	25%	-	27%	13%	0%	27%	27%	17%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	93%	85%	93%	94%	100%	90%	-	97%	65%	100%	95%	91%	90%	91%
	2018	81%	94%	92%	73%	90%	95%	*	88%	-	93%	82%	94%	94%	89%	87%	83%
At Meets Grade Level or Above	2019	52%	73%	66%	38%	65%	69%	100%	90%	-	57%	37%	76%	67%	65%	54%	53%
	2018	50%	74%	65%	33%	59%	70%	*	88%	-	70%	44%	38%	68%	61%	53%	48%
At Masters Grade Level	2019	26%	46%	37%	18%	32%	42%	60%	80%	-	30%	12%	33%	37%	38%	26%	26%
	2018	24%	45%	33%	17%	29%	36%	*	38%	-	33%	15%	13%	34%	30%	23%	26%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	88%	69%	87%	90%	*	100%	-	85%	53%	86%	89%	86%	83%	86%
	2018	80%	91%	82%	69%	74%	88%	*	*	-	88%	51%	100%	83%	82%	71%	58%
At Meets Grade Level or Above	2019	54%	74%	66%	38%	64%	70%	*	80%	-	54%	32%	57%	64%	69%	56%	60%
	2018	51%	70%	45%	19%	31%	54%	*	*	-	53%	33%	38%	46%	43%	33%	20%
At Masters Grade Level	2019	25%	42%	36%	19%	35%	37%	*	60%	-	31%	16%	43%	37%	33%	25%	32%
	2018	23%	39%	20%	13%	9%	27%	*	*	-	18%	13%	0%	19%	22%	11%	6%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 791
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 791
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 791
 Grade Span: 05 - 06
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	88%	80%	-	-	-	80%	69%	69%	-	*	78%	78%
	2018	77%	91%	87%	68%	-	57%	-	73%	71%	78%	64%	*	69%	69%
At Meets Grade Level or Above	2019	50%	70%	62%	41%	-	-	-	41%	43%	43%	-	*	41%	42%
	2018	48%	70%	57%	24%	-	20%	-	26%	40%	43%	36%	*	27%	27%
At Masters Grade Level	2019	24%	41%	33%	19%	-	-	-	19%	18%	18%	-	*	19%	19%
	2018	22%	40%	28%	9%	-	9%	-	9%	10%	13%	8%	*	10%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	84%	67%	-	-	-	67%	58%	58%	-	*	65%	65%
	2018	74%	90%	85%	64%	-	43%	-	76%	87%	78%	100%	*	68%	69%
At Meets Grade Level or Above	2019	48%	68%	55%	30%	-	-	-	30%	23%	23%	-	*	28%	29%
	2018	46%	69%	54%	23%	-	13%	-	29%	40%	33%	50%	*	26%	26%
At Masters Grade Level	2019	21%	37%	28%	11%	-	-	-	11%	4%	4%	-	*	10%	10%
	2018	19%	36%	27%	8%	-	4%	-	11%	7%	0%	17%	*	8%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	93%	91%	-	-	-	91%	77%	77%	-	*	88%	88%
	2018	81%	94%	92%	81%	-	68%	-	89%	76%	82%	70%	*	80%	80%
At Meets Grade Level or Above	2019	52%	73%	66%	45%	-	-	-	45%	54%	54%	-	*	47%	48%
	2018	50%	74%	65%	30%	-	26%	-	33%	57%	64%	50%	*	36%	35%
At Masters Grade Level	2019	26%	46%	37%	23%	-	-	-	23%	27%	27%	-	*	24%	23%
	2018	24%	45%	33%	13%	-	13%	-	13%	19%	27%	10%	*	14%	14%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	88%	84%	-	-	-	84%	77%	77%	-	*	83%	83%
	2018	80%	91%	82%	53%	-	-	-	53%	42%	*	33%	*	51%	50%
At Meets Grade Level or Above	2019	54%	74%	66%	52%	-	-	-	52%	62%	62%	-	*	53%	54%
	2018	51%	70%	45%	16%	-	-	-	16%	8%	*	11%	*	14%	14%
At Masters Grade Level	2019	25%	42%	36%	27%	-	-	-	27%	31%	31%	-	*	27%	27%
	2018	23%	39%	20%	4%	-	-	-	4%	0%	*	0%	*	4%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	71%	73%	-	-	-	73%	70%	70%	-	*	72%	72%
	2018	69%	77%	70%	67%	-	58%	-	74%	77%	63%	93%	*	69%	69%
All Grades ELA/Reading	2019	68%	74%	66%	58%	-	-	-	58%	59%	59%	-	*	59%	59%
	2018	69%	75%	64%	61%	-	47%	-	85%	83%	71%	100%	*	68%	69%
All Grades Mathematics	2019	70%	78%	76%	79%	-	-	-	79%	80%	80%	-	*	79%	79%
	2018	70%	78%	74%	69%	-	65%	-	72%	72%	56%	89%	*	69%	70%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	42%	29%	-	-	-	29%	25%	25%	-	-	28%	28%
	2018	38%	54%	48%	56%	-	*	-	*	*	*	*	*	64%	67%
Mathematics	2019	45%	58%	72%	73%	-	-	-	73%	50%	50%	-	-	65%	65%
	2018	47%	61%	66%	69%	-	*	-	82%	*	*	*	-	67%	67%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	94%	97%	93%	95%	100%	100%	-	89%	90%	92%	94%
Not Included in Accountability													
Mobile	4%	4%	5%	3%	6%	5%	0%	0%	-	11%	7%	7%	4%
Other Exclusions	1%	1%	1%	0%	1%	1%	0%	0%	-	0%	3%	1%	1%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	99%	100%	100%	100%
Included in Accountability	94%	95%	92%	87%	90%	94%	100%	76%	-	99%	90%	90%	89%
Not Included in Accountability													
Mobile	4%	4%	7%	13%	8%	6%	0%	24%	-	0%	6%	9%	8%
Other Exclusions	1%	1%	1%	0%	2%	0%	0%	0%	-	0%	4%	1%	3%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	1%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	1%	0%	0%	0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 791
 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													
2018-19	95.4%	96.5%	96.4%	96.6%	96.8%	96.0%	*	97.2%	-	97.4%	94.3%	96.1%	97.2%
2017-18	95.4%	96.4%	96.3%	96.6%	96.4%	96.1%	*	96.4%	-	96.7%	95.1%	96.0%	96.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
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Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 791
 Grade Span: 05 - 06
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 791
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

District Name: TOMBALL ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 791
 Grade Span: 05 - 06
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 791
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TOMBALL INT
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 791
 Grade Span: 05 - 06
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 791
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 791
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 791
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	791	100.0%	18,234	5,479,173	791	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	1.5%	4.5%	0	0.0%	1.4%	4.5%
Kindergarten	0	0.0%	7.7%	7.0%	0	0.0%	7.7%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 3	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	396	50.1%	8.2%	7.6%	396	50.1%	8.2%	7.6%
Grade 6	395	49.9%	8.2%	7.7%	395	49.9%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	47	5.9%	4.8%	12.6%	47	5.9%	4.8%	12.6%
Hispanic	278	35.1%	31.1%	52.8%	278	35.1%	31.1%	52.8%
White	413	52.2%	52.1%	27.0%	413	52.2%	52.1%	27.0%
American Indian	5	0.6%	0.3%	0.4%	5	0.6%	0.3%	0.4%
Asian	9	1.1%	7.7%	4.6%	9	1.1%	7.7%	4.6%
Pacific Islander	1	0.1%	0.0%	0.2%	1	0.1%	0.0%	0.2%
Two or More Races	38	4.8%	3.9%	2.5%	38	4.8%	3.9%	2.5%
Sex:								
Female	400	50.6%	49.7%	48.8%	400	50.6%	49.7%	48.8%
Male	391	49.4%	50.3%	51.2%	391	49.4%	50.3%	51.2%
Economically Disadvantaged	354	44.8%	23.8%	60.3%	354	44.8%	24.0%	60.2%
Non-Educationally Disadvantaged	437	55.2%	76.2%	39.7%	437	55.2%	76.0%	39.8%
Section 504 Students	93	11.8%	6.8%	6.9%	93	11.8%	6.7%	6.9%
English Learners (EL)	123	15.5%	10.0%	20.3%	123	15.5%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	6	0.7%	0.7%	1.5%				
Students w/ Dyslexia	58	7.3%	3.2%	4.1%	58	7.3%	3.1%	4.1%
Foster Care	3	0.4%	0.3%	0.3%	3	0.4%	0.3%	0.3%
Homeless	3	0.4%	0.1%	1.4%	3	0.4%	0.1%	1.4%
Immigrant	15	1.9%	3.3%	2.3%	15	1.9%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	791	100.0%	20.5%	65.1%	791	100.0%	20.4%	65.1%
Military Connected	6	0.8%	0.8%	1.9%	6	0.8%	0.8%	1.9%
At-Risk	319	40.3%	27.1%	50.6%	319	40.3%	27.1%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 791
Grade Span: 05 - 06
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	121	15.3%	10.1%	20.6%	121	15.3%	10.1%	20.6%
Career & Technical Education	0	0.0%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	76	9.6%	9.7%	8.1%	76	9.6%	9.7%	8.1%
Special Education	84	10.6%	8.5%	10.5%	84	10.6%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	84							
By Type of Primary Disability								
Students with Intellectual Disabilities	32	38.1%	31.0%	42.4%				
Students with Physical Disabilities	**	**	19.8%	21.4%				
Students with Autism	*	*	16.1%	13.8%				
Students with Behavioral Disabilities	42	50.0%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	85	10.4%	8.4%	15.3%				
By Ethnicity:								
African American	5	0.6%						
Hispanic	32	3.9%						
White	40	4.9%						
American Indian	1	0.1%						
Asian	2	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	5	0.6%						
Student Attrition (2018-19):								
Total Student Attrition	51	13.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.4%	1.6%	-	3.5%	5.5%
Grade 1	-	1.2%	2.9%	-	6.1%	4.9%
Grade 2	-	0.2%	1.6%	-	0.8%	2.0%
Grade 3	-	0.3%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	0.3%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 791
 Grade Span: 05 - 06
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	19.0
Grade 1	-	20.3	18.9
Grade 2	-	19.7	18.8
Grade 3	-	41.2	19.0
Grade 4	-	39.1	19.2
Grade 5	22.2	33.3	20.9
Grade 6	21.3	24.3	20.4
Secondary:			
English/Language Arts	-	21.2	16.4
Foreign Languages	-	21.9	18.7
Mathematics	-	24.1	17.8
Science	-	24.5	18.8
Social Studies	-	26.0	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 791
Grade Span: 05 - 06
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	76.0	100.0%	100.0%	100.0%
Professional Staff:	66.2	87.2%	60.2%	63.7%
Teachers	57.7	75.9%	48.4%	49.4%
Professional Support	5.5	7.3%	8.3%	10.2%
Campus Administration (School Leadership)	3.0	3.9%	2.5%	3.0%
Educational Aides:	9.8	12.8%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	26.6	35.0%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	4.0	6.9%	2.8%	10.8%
Hispanic	14.3	24.7%	12.4%	28.1%
White	38.4	66.6%	81.9%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	0.0	0.0%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	1.0	1.7%	0.9%	1.1%
Males	5.7	9.9%	17.1%	23.8%
Females	52.0	90.1%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	1.7%	1.8%	1.3%
Bachelors	46.6	80.7%	71.4%	73.4%
Masters	10.1	17.6%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.6%	7.4%
1-5 Years Experience	10.3	17.8%	21.7%	27.9%
6-10 Years Experience	19.5	33.8%	24.8%	19.4%
11-20 Years Experience	20.8	36.0%	36.5%	29.4%
Over 20 Years Experience	7.2	12.4%	14.4%	15.9%
Number of Students per Teacher	13.7	n/a	16.8	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 791
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	7.5	6.2
Average Years Experience of Principals with District	1.0	5.0	5.3
Average Years Experience of Assistant Principals	4.5	7.7	5.3
Average Years Experience of Assistant Principals with District	3.0	6.6	4.7
Average Years Experience of Teachers:	11.5	11.9	11.1
Average Years Experience of Teachers with District:	5.7	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,721	\$49,868
1-5 Years Experience	\$56,293	\$56,381	\$52,823
6-10 Years Experience	\$58,362	\$57,938	\$55,756
11-20 Years Experience	\$61,088	\$60,994	\$59,308
Over 20 Years Experience	\$65,731	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,889	\$60,012	\$57,091
Professional Support	\$60,841	\$70,319	\$67,352
Campus Administration (School Leadership)	\$80,820	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 791
 Grade Span: 05 - 06
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	3.9	6.8%	5.0%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	0.0	0.0%	0.8%	2.8%
Gifted & Talented Education	0.5	0.9%	1.0%	1.9%
Regular Education	44.8	77.7%	69.1%	70.9%
Special Education	5.0	8.6%	8.9%	9.3%
Other	3.5	6.1%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **WILLOW CREEK EL**

Campus Number: **101921107**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 790
 Grade Span: KG - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	85%	80%	77%	89%	*	80%	-	100%	33%	*	85%	85%	72%	75%
	2018	77%	92%	90%	88%	93%	88%	-	94%	-	100%	64%	*	91%	86%	77%	95%
At Meets Grade Level or Above	2019	45%	62%	56%	20%	40%	64%	*	56%	-	86%	20%	*	56%	56%	36%	39%
	2018	43%	64%	56%	13%	54%	56%	-	76%	-	60%	18%	*	58%	47%	33%	63%
At Masters Grade Level	2019	27%	42%	35%	0%	26%	41%	*	32%	-	71%	7%	*	39%	27%	20%	21%
	2018	25%	42%	29%	13%	25%	29%	-	41%	-	40%	0%	*	30%	25%	13%	26%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	95%	80%	89%	100%	*	88%	-	100%	60%	*	94%	95%	96%	93%
	2018	78%	91%	91%	80%	96%	88%	-	100%	-	100%	67%	*	92%	86%	78%	100%
At Meets Grade Level or Above	2019	49%	66%	70%	20%	51%	78%	*	76%	-	86%	47%	*	75%	56%	56%	57%
	2018	47%	69%	67%	40%	68%	67%	-	75%	-	80%	50%	*	69%	59%	46%	64%
At Masters Grade Level	2019	25%	38%	37%	0%	23%	39%	*	52%	-	71%	20%	*	41%	29%	24%	39%
	2018	23%	41%	35%	10%	36%	32%	-	55%	-	40%	8%	*	38%	24%	20%	45%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	89%	88%	80%	89%	91%	-	86%	-	67%	47%	*	90%	85%	74%	83%
	2018	73%	92%	96%	100%	95%	97%	-	91%	-	*	89%	*	96%	95%	96%	91%
At Meets Grade Level or Above	2019	44%	63%	58%	40%	60%	61%	-	55%	-	50%	27%	*	58%	58%	38%	48%
	2018	46%	72%	74%	86%	65%	76%	-	77%	-	*	44%	*	74%	74%	54%	74%
At Masters Grade Level	2019	22%	37%	32%	20%	26%	34%	-	36%	-	33%	20%	*	39%	17%	12%	30%
	2018	24%	43%	40%	57%	27%	40%	-	55%	-	*	22%	*	45%	26%	21%	43%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	92%	94%	100%	97%	92%	-	95%	-	83%	47%	*	94%	94%	95%	96%
	2018	78%	94%	98%	100%	95%	99%	-	100%	-	*	80%	*	98%	97%	97%	100%
At Meets Grade Level or Above	2019	48%	70%	77%	60%	77%	78%	-	82%	-	67%	33%	*	77%	75%	67%	78%
	2018	49%	72%	78%	71%	68%	78%	-	96%	-	*	20%	*	81%	69%	71%	88%
At Masters Grade Level	2019	28%	47%	48%	20%	43%	51%	-	64%	-	33%	20%	*	54%	38%	33%	48%
	2018	27%	47%	52%	29%	39%	50%	-	83%	-	*	10%	*	54%	46%	35%	68%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	83%	78%	80%	75%	80%	-	73%	-	83%	40%	*	77%	80%	62%	70%
	2018	63%	82%	83%	100%	76%	84%	-	88%	-	*	40%	*	85%	79%	74%	84%
At Meets Grade Level or Above	2019	35%	52%	46%	40%	47%	44%	-	50%	-	50%	27%	*	46%	44%	24%	43%
	2018	39%	59%	54%	29%	53%	54%	-	63%	-	*	20%	*	57%	46%	35%	56%
At Masters Grade Level	2019	11%	18%	16%	10%	19%	14%	-	23%	-	17%	0%	*	19%	11%	10%	13%
	2018	11%	19%	19%	14%	13%	18%	-	29%	-	*	0%	*	21%	13%	3%	24%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 790
 Grade Span: KG - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 790
 Grade Span: KG - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	70	72	72	70	-	67	-	75	57	*	74	63	59	61
	2018	63	73	80	100	74	79	-	86	-	*	78	*	81	76	76	86
Grade 4 Mathematics	2019	65	75	81	85	89	77	-	93	-	58	57	*	81	82	81	93
	2018	65	78	84	64	80	84	-	98	-	*	75	*	85	82	83	98
All Grades Both Subjects	2019	69	76	76	79	80	74	-	80	-	67	57	*	77	72	70	78
	2018	69	77	82	82	77	81	-	92	-	*	76	*	83	79	80	92
All Grades ELA/Reading	2019	68	74	70	72	72	70	-	67	-	75	57	*	74	63	59	61
	2018	69	75	80	100	74	79	-	86	-	*	78	*	81	76	76	86
All Grades Mathematics	2019	70	78	81	85	89	77	-	93	-	58	57	*	81	82	81	93
	2018	70	78	84	64	80	84	-	98	-	*	75	*	85	82	83	98

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 790
 Grade Span: KG - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	50%	*	*	44%	-	*	-	*	20%	38%	*
	2018	38%	54%	76%	*	83%	88%	-	*	-	-	*	86%	*
Mathematics	2019	45%	58%	45%	*	*	14%	-	-	-	-	33%	*	-
	2018	47%	61%	*	-	*	*	-	-	-	-	*	*	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 790
 Grade Span: KG - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	88%	-	-	-	-	-	75%	69%	85%	40%	75%	72%
	2018	77%	91%	92%	-	-	-	-	-	86%	89%	67%	-	86%	86%
At Meets Grade Level or Above	2019	50%	70%	61%	-	-	-	-	-	34%	31%	38%	0%	34%	32%
	2018	48%	70%	66%	-	-	-	-	-	39%	44%	0%	-	39%	39%
At Masters Grade Level	2019	24%	41%	34%	-	-	-	-	-	14%	9%	23%	0%	14%	13%
	2018	22%	40%	35%	-	-	-	-	-	14%	16%	0%	-	14%	14%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	87%	-	-	-	-	-	67%	56%	83%	*	67%	66%
	2018	74%	90%	93%	-	-	-	-	-	83%	88%	*	-	83%	83%
At Meets Grade Level or Above	2019	48%	68%	57%	-	-	-	-	-	23%	22%	25%	*	23%	22%
	2018	46%	69%	65%	-	-	-	-	-	39%	44%	*	-	39%	39%
At Masters Grade Level	2019	21%	37%	34%	-	-	-	-	-	10%	6%	17%	*	10%	9%
	2018	19%	36%	35%	-	-	-	-	-	0%	0%	*	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	94%	-	-	-	-	-	93%	94%	92%	*	93%	91%
	2018	81%	94%	95%	-	-	-	-	-	100%	100%	*	-	100%	100%
At Meets Grade Level or Above	2019	52%	73%	74%	-	-	-	-	-	53%	56%	50%	*	53%	50%
	2018	50%	74%	73%	-	-	-	-	-	52%	60%	*	-	52%	52%
At Masters Grade Level	2019	26%	46%	43%	-	-	-	-	-	23%	17%	33%	*	23%	22%
	2018	24%	45%	43%	-	-	-	-	-	30%	35%	*	-	30%	30%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	78%	-	-	-	-	-	45%	44%	*	*	45%	42%
	2018	66%	84%	83%	-	-	-	-	-	60%	67%	*	-	60%	60%
At Meets Grade Level or Above	2019	38%	59%	46%	-	-	-	-	-	9%	0%	*	*	9%	8%
	2018	41%	62%	54%	-	-	-	-	-	10%	11%	*	-	10%	10%
At Masters Grade Level	2019	14%	27%	16%	-	-	-	-	-	0%	0%	*	*	0%	0%
	2018	13%	26%	19%	-	-	-	-	-	0%	0%	*	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	76%	-	-	-	-	-	71%	78%	*	*	71%	70%
	2018	69%	77%	82%	-	-	-	-	-	89%	97%	*	-	89%	89%
All Grades ELA/Reading	2019	68%	74%	70%	-	-	-	-	-	55%	61%	*	*	55%	50%
	2018	69%	75%	80%	-	-	-	-	-	81%	93%	*	-	81%	81%
All Grades Mathematics	2019	70%	78%	81%	-	-	-	-	-	86%	94%	*	*	86%	88%
	2018	70%	78%	84%	-	-	-	-	-	95%	100%	*	-	95%	95%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	50%	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	54%	76%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2019	45%	58%	45%	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	61%	*	-	-	-	-	-	*	*	-	-	*	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 776
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	94%	95%	96%	94%	*	94%	-	94%	96%	94%	89%
Not Included in Accountability													
Mobile	4%	4%	5%	5%	4%	6%	*	2%	-	6%	4%	6%	6%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	3%	-	0%	0%	0%	5%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	91%	91%	96%	*	91%	-	87%	83%	90%	91%
Not Included in Accountability													
Mobile	4%	4%	6%	7%	9%	3%	*	9%	-	13%	11%	10%	7%
Other Exclusions	1%	1%	0%	2%	0%	1%	*	0%	-	0%	6%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 790
 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													
2018-19	95.4%	96.5%	97.0%	96.9%	96.6%	96.9%	*	98.1%	*	96.7%	95.5%	96.5%	97.5%
2017-18	95.4%	96.4%	97.1%	96.3%	96.8%	97.1%	*	97.9%	*	97.1%	95.5%	96.4%	97.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 790
 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)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 790
 Grade Span: KG - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 790
 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, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 790
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 790
 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 (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 790
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 790
 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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 790
 Grade Span: KG - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	790	100.0%	18,234	5,479,173	797	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	6	0.8%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	1.5%	4.5%	0	0.0%	1.4%	4.5%
Kindergarten	137	17.3%	7.7%	7.0%	137	17.2%	7.7%	7.0%
Grade 1	149	18.9%	7.7%	7.1%	149	18.7%	7.7%	7.1%
Grade 2	167	21.1%	7.9%	7.1%	168	21.1%	7.9%	7.1%
Grade 3	164	20.8%	7.9%	7.1%	164	20.6%	7.9%	7.1%
Grade 4	173	21.9%	7.8%	7.3%	173	21.7%	7.8%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	36	4.6%	4.8%	12.6%	36	4.5%	4.8%	12.6%
Hispanic	194	24.6%	31.1%	52.8%	196	24.6%	31.1%	52.8%
White	399	50.5%	52.1%	27.0%	403	50.6%	52.1%	27.0%
American Indian	2	0.3%	0.3%	0.4%	3	0.4%	0.3%	0.4%
Asian	134	17.0%	7.7%	4.6%	134	16.8%	7.7%	4.6%
Pacific Islander	2	0.3%	0.0%	0.2%	2	0.3%	0.0%	0.2%
Two or More Races	23	2.9%	3.9%	2.5%	23	2.9%	3.9%	2.5%
Sex:								
Female	411	52.0%	49.7%	48.8%	412	51.7%	49.7%	48.8%
Male	379	48.0%	50.3%	51.2%	385	48.3%	50.3%	51.2%
Economically Disadvantaged	150	19.0%	23.8%	60.3%	156	19.6%	24.0%	60.2%
Non-Educationally Disadvantaged	640	81.0%	76.2%	39.7%	641	80.4%	76.0%	39.8%
Section 504 Students	44	5.6%	6.8%	6.9%	44	5.5%	6.7%	6.9%
English Learners (EL)	105	13.3%	10.0%	20.3%	105	13.2%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.7%	1.5%				
Students w/ Dyslexia	27	3.4%	3.2%	4.1%	27	3.4%	3.1%	4.1%
Foster Care	4	0.5%	0.3%	0.3%	4	0.5%	0.3%	0.3%
Homeless	4	0.5%	0.1%	1.4%	4	0.5%	0.1%	1.4%
Immigrant	29	3.7%	3.3%	2.3%	29	3.6%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	5	0.6%	0.8%	1.9%	5	0.6%	0.8%	1.9%
At-Risk	225	28.5%	27.1%	50.6%	225	28.2%	27.1%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 790
 Grade Span: KG - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	102	12.9%	10.1%	20.6%	102	12.8%	10.1%	20.6%
Career & Technical Education	0	0.0%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	69	8.7%	9.7%	8.1%	69	8.7%	9.7%	8.1%
Special Education	69	8.7%	8.5%	10.5%	75	9.4%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	69							
By Type of Primary Disability								
Students with Intellectual Disabilities	18	26.1%	31.0%	42.4%				
Students with Physical Disabilities	25	36.2%	19.8%	21.4%				
Students with Autism	**	**	16.1%	13.8%				
Students with Behavioral Disabilities	**	**	30.3%	20.8%				
Students with Non-Categorical Early Childhood	*	*	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	72	10.4%	8.4%	15.3%				
By Ethnicity:								
African American	16	2.3%						
Hispanic	17	2.5%						
White	28	4.0%						
American Indian	0	0.0%						
Asian	9	1.3%						
Pacific Islander	1	0.1%						
Two or More Races	1	0.1%						
Student Attrition (2018-19):								
Total Student Attrition	70	11.5%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.8%	0.4%	1.6%	0.0%	3.5%	5.5%
Grade 1	0.0%	1.2%	2.9%	0.0%	6.1%	4.9%
Grade 2	0.7%	0.2%	1.6%	0.0%	0.8%	2.0%
Grade 3	0.7%	0.3%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

District Name: TOMBALL ISD
 Campus Name: WILLOW CREEK EL
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 790
 Grade Span: KG - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.7	20.9	19.0
Grade 1	20.2	20.3	18.9
Grade 2	19.3	19.7	18.8
Grade 3	40.6	41.2	19.0
Grade 4	41.0	39.1	19.2
Grade 5	-	33.3	20.9
Grade 6	-	24.3	20.4
Secondary:			
English/Language Arts	-	21.2	16.4
Foreign Languages	-	21.9	18.7
Mathematics	-	24.1	17.8
Science	-	24.5	18.8
Social Studies	-	26.0	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 790
 Grade Span: KG - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	63.8	100.0%	100.0%	100.0%
Professional Staff:	56.0	87.7%	60.2%	63.7%
Teachers	48.9	76.7%	48.4%	49.4%
Professional Support	5.0	7.9%	8.3%	10.2%
Campus Administration (School Leadership)	2.0	3.1%	2.5%	3.0%
Educational Aides:	7.8	12.3%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	5.9	9.3%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.8%	10.8%
Hispanic	3.0	6.1%	12.4%	28.1%
White	44.9	91.8%	81.9%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	0.0	0.0%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	1.0	2.0%	0.9%	1.1%
Males	1.0	2.1%	17.1%	23.8%
Females	47.9	97.9%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	2.0%	1.8%	1.3%
Bachelors	44.0	90.0%	71.4%	73.4%
Masters	3.9	8.0%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.6%	7.4%
1-5 Years Experience	3.0	6.1%	21.7%	27.9%
6-10 Years Experience	8.9	18.1%	24.8%	19.4%
11-20 Years Experience	25.0	51.1%	36.5%	29.4%
Over 20 Years Experience	12.1	24.7%	14.4%	15.9%
Number of Students per Teacher	16.1	n/a	16.8	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 790
 Grade Span: KG - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	19.0	7.5	6.2
Average Years Experience of Principals with District	19.0	5.0	5.3
Average Years Experience of Assistant Principals	12.0	7.7	5.3
Average Years Experience of Assistant Principals with District	12.0	6.6	4.7
Average Years Experience of Teachers:	15.4	11.9	11.1
Average Years Experience of Teachers with District:	10.5	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,721	\$49,868
1-5 Years Experience	\$56,534	\$56,381	\$52,823
6-10 Years Experience	\$58,393	\$57,938	\$55,756
11-20 Years Experience	\$61,336	\$60,994	\$59,308
Over 20 Years Experience	\$66,412	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$61,762	\$60,012	\$57,091
Professional Support	\$64,517	\$70,319	\$67,352
Campus Administration (School Leadership)	\$95,188	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 790
 Grade Span: KG - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.7	3.5%	5.0%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	0.0	0.0%	0.8%	2.8%
Gifted & Talented Education	0.9	1.8%	1.0%	1.9%
Regular Education	43.8	89.4%	69.1%	70.9%
Special Education	2.6	5.2%	8.9%	9.3%
Other	0.0	0.0%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TOMBALL EL**

Campus Number: **101921108**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 711
Grade Span: EE - 04
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	78%	67%	77%	79%	-	*	-	*	47%	*	78%	79%	74%	69%
	2018	77%	92%	94%	100%	95%	90%	*	*	-	100%	67%	*	95%	91%	93%	100%
At Meets Grade Level or Above	2019	45%	62%	55%	44%	54%	54%	-	*	-	*	33%	*	56%	52%	50%	46%
	2018	43%	64%	67%	50%	78%	62%	*	*	-	60%	50%	*	68%	66%	68%	92%
At Masters Grade Level	2019	27%	42%	29%	11%	31%	27%	-	*	-	*	7%	*	30%	26%	20%	27%
	2018	25%	42%	39%	25%	53%	31%	*	*	-	40%	33%	*	38%	41%	42%	64%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	80%	67%	73%	86%	-	*	-	*	47%	*	81%	79%	76%	69%
	2018	78%	91%	87%	80%	86%	87%	*	*	-	100%	42%	*	87%	89%	86%	88%
At Meets Grade Level or Above	2019	49%	66%	45%	22%	33%	52%	-	*	-	*	27%	*	42%	50%	33%	23%
	2018	47%	69%	54%	30%	56%	55%	*	*	-	80%	17%	*	54%	54%	47%	65%
At Masters Grade Level	2019	25%	38%	24%	0%	19%	34%	-	*	-	*	7%	*	23%	26%	17%	8%
	2018	23%	41%	19%	10%	19%	18%	*	*	-	40%	8%	*	20%	17%	18%	19%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	89%	79%	73%	79%	80%	*	*	-	80%	50%	*	83%	75%	73%	69%
	2018	73%	92%	84%	73%	83%	89%	-	100%	-	63%	78%	*	83%	86%	80%	86%
At Meets Grade Level or Above	2019	44%	63%	48%	45%	51%	44%	*	*	-	60%	20%	*	50%	45%	46%	38%
	2018	46%	72%	56%	45%	50%	63%	-	100%	-	38%	56%	*	46%	70%	48%	56%
At Masters Grade Level	2019	22%	37%	25%	27%	28%	24%	*	*	-	20%	10%	*	23%	27%	25%	23%
	2018	24%	43%	32%	36%	27%	32%	-	60%	-	38%	22%	*	25%	41%	27%	28%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	92%	82%	73%	81%	82%	*	*	-	100%	40%	*	84%	80%	78%	77%
	2018	78%	94%	84%	67%	88%	86%	-	80%	-	75%	58%	*	81%	88%	81%	92%
At Meets Grade Level or Above	2019	48%	70%	52%	27%	58%	51%	*	*	-	67%	20%	*	49%	55%	50%	50%
	2018	49%	72%	50%	33%	53%	49%	-	60%	-	50%	42%	*	45%	55%	44%	58%
At Masters Grade Level	2019	28%	47%	29%	18%	28%	31%	*	*	-	33%	10%	*	27%	31%	22%	27%
	2018	27%	47%	24%	17%	24%	21%	-	60%	-	38%	8%	*	21%	28%	23%	26%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	83%	75%	64%	72%	78%	*	*	-	67%	30%	*	75%	75%	68%	69%
	2018	63%	82%	65%	50%	65%	67%	-	100%	-	50%	50%	*	58%	74%	61%	68%
At Meets Grade Level or Above	2019	35%	52%	37%	55%	42%	29%	*	*	-	50%	10%	*	39%	35%	38%	42%
	2018	39%	59%	40%	42%	45%	33%	-	80%	-	38%	42%	*	36%	47%	36%	47%
At Masters Grade Level	2019	11%	18%	10%	18%	9%	9%	*	*	-	17%	0%	*	7%	14%	7%	12%
	2018	11%	19%	12%	0%	16%	12%	-	20%	-	0%	33%	*	11%	14%	12%	21%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 711
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 711
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	53	55	54	54	*	*	-	50	70	*	50	56	51	29
	2018	63	73	70	61	65	72	-	*	-	88	56	*	69	71	67	59
Grade 4 Mathematics	2019	65	75	64	70	65	67	*	*	-	42	50	*	66	63	63	52
	2018	65	78	71	65	77	68	-	*	-	69	83	*	67	78	73	80
All Grades Both Subjects	2019	69	76	59	63	59	60	*	*	-	45	60	*	58	59	57	41
	2018	69	77	71	63	71	70	-	75	-	78	71	81	68	74	70	70
All Grades ELA/Reading	2019	68	74	53	55	54	54	*	*	-	50	70	*	50	56	51	29
	2018	69	75	70	61	65	72	-	*	-	88	56	*	69	71	67	59
All Grades Mathematics	2019	70	78	64	70	65	67	*	*	-	42	50	*	66	63	63	52
	2018	70	78	71	65	77	68	-	*	-	69	83	*	67	78	73	80

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 711
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	42%	*	*	33%	-	-	-	-	20%	33%	*
	2018	38%	54%	40%	*	*	*	-	*	-	*	*	35%	*
Mathematics	2019	45%	58%	35%	*	50%	33%	-	-	-	-	20%	38%	*
	2018	47%	61%	46%	*	*	64%	-	-	-	*	*	47%	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 711
Grade Span: EE - 04
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	79%	71%	-	-	-	71%	67%	67%	-	33%	70%	68%
	2018	77%	91%	82%	84%	-	-	-	84%	79%	77%	*	-	83%	83%
At Meets Grade Level or Above	2019	50%	70%	47%	40%	-	-	-	40%	30%	30%	-	17%	38%	37%
	2018	48%	70%	53%	61%	-	-	-	61%	52%	46%	*	-	59%	59%
At Masters Grade Level	2019	24%	41%	23%	18%	-	-	-	18%	17%	17%	-	0%	18%	17%
	2018	22%	40%	25%	31%	-	-	-	31%	24%	23%	*	-	30%	30%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	79%	68%	-	-	-	68%	67%	67%	-	*	67%	67%
	2018	74%	90%	89%	88%	-	-	-	88%	100%	100%	*	-	90%	90%
At Meets Grade Level or Above	2019	48%	68%	51%	44%	-	-	-	44%	33%	33%	-	*	41%	40%
	2018	46%	69%	61%	71%	-	-	-	71%	70%	67%	*	-	71%	71%
At Masters Grade Level	2019	21%	37%	27%	24%	-	-	-	24%	25%	25%	-	*	24%	23%
	2018	19%	36%	35%	44%	-	-	-	44%	40%	44%	*	-	43%	43%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	81%	71%	-	-	-	71%	75%	75%	-	*	72%	71%
	2018	81%	94%	86%	90%	-	-	-	90%	85%	83%	*	-	89%	89%
At Meets Grade Level or Above	2019	52%	73%	48%	32%	-	-	-	32%	33%	33%	-	*	33%	33%
	2018	50%	74%	52%	59%	-	-	-	59%	54%	50%	*	-	57%	57%
At Masters Grade Level	2019	26%	46%	27%	15%	-	-	-	15%	17%	17%	-	*	15%	15%
	2018	24%	45%	22%	22%	-	-	-	22%	15%	17%	*	-	20%	20%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	75%	81%	-	-	-	81%	50%	50%	-	*	73%	67%
	2018	66%	84%	65%	65%	-	-	-	65%	33%	20%	*	-	59%	59%
At Meets Grade Level or Above	2019	38%	59%	37%	50%	-	-	-	50%	17%	17%	-	*	41%	38%
	2018	41%	62%	40%	48%	-	-	-	48%	17%	0%	*	-	41%	41%
At Masters Grade Level	2019	14%	27%	10%	13%	-	-	-	13%	0%	0%	-	*	9%	8%
	2018	13%	26%	12%	26%	-	-	-	26%	17%	0%	*	-	24%	24%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	59%	35%	-	-	-	35%	42%	42%	-	*	37%	38%
	2018	69%	77%	71%	70%	-	-	-	70%	81%	75%	*	-	72%	72%
All Grades ELA/Reading	2019	68%	74%	53%	20%	-	-	-	20%	33%	33%	-	*	24%	27%
	2018	69%	75%	70%	60%	-	-	-	60%	*	*	*	-	65%	65%
All Grades Mathematics	2019	70%	78%	64%	50%	-	-	-	50%	50%	50%	-	*	50%	48%
	2018	70%	78%	71%	80%	-	-	-	80%	70%	*	*	-	79%	79%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	42%	-	-	-	-	*	*	*	-	*	*	*
	2018	38%	54%	40%	*	-	-	-	*	*	*	-	-	*	*
Mathematics	2019	45%	58%	35%	*	-	-	-	*	*	*	-	-	*	*
	2018	47%	61%	46%	*	-	-	-	*	-	-	-	-	*	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 775
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	95%	100%	100%	100%
Included in Accountability	94%	96%	92%	78%	93%	94%	*	100%	-	95%	90%	92%	94%
Not Included in Accountability													
Mobile	4%	4%	8%	22%	6%	6%	*	0%	-	0%	10%	8%	4%
Other Exclusions	1%	1%	0%	0%	1%	0%	*	0%	-	0%	0%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	5%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	5%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	98%	100%	100%	*	100%	-	100%	100%	99%	100%
Included in Accountability	94%	95%	92%	95%	90%	92%	*	100%	-	100%	84%	90%	89%
Not Included in Accountability													
Mobile	4%	4%	7%	4%	10%	8%	*	0%	-	0%	16%	9%	11%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	2%	0%	0%	*	0%	-	0%	0%	1%	0%
Absent	1%	0%	0%	2%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 711
 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													
2018-19	95.4%	96.5%	96.1%	96.5%	96.0%	96.0%	*	98.1%	-	96.0%	94.7%	95.8%	96.7%
2017-18	95.4%	96.4%	96.0%	96.1%	96.1%	95.7%	*	97.5%	-	96.8%	93.7%	95.9%	96.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 711
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 711
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 711
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 711
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 711
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 711
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 711
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 711
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	711	100.0%	18,234	5,479,173	716	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	1	0.1%	0.2%	0.3%	5	0.7%	0.4%	0.5%
Pre-Kindergarten	48	6.8%	1.5%	4.5%	48	6.7%	1.4%	4.5%
Kindergarten	124	17.4%	7.7%	7.0%	124	17.3%	7.7%	7.0%
Grade 1	146	20.5%	7.7%	7.1%	147	20.5%	7.7%	7.1%
Grade 2	131	18.4%	7.9%	7.1%	131	18.3%	7.9%	7.1%
Grade 3	140	19.7%	7.9%	7.1%	140	19.6%	7.9%	7.1%
Grade 4	121	17.0%	7.8%	7.3%	121	16.9%	7.8%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	58	8.2%	4.8%	12.6%	58	8.1%	4.8%	12.6%
Hispanic	192	27.0%	31.1%	52.8%	196	27.4%	31.1%	52.8%
White	404	56.8%	52.1%	27.0%	405	56.6%	52.1%	27.0%
American Indian	0	0.0%	0.3%	0.4%	0	0.0%	0.3%	0.4%
Asian	14	2.0%	7.7%	4.6%	14	2.0%	7.7%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	43	6.0%	3.9%	2.5%	43	6.0%	3.9%	2.5%
Sex:								
Female	360	50.6%	49.7%	48.8%	362	50.6%	49.7%	48.8%
Male	351	49.4%	50.3%	51.2%	354	49.4%	50.3%	51.2%
Economically Disadvantaged	367	51.6%	23.8%	60.3%	371	51.8%	24.0%	60.2%
Non-Educationally Disadvantaged	344	48.4%	76.2%	39.7%	345	48.2%	76.0%	39.8%
Section 504 Students	36	5.1%	6.8%	6.9%	36	5.0%	6.7%	6.9%
English Learners (EL)	47	6.6%	10.0%	20.3%	47	6.6%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.7%	1.5%				
Students w/ Dyslexia	26	3.7%	3.2%	4.1%	26	3.6%	3.1%	4.1%
Foster Care	7	1.0%	0.3%	0.3%	7	1.0%	0.3%	0.3%
Homeless	3	0.4%	0.1%	1.4%	3	0.4%	0.1%	1.4%
Immigrant	4	0.6%	3.3%	2.3%	6	0.8%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	709	99.7%	20.5%	65.1%	710	99.2%	20.4%	65.1%
Military Connected	13	1.8%	0.8%	1.9%	13	1.8%	0.8%	1.9%
At-Risk	276	38.8%	27.1%	50.6%	276	38.5%	27.1%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 711
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	44	6.2%	10.1%	20.6%	44	6.1%	10.1%	20.6%
Career & Technical Education	0	0.0%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	20	2.8%	9.7%	8.1%	20	2.8%	9.7%	8.1%
Special Education	73	10.3%	8.5%	10.5%	78	10.9%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	73							
By Type of Primary Disability								
Students with Intellectual Disabilities	27	37.0%	31.0%	42.4%				
Students with Physical Disabilities	19	26.0%	19.8%	21.4%				
Students with Autism	**	**	16.1%	13.8%				
Students with Behavioral Disabilities	16	21.9%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	*	*	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	101	16.6%	8.4%	15.3%				
By Ethnicity:								
African American	16	2.6%						
Hispanic	33	5.4%						
White	46	7.6%						
American Indian	1	0.2%						
Asian	1	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	4	0.7%						
Student Attrition (2018-19):								
Total Student Attrition	194	30.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.4%	1.6%	4.8%	3.5%	5.5%
Grade 1	3.0%	1.2%	2.9%	23.1%	6.1%	4.9%
Grade 2	0.0%	0.2%	1.6%	0.0%	0.8%	2.0%
Grade 3	0.0%	0.3%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.9%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 711
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.7	20.9	19.0
Grade 1	18.1	20.3	18.9
Grade 2	19.7	19.7	18.8
Grade 3	41.4	41.2	19.0
Grade 4	38.1	39.1	19.2
Grade 5	-	33.3	20.9
Grade 6	-	24.3	20.4
Secondary:			
English/Language Arts	-	21.2	16.4
Foreign Languages	-	21.9	18.7
Mathematics	-	24.1	17.8
Science	-	24.5	18.8
Social Studies	-	26.0	19.3

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 711
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	62.6	100.0%	100.0%	100.0%
Professional Staff:	52.7	84.2%	60.2%	63.7%
Teachers	44.9	71.7%	48.4%	49.4%
Professional Support	5.3	8.5%	8.3%	10.2%
Campus Administration (School Leadership)	2.5	4.0%	2.5%	3.0%
Educational Aides:	9.9	15.8%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	9.2	14.6%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.2%	2.8%	10.8%
Hispanic	5.5	12.3%	12.4%	28.1%
White	38.4	85.5%	81.9%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	0.0	0.0%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	1.0	2.3%	17.1%	23.8%
Females	43.9	97.7%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.8%	1.3%
Bachelors	34.5	77.0%	71.4%	73.4%
Masters	10.3	23.0%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.2%	2.6%	7.4%
1-5 Years Experience	10.5	23.4%	21.7%	27.9%
6-10 Years Experience	6.0	13.5%	24.8%	19.4%
11-20 Years Experience	16.0	35.7%	36.5%	29.4%
Over 20 Years Experience	11.3	25.2%	14.4%	15.9%
Number of Students per Teacher	15.8	n/a	16.8	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 711
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	7.5	6.2
Average Years Experience of Principals with District	3.0	5.0	5.3
Average Years Experience of Assistant Principals	4.0	7.7	5.3
Average Years Experience of Assistant Principals with District	3.0	6.6	4.7
Average Years Experience of Teachers:	13.7	11.9	11.1
Average Years Experience of Teachers with District:	7.2	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,300	\$55,721	\$49,868
1-5 Years Experience	\$56,513	\$56,381	\$52,823
6-10 Years Experience	\$51,061	\$57,938	\$55,756
11-20 Years Experience	\$60,535	\$60,994	\$59,308
Over 20 Years Experience	\$68,201	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,132	\$60,012	\$57,091
Professional Support	\$70,731	\$70,319	\$67,352
Campus Administration (School Leadership)	\$86,942	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 711
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.1%	5.0%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	1.7	3.9%	0.8%	2.8%
Gifted & Talented Education	0.0	0.0%	1.0%	1.9%
Regular Education	39.8	88.7%	69.1%	70.9%
Special Education	2.8	6.3%	8.9%	9.3%
Other	0.0	0.0%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **NORTHPOINTE INT**

Campus Number: **101921109**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 754
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	97%	90%	97%	98%	*	95%	-	100%	67%	100%	97%	98%	95%	91%
	2018	84%	95%	96%	77%	94%	98%	*	98%	-	100%	70%	100%	98%	93%	92%	93%
At Meets Grade Level or Above	2019	54%	72%	73%	55%	65%	77%	*	77%	-	91%	38%	83%	79%	58%	41%	60%
	2018	54%	74%	77%	23%	74%	80%	*	86%	-	64%	17%	56%	81%	66%	55%	70%
At Masters Grade Level	2019	29%	46%	47%	30%	37%	52%	*	52%	-	64%	17%	67%	51%	37%	22%	40%
	2018	26%	43%	48%	15%	40%	52%	*	58%	-	27%	9%	11%	52%	39%	23%	30%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	98%	98%	95%	94%	99%	*	100%	-	100%	75%	100%	98%	97%	97%	96%
	2018	91%	97%	98%	93%	96%	99%	*	100%	-	100%	88%	100%	99%	97%	97%	98%
At Meets Grade Level or Above	2019	58%	78%	81%	70%	76%	81%	*	95%	-	82%	42%	100%	85%	72%	62%	83%
	2018	58%	77%	82%	29%	75%	86%	*	91%	-	82%	31%	100%	87%	70%	66%	74%
At Masters Grade Level	2019	36%	58%	59%	35%	47%	61%	*	86%	-	64%	17%	61%	64%	46%	39%	72%
	2018	30%	48%	56%	29%	44%	59%	*	75%	-	36%	12%	33%	58%	52%	30%	52%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	90%	94%	85%	88%	96%	*	98%	-	100%	58%	94%	95%	91%	86%	91%
	2018	76%	88%	91%	50%	86%	94%	*	95%	-	100%	47%	100%	92%	88%	81%	84%
At Meets Grade Level or Above	2019	49%	72%	79%	60%	68%	85%	*	86%	-	100%	42%	88%	83%	70%	53%	77%
	2018	41%	58%	61%	21%	51%	66%	*	73%	-	55%	7%	22%	64%	54%	34%	48%
At Masters Grade Level	2019	24%	42%	49%	40%	35%	54%	*	61%	-	73%	33%	47%	54%	40%	28%	53%
	2018	17%	31%	33%	14%	21%	35%	*	48%	-	36%	0%	0%	35%	29%	16%	25%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	85%	83%	59%	73%	88%	*	93%	-	90%	29%	73%	86%	78%	71%	71%
	2018	69%	88%	88%	60%	77%	92%	-	93%	-	100%	38%	100%	93%	77%	62%	82%
At Meets Grade Level or Above	2019	37%	59%	58%	24%	49%	63%	*	71%	-	60%	13%	27%	62%	50%	39%	41%
	2018	39%	62%	59%	40%	43%	62%	-	75%	-	88%	0%	33%	65%	46%	36%	59%
At Masters Grade Level	2019	18%	33%	33%	24%	24%	34%	*	51%	-	40%	6%	0%	37%	25%	19%	20%
	2018	19%	37%	37%	20%	24%	42%	-	43%	-	63%	0%	33%	41%	29%	18%	27%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	95%	95%	94%	93%	95%	*	100%	-	100%	74%	100%	97%	91%	92%	95%
	2018	77%	94%	97%	80%	93%	99%	-	100%	-	100%	81%	100%	98%	94%	91%	96%
At Meets Grade Level or Above	2019	47%	73%	77%	41%	68%	81%	*	90%	-	90%	16%	82%	81%	67%	62%	61%
	2018	44%	73%	81%	60%	66%	85%	-	98%	-	100%	31%	89%	85%	73%	58%	78%
At Masters Grade Level	2019	21%	43%	53%	24%	44%	52%	*	80%	-	60%	6%	45%	58%	40%	36%	44%
	2018	18%	44%	56%	40%	36%	59%	-	83%	-	63%	25%	44%	61%	43%	31%	51%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 754
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	93%	85%	90%	95%	100%	97%	-	98%	60%	95%	94%	91%	88%	89%
	2018	77%	91%	94%	72%	89%	97%	*	97%	-	100%	65%	100%	96%	90%	84%	90%
At Meets Grade Level or Above	2019	50%	70%	74%	51%	65%	77%	80%	84%	-	85%	28%	80%	78%	63%	51%	65%
	2018	48%	70%	72%	35%	61%	76%	*	84%	-	76%	17%	60%	76%	62%	50%	66%
At Masters Grade Level	2019	24%	41%	48%	31%	38%	50%	60%	66%	-	60%	15%	48%	53%	38%	29%	47%
	2018	22%	40%	46%	24%	33%	49%	*	61%	-	43%	8%	24%	49%	38%	23%	37%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	90%	76%	86%	93%	*	94%	-	95%	45%	90%	91%	88%	83%	82%
	2018	74%	90%	92%	68%	85%	95%	*	95%	-	100%	56%	100%	95%	85%	75%	87%
At Meets Grade Level or Above	2019	48%	68%	66%	41%	58%	70%	*	74%	-	76%	24%	62%	71%	54%	40%	51%
	2018	46%	69%	67%	32%	57%	71%	*	81%	-	74%	10%	44%	73%	55%	45%	64%
At Masters Grade Level	2019	21%	37%	40%	27%	31%	43%	*	52%	-	52%	11%	41%	44%	31%	21%	31%
	2018	19%	36%	43%	18%	31%	47%	*	51%	-	42%	5%	22%	47%	34%	20%	29%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	96%	95%	94%	97%	*	100%	-	100%	75%	100%	97%	94%	95%	95%
	2018	81%	94%	98%	86%	94%	99%	*	100%	-	100%	86%	100%	99%	95%	93%	97%
At Meets Grade Level or Above	2019	52%	73%	79%	57%	72%	81%	*	93%	-	86%	27%	93%	83%	70%	62%	73%
	2018	50%	74%	82%	45%	70%	86%	*	94%	-	89%	31%	94%	86%	72%	61%	76%
At Masters Grade Level	2019	26%	46%	56%	30%	46%	56%	*	84%	-	62%	11%	55%	61%	43%	38%	59%
	2018	24%	45%	56%	34%	40%	59%	*	79%	-	47%	17%	39%	60%	47%	30%	52%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	94%	85%	88%	96%	*	98%	-	100%	58%	94%	95%	91%	86%	91%
	2018	80%	91%	91%	50%	86%	94%	*	95%	-	100%	47%	100%	92%	88%	81%	84%
At Meets Grade Level or Above	2019	54%	74%	79%	60%	68%	85%	*	86%	-	100%	42%	88%	83%	70%	53%	77%
	2018	51%	70%	61%	21%	51%	66%	*	73%	-	55%	7%	22%	64%	54%	34%	48%
At Masters Grade Level	2019	25%	42%	49%	40%	35%	54%	*	61%	-	73%	33%	47%	54%	40%	28%	53%
	2018	23%	39%	33%	14%	21%	35%	*	48%	-	36%	0%	0%	35%	29%	16%	25%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 754
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	82	82	68	83	84	*	77	-	80	89	92	83	77	76	82
	2018	80	82	84	83	83	84	*	84	-	86	83	89	83	85	77	79
Grade 5 Mathematics	2019	83	87	85	75	86	83	*	94	-	100	96	83	87	79	79	94
	2018	81	79	85	85	81	86	*	89	-	64	92	94	83	89	83	90
Grade 6 ELA/Reading	2019	42	55	51	31	42	53	*	65	-	67	33	32	54	45	49	39
	2018	47	60	57	42	44	62	-	59	-	69	10	44	60	51	37	48
Grade 6 Mathematics	2019	54	72	78	81	74	75	*	96	-	89	55	82	80	71	67	76
	2018	56	73	83	77	76	83	-	95	-	100	80	72	84	80	74	89
All Grades Both Subjects	2019	69	76	74	65	72	73	*	83	-	84	65	76	76	68	68	74
	2018	69	77	77	72	70	78	*	82	-	79	71	75	77	75	66	76
All Grades ELA/Reading	2019	68	74	67	53	64	68	*	71	-	74	58	69	69	62	62	62
	2018	69	75	70	62	62	72	*	72	-	79	53	67	71	66	55	63
All Grades Mathematics	2019	70	78	82	77	80	79	*	95	-	95	73	83	84	75	73	86
	2018	70	78	84	81	78	84	*	92	-	79	87	83	84	84	78	90

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 754
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	48%	*	54%	38%	-	50%	-	-	22%	47%	29%
	2018	38%	54%	65%	75%	52%	75%	-	*	-	*	45%	54%	60%
Mathematics	2019	45%	58%	41%	*	29%	50%	-	-	-	-	47%	44%	20%
	2018	47%	61%	82%	*	78%	86%	-	*	-	-	75%	80%	100%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	92%	85%	90%	95%	*	89%	-	91%	50%	82%	38%
Students Requiring Accelerated Instruction														
	2019	22%	9%	8%	15%	10%	5%	0%	11%	-	9%	50%	18%	62%
STAAR Cumulative Met Standard														
	2019	86%	95%	97%	90%	97%	98%	*	95%	-	100%	67%	95%	69%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	80%	-	*	*	-	-	-	-	*	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	27%	*	-	*	*	-	-	-	-	-	*	*
Retained in Grade 5	2019	63%	*	*	-	-	*	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	95%	95%	85%	91%	97%	*	100%	-	100%	67%	89%	69%
Students Requiring Accelerated Instruction														
	2019	17%	5%	5%	15%	9%	3%	0%	0%	-	0%	33%	11%	31%
STAAR Cumulative Met Standard														
	2019	90%	98%	98%	95%	94%	99%	*	100%	-	100%	75%	97%	85%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 754
 Grade Span: 05 - 06
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	93%	-	-	-	-	-	70%	70%	-	*	70%	70%
	2018	77%	91%	94%	-	-	-	-	-	77%	77%	-	*	77%	77%
At Meets Grade Level or Above	2019	50%	70%	74%	-	-	-	-	-	30%	30%	-	*	30%	29%
	2018	48%	70%	72%	-	-	-	-	-	35%	35%	-	*	35%	35%
At Masters Grade Level	2019	24%	41%	48%	-	-	-	-	-	8%	8%	-	*	8%	8%
	2018	22%	40%	46%	-	-	-	-	-	14%	14%	-	*	14%	14%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	90%	-	-	-	-	-	52%	52%	-	*	52%	50%
	2018	74%	90%	92%	-	-	-	-	-	70%	70%	-	*	70%	71%
At Meets Grade Level or Above	2019	48%	68%	66%	-	-	-	-	-	17%	17%	-	*	17%	17%
	2018	46%	69%	67%	-	-	-	-	-	37%	37%	-	*	37%	36%
At Masters Grade Level	2019	21%	37%	40%	-	-	-	-	-	3%	3%	-	*	3%	3%
	2018	19%	36%	43%	-	-	-	-	-	15%	15%	-	*	15%	14%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	96%	-	-	-	-	-	86%	86%	-	*	86%	87%
	2018	81%	94%	98%	-	-	-	-	-	90%	90%	-	*	90%	90%
At Meets Grade Level or Above	2019	52%	73%	79%	-	-	-	-	-	38%	38%	-	*	38%	37%
	2018	50%	74%	82%	-	-	-	-	-	47%	47%	-	*	47%	48%
At Masters Grade Level	2019	26%	46%	56%	-	-	-	-	-	17%	17%	-	*	17%	17%
	2018	24%	45%	56%	-	-	-	-	-	17%	17%	-	*	17%	16%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	94%	-	-	-	-	-	77%	77%	-	-	77%	77%
	2018	80%	91%	91%	-	-	-	-	-	65%	65%	-	-	65%	65%
At Meets Grade Level or Above	2019	54%	74%	79%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	51%	70%	61%	-	-	-	-	-	15%	15%	-	-	15%	15%
At Masters Grade Level	2019	25%	42%	49%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	23%	39%	33%	-	-	-	-	-	10%	10%	-	-	10%	10%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	74%	-	-	-	-	-	61%	61%	-	*	61%	61%
	2018	69%	77%	77%	-	-	-	-	-	78%	78%	-	*	78%	76%
All Grades ELA/Reading	2019	68%	74%	67%	-	-	-	-	-	53%	53%	-	*	53%	52%
	2018	69%	75%	70%	-	-	-	-	-	74%	74%	-	*	74%	71%
All Grades Mathematics	2019	70%	78%	82%	-	-	-	-	-	69%	69%	-	*	69%	70%
	2018	70%	78%	84%	-	-	-	-	-	81%	81%	-	*	81%	81%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	48%	-	-	-	-	-	29%	29%	-	-	29%	29%
	2018	38%	54%	65%	-	-	-	-	-	60%	60%	-	-	60%	60%
Mathematics	2019	45%	58%	41%	-	-	-	-	-	20%	20%	-	-	20%	20%
	2018	47%	61%	82%	-	-	-	-	-	100%	100%	-	-	100%	100%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	88%	97%	97%	100%	93%	-	93%	88%	88%	81%
Not Included in Accountability													
Mobile	4%	4%	4%	12%	3%	3%	0%	7%	-	7%	12%	12%	17%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	97%	93%	94%	98%	*	95%	-	100%	98%	91%	92%
Not Included in Accountability													
Mobile	4%	4%	3%	7%	6%	2%	*	4%	-	0%	2%	9%	6%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	1%	-	0%	0%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 754
 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													
2018-19	95.4%	96.5%	97.1%	97.5%	96.7%	96.8%	*	98.6%	-	97.5%	96.1%	96.3%	96.9%
2017-18	95.4%	96.4%	97.3%	96.8%	96.9%	97.2%	*	98.7%	-	98.4%	96.9%	96.0%	97.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 754
 Grade Span: 05 - 06
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 754
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 754
 Grade Span: 05 - 06
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 754
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 754
 Grade Span: 05 - 06
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 754
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 754
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 754
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	754	100.0%	18,234	5,479,173	754	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	1.5%	4.5%	0	0.0%	1.4%	4.5%
Kindergarten	0	0.0%	7.7%	7.0%	0	0.0%	7.7%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 3	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	346	45.9%	8.2%	7.6%	346	45.9%	8.2%	7.6%
Grade 6	408	54.1%	8.2%	7.7%	408	54.1%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	49	6.5%	4.8%	12.6%	49	6.5%	4.8%	12.6%
Hispanic	201	26.7%	31.1%	52.8%	201	26.7%	31.1%	52.8%
White	395	52.4%	52.1%	27.0%	395	52.4%	52.1%	27.0%
American Indian	1	0.1%	0.3%	0.4%	1	0.1%	0.3%	0.4%
Asian	87	11.5%	7.7%	4.6%	87	11.5%	7.7%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	21	2.8%	3.9%	2.5%	21	2.8%	3.9%	2.5%
Sex:								
Female	358	47.5%	49.7%	48.8%	358	47.5%	49.7%	48.8%
Male	396	52.5%	50.3%	51.2%	396	52.5%	50.3%	51.2%
Economically Disadvantaged	160	21.2%	23.8%	60.3%	160	21.2%	24.0%	60.2%
Non-Educationally Disadvantaged	594	78.8%	76.2%	39.7%	594	78.8%	76.0%	39.8%
Section 504 Students	62	8.2%	6.8%	6.9%	62	8.2%	6.7%	6.9%
English Learners (EL)	36	4.8%	10.0%	20.3%	36	4.8%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	5	0.6%	0.7%	1.5%				
Students w/ Dyslexia	29	3.8%	3.2%	4.1%	29	3.8%	3.1%	4.1%
Foster Care	2	0.3%	0.3%	0.3%	2	0.3%	0.3%	0.3%
Homeless	0	0.0%	0.1%	1.4%	0	0.0%	0.1%	1.4%
Immigrant	10	1.3%	3.3%	2.3%	10	1.3%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	8	1.1%	0.8%	1.9%	8	1.1%	0.8%	1.9%
At-Risk	176	23.3%	27.1%	50.6%	176	23.3%	27.1%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 754
Grade Span: 05 - 06
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	33	4.4%	10.1%	20.6%	33	4.4%	10.1%	20.6%
Career & Technical Education	0	0.0%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	90	11.9%	9.7%	8.1%	90	11.9%	9.7%	8.1%
Special Education	48	6.4%	8.5%	10.5%	48	6.4%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	48							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	35.4%	31.0%	42.4%				
Students with Physical Disabilities	*	*	19.8%	21.4%				
Students with Autism	**	**	16.1%	13.8%				
Students with Behavioral Disabilities	16	33.3%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	58	7.3%	8.4%	15.3%				
By Ethnicity:								
African American	13	1.6%						
Hispanic	11	1.4%						
White	15	1.9%						
American Indian	0	0.0%						
Asian	12	1.5%						
Pacific Islander	0	0.0%						
Two or More Races	7	0.9%						
Student Attrition (2018-19):								
Total Student Attrition	31	8.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.4%	1.6%	-	3.5%	5.5%
Grade 1	-	1.2%	2.9%	-	6.1%	4.9%
Grade 2	-	0.2%	1.6%	-	0.8%	2.0%
Grade 3	-	0.3%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	0.3%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.6%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 754
 Grade Span: 05 - 06
 School Type: Middle

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	19.0
Grade 1	-	20.3	18.9
Grade 2	-	19.7	18.8
Grade 3	-	41.2	19.0
Grade 4	-	39.1	19.2
Grade 5	26.0	33.3	20.9
Grade 6	26.4	24.3	20.4
Secondary:			
English/Language Arts	-	21.2	16.4
Foreign Languages	-	21.9	18.7
Mathematics	-	24.1	17.8
Science	-	24.5	18.8
Social Studies	-	26.0	19.3

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 754
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	52.7	100.0%	100.0%	100.0%
Professional Staff:	48.0	91.0%	60.2%	63.7%
Teachers	42.2	80.1%	48.4%	49.4%
Professional Support	3.8	7.1%	8.3%	10.2%
Campus Administration (School Leadership)	2.0	3.8%	2.5%	3.0%
Educational Aides:	4.8	9.0%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	5.5	10.3%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.4%	2.8%	10.8%
Hispanic	1.2	2.7%	12.4%	28.1%
White	39.1	92.5%	81.9%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	0.0	0.0%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	1.0	2.4%	0.9%	1.1%
Males	11.4	27.0%	17.1%	23.8%
Females	30.8	73.0%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	2.4%	1.8%	1.3%
Bachelors	29.7	70.3%	71.4%	73.4%
Masters	11.5	27.3%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.6%	7.4%
1-5 Years Experience	4.2	10.0%	21.7%	27.9%
6-10 Years Experience	11.7	27.8%	24.8%	19.4%
11-20 Years Experience	16.1	38.1%	36.5%	29.4%
Over 20 Years Experience	10.2	24.2%	14.4%	15.9%
Number of Students per Teacher	17.9	n/a	16.8	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 754
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.5	6.2
Average Years Experience of Principals with District	12.0	5.0	5.3
Average Years Experience of Assistant Principals	12.0	7.7	5.3
Average Years Experience of Assistant Principals with District	12.0	6.6	4.7
Average Years Experience of Teachers:	15.0	11.9	11.1
Average Years Experience of Teachers with District:	8.8	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,721	\$49,868
1-5 Years Experience	\$56,809	\$56,381	\$52,823
6-10 Years Experience	\$58,439	\$57,938	\$55,756
11-20 Years Experience	\$61,474	\$60,994	\$59,308
Over 20 Years Experience	\$68,401	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$61,839	\$60,012	\$57,091
Professional Support	\$69,657	\$70,319	\$67,352
Campus Administration (School Leadership)	\$90,837	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 754
Grade Span: 05 - 06
School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.5%	5.0%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	0.3	0.7%	0.8%	2.8%
Gifted & Talented Education	2.4	5.6%	1.0%	1.9%
Regular Education	31.5	74.5%	69.1%	70.9%
Special Education	4.0	9.5%	8.9%	9.3%
Other	3.9	9.2%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **ROSEHILL EL**

Campus Number: **101921110**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 741
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

				African			American			Pacific	Two or	Special	Special	Continu-	Non-		EL	
				State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	ously	Continu-	(Current
																ously	ously	&
																Disadv	Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																		
Grade 3 Reading																		
At Approaches Grade Level or Above	2019	76%	88%	83%	-	80%	87%	-	*	*	*	44%	*	86%	78%	78%	79%	
	2018	77%	92%	92%	*	86%	95%	-	-	-	*	56%	*	92%	93%	88%	79%	
At Meets Grade Level or Above	2019	45%	62%	50%	-	43%	55%	-	*	*	*	22%	*	51%	48%	46%	42%	
	2018	43%	64%	57%	*	38%	65%	-	-	-	*	44%	*	63%	27%	36%	32%	
At Masters Grade Level	2019	27%	42%	34%	-	31%	35%	-	*	*	*	11%	*	33%	37%	24%	32%	
	2018	25%	42%	31%	*	14%	42%	-	-	-	*	11%	*	32%	27%	9%	11%	
Grade 3 Mathematics																		
At Approaches Grade Level or Above	2019	79%	90%	90%	-	83%	95%	-	*	*	*	56%	*	93%	81%	78%	74%	
	2018	78%	91%	89%	*	84%	91%	-	-	-	*	82%	*	92%	78%	77%	77%	
At Meets Grade Level or Above	2019	49%	66%	60%	-	54%	62%	-	*	*	*	33%	*	61%	59%	46%	32%	
	2018	47%	69%	61%	*	31%	75%	-	-	-	*	45%	*	64%	50%	34%	23%	
At Masters Grade Level	2019	25%	38%	39%	-	29%	44%	-	*	*	*	11%	*	41%	33%	27%	16%	
	2018	23%	41%	38%	*	9%	51%	-	-	-	*	9%	*	39%	33%	9%	5%	
Grade 4 Reading																		
At Approaches Grade Level or Above	2019	75%	89%	82%	*	66%	93%	-	-	-	*	36%	*	84%	75%	55%	55%	
	2018	73%	92%	92%	*	85%	98%	-	-	-	*	71%	*	90%	97%	87%	81%	
At Meets Grade Level or Above	2019	44%	63%	56%	*	25%	73%	-	-	-	*	21%	*	61%	42%	24%	15%	
	2018	46%	72%	61%	*	44%	73%	-	-	-	*	29%	*	60%	63%	41%	30%	
At Masters Grade Level	2019	22%	37%	27%	*	13%	38%	-	-	-	*	0%	*	29%	21%	6%	5%	
	2018	24%	43%	32%	*	20%	42%	-	-	-	*	14%	*	32%	30%	15%	11%	
Grade 4 Mathematics																		
At Approaches Grade Level or Above	2019	75%	92%	83%	*	78%	87%	-	-	-	*	29%	*	86%	75%	67%	75%	
	2018	78%	94%	97%	*	93%	100%	*	-	-	*	78%	*	97%	97%	93%	93%	
At Meets Grade Level or Above	2019	48%	70%	70%	*	56%	82%	-	-	-	*	21%	*	71%	67%	45%	45%	
	2018	49%	72%	69%	*	57%	80%	*	-	-	*	33%	*	69%	71%	52%	48%	
At Masters Grade Level	2019	28%	47%	43%	*	28%	53%	-	-	-	*	7%	*	43%	42%	18%	20%	
	2018	27%	47%	42%	*	30%	50%	*	-	-	*	33%	*	45%	35%	31%	24%	
Grade 4 Writing																		
At Approaches Grade Level or Above	2019	67%	83%	73%	*	61%	78%	-	-	-	*	21%	*	76%	63%	52%	60%	
	2018	63%	82%	71%	*	68%	76%	*	*	-	*	20%	*	73%	66%	64%	63%	
At Meets Grade Level or Above	2019	35%	52%	40%	*	23%	48%	-	-	-	*	21%	*	43%	29%	12%	25%	
	2018	39%	59%	36%	*	25%	48%	*	*	-	*	10%	*	39%	31%	21%	17%	
At Masters Grade Level	2019	11%	18%	8%	*	6%	9%	-	-	-	*	0%	*	9%	4%	3%	10%	
	2018	11%	19%	9%	*	11%	8%	*	*	-	*	0%	*	9%	9%	5%	10%	

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 741
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	82%	50%	74%	88%	-	*	*	75%	35%	61%	85%	75%	66%	68%
	2018	77%	91%	88%	100%	83%	92%	*	*	-	92%	61%	88%	89%	86%	82%	79%
At Meets Grade Level or Above	2019	50%	70%	55%	50%	41%	64%	-	*	*	50%	23%	28%	57%	49%	35%	32%
	2018	48%	70%	57%	100%	39%	68%	*	*	-	75%	33%	38%	59%	51%	37%	30%
At Masters Grade Level	2019	24%	41%	30%	17%	22%	36%	-	*	*	20%	5%	22%	31%	28%	16%	16%
	2018	22%	40%	30%	60%	17%	39%	*	*	-	33%	13%	13%	32%	26%	14%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	83%	*	73%	90%	-	*	*	63%	39%	57%	85%	76%	67%	67%
	2018	74%	90%	92%	*	86%	96%	-	-	-	100%	63%	100%	91%	96%	88%	80%
At Meets Grade Level or Above	2019	48%	68%	53%	*	34%	64%	-	*	*	50%	22%	14%	56%	45%	36%	28%
	2018	46%	69%	59%	*	41%	69%	-	-	-	80%	38%	50%	61%	51%	39%	30%
At Masters Grade Level	2019	21%	37%	31%	*	22%	36%	-	*	*	13%	4%	14%	31%	29%	16%	18%
	2018	19%	36%	31%	*	17%	42%	-	-	-	0%	13%	17%	32%	29%	13%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	86%	*	81%	91%	-	*	*	75%	39%	71%	89%	78%	73%	74%
	2018	81%	94%	93%	*	89%	95%	*	-	-	100%	80%	83%	94%	90%	86%	86%
At Meets Grade Level or Above	2019	52%	73%	65%	*	55%	72%	-	*	*	50%	26%	57%	66%	63%	46%	38%
	2018	50%	74%	65%	*	46%	78%	*	-	-	100%	40%	33%	66%	63%	44%	37%
At Masters Grade Level	2019	26%	46%	41%	*	28%	48%	-	*	*	38%	9%	43%	42%	37%	23%	18%
	2018	24%	45%	40%	*	21%	50%	*	-	-	80%	20%	17%	42%	35%	21%	16%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	73%	*	61%	78%	-	-	-	*	21%	*	76%	63%	52%	60%
	2018	66%	84%	71%	*	68%	76%	*	*	-	*	20%	*	73%	66%	64%	63%
At Meets Grade Level or Above	2019	38%	59%	40%	*	23%	48%	-	-	-	*	21%	*	43%	29%	12%	25%
	2018	41%	62%	36%	*	25%	48%	*	*	-	*	10%	*	39%	31%	21%	17%
At Masters Grade Level	2019	14%	27%	8%	*	6%	9%	-	-	-	*	0%	*	9%	4%	3%	10%
	2018	13%	26%	9%	*	11%	8%	*	*	-	*	0%	*	9%	9%	5%	10%

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Progress**

Total Students: 741
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	61	*	47	69	-	-	-	*	41	*	60	65	45	39
	2018	63	73	69	*	71	66	-	-	-	*	75	*	69	69	67	62
Grade 4 Mathematics	2019	65	75	76	*	85	75	-	-	-	*	42	*	76	79	68	82
	2018	65	78	78	*	78	77	*	-	-	*	94	*	77	80	79	79
All Grades Both Subjects	2019	69	76	69	*	66	72	-	-	-	58	41	50	68	72	57	61
	2018	69	77	74	*	75	71	*	-	-	*	86	81	73	75	73	70
All Grades ELA/Reading	2019	68	74	61	*	47	69	-	-	-	*	41	*	60	65	45	39
	2018	69	75	69	*	71	66	-	-	-	*	75	*	69	69	67	62
All Grades Mathematics	2019	70	78	76	*	85	75	-	-	-	*	42	*	76	79	68	82
	2018	70	78	78	*	78	77	*	-	-	*	94	*	77	80	79	79

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 741
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Reading	2019	41%	51%	-	-	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8														
Reading	2018	38%	54%	89%	-	83%	*	-	-	-	-	*	83%	*
Mathematics	2019	45%	58%	22%	-	33%	*	-	-	-	-	20%	29%	40%
	2018	47%	61%	70%	-	*	*	-	-	-	-	*	*	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 741
Grade Span: EE - 04
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	82%	72%	-	-	-	72%	53%	53%	-	-	68%	68%
	2018	77%	91%	88%	81%	-	-	-	81%	59%	67%	*	-	78%	78%
At Meets Grade Level or Above	2019	50%	70%	55%	33%	-	-	-	33%	26%	26%	-	-	32%	32%
	2018	48%	70%	57%	28%	-	-	-	28%	29%	33%	*	-	28%	28%
At Masters Grade Level	2019	24%	41%	30%	20%	-	-	-	20%	0%	0%	-	-	16%	16%
	2018	22%	40%	30%	12%	-	-	-	12%	0%	0%	*	-	10%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	83%	72%	-	-	-	72%	43%	43%	-	-	67%	67%
	2018	74%	90%	92%	81%	-	-	-	81%	*	*	-	-	80%	80%
At Meets Grade Level or Above	2019	48%	68%	53%	31%	-	-	-	31%	14%	14%	-	-	28%	28%
	2018	46%	69%	59%	29%	-	-	-	29%	*	*	-	-	29%	29%
At Masters Grade Level	2019	21%	37%	31%	22%	-	-	-	22%	0%	0%	-	-	18%	18%
	2018	19%	36%	31%	10%	-	-	-	10%	*	*	-	-	9%	9%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	86%	78%	-	-	-	78%	57%	57%	-	-	74%	74%
	2018	81%	94%	93%	88%	-	-	-	88%	75%	86%	*	-	86%	86%
At Meets Grade Level or Above	2019	52%	73%	65%	38%	-	-	-	38%	43%	43%	-	-	38%	38%
	2018	50%	74%	65%	36%	-	-	-	36%	38%	43%	*	-	36%	36%
At Masters Grade Level	2019	26%	46%	41%	22%	-	-	-	22%	0%	0%	-	-	18%	18%
	2018	24%	45%	40%	17%	-	-	-	17%	0%	0%	*	-	14%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	73%	60%	-	-	-	60%	60%	60%	-	-	60%	60%
	2018	66%	84%	71%	70%	-	-	-	70%	33%	40%	*	-	62%	62%
At Meets Grade Level or Above	2019	38%	59%	40%	27%	-	-	-	27%	20%	20%	-	-	25%	25%
	2018	41%	62%	36%	13%	-	-	-	13%	17%	20%	*	-	14%	14%
At Masters Grade Level	2019	14%	27%	8%	13%	-	-	-	13%	0%	0%	-	-	10%	10%
	2018	13%	26%	9%	9%	-	-	-	9%	0%	0%	*	-	7%	7%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	69%	55%	-	-	-	55%	81%	81%	-	-	61%	61%
	2018	69%	77%	74%	69%	-	-	-	69%	69%	69%	-	-	69%	69%
All Grades ELA/Reading	2019	68%	74%	61%	33%	-	-	-	33%	*	*	-	-	39%	39%
	2018	69%	75%	69%	64%	-	-	-	64%	*	*	-	-	60%	60%
All Grades Mathematics	2019	70%	78%	76%	77%	-	-	-	77%	*	*	-	-	82%	82%
	2018	70%	78%	78%	75%	-	-	-	75%	90%	90%	-	-	78%	78%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	-	-	-	-	-	-	-	-	-	-	-	-
	2018	38%	54%	89%	*	-	-	-	*	-	-	-	-	*	*
Mathematics	2019	45%	58%	22%	*	-	-	-	*	*	*	-	-	40%	40%
	2018	47%	61%	70%	*	-	-	-	*	*	*	-	-	*	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 447
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	-	*	*	100%	100%	100%	100%
Included in Accountability	94%	96%	92%	33%	88%	98%	-	*	*	87%	86%	89%	92%
Not Included in Accountability													
Mobile	4%	4%	8%	67%	11%	2%	-	*	*	13%	14%	11%	8%
Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	1%	0%	-	*	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	1%	0%	-	*	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	83%	-	100%	98%	100%	99%
Included in Accountability	94%	95%	96%	100%	95%	98%	*	17%	-	100%	84%	99%	94%
Not Included in Accountability													
Mobile	4%	4%	4%	0%	5%	2%	*	50%	-	0%	13%	1%	5%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	17%	-	0%	2%	0%	1%
Not Tested	1%	0%	0%	0%	0%	0%	*	17%	-	0%	2%	0%	1%
Absent	1%	0%	0%	0%	0%	0%	*	17%	-	0%	2%	0%	1%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 741
 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													
2018-19	95.4%	96.5%	96.2%	97.9%	96.1%	96.3%	-	*	*	94.9%	94.6%	95.8%	96.0%
2017-18	95.4%	96.4%	96.9%	*	96.9%	96.8%	*	*	*	96.1%	95.8%	96.3%	97.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 741
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 741
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 741
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 741
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 741
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 741
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 741
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 741
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	741	100.0%	18,234	5,479,173	742	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	14	1.9%	0.2%	0.3%	15	2.0%	0.4%	0.5%
Pre-Kindergarten	76	10.3%	1.5%	4.5%	76	10.2%	1.4%	4.5%
Kindergarten	169	22.8%	7.7%	7.0%	169	22.8%	7.7%	7.0%
Grade 1	104	14.0%	7.7%	7.1%	104	14.0%	7.7%	7.1%
Grade 2	104	14.0%	7.9%	7.1%	104	14.0%	7.9%	7.1%
Grade 3	130	17.5%	7.9%	7.1%	130	17.5%	7.9%	7.1%
Grade 4	144	19.4%	7.8%	7.3%	144	19.4%	7.8%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	12	1.6%	4.8%	12.6%	12	1.6%	4.8%	12.6%
Hispanic	404	54.5%	31.1%	52.8%	405	54.6%	31.1%	52.8%
White	290	39.1%	52.1%	27.0%	290	39.1%	52.1%	27.0%
American Indian	2	0.3%	0.3%	0.4%	2	0.3%	0.3%	0.4%
Asian	9	1.2%	7.7%	4.6%	9	1.2%	7.7%	4.6%
Pacific Islander	1	0.1%	0.0%	0.2%	1	0.1%	0.0%	0.2%
Two or More Races	23	3.1%	3.9%	2.5%	23	3.1%	3.9%	2.5%
Sex:								
Female	364	49.1%	49.7%	48.8%	364	49.1%	49.7%	48.8%
Male	377	50.9%	50.3%	51.2%	378	50.9%	50.3%	51.2%
Economically Disadvantaged	374	50.5%	23.8%	60.3%	375	50.5%	24.0%	60.2%
Non-Educationally Disadvantaged	367	49.5%	76.2%	39.7%	367	49.5%	76.0%	39.8%
Section 504 Students	45	6.1%	6.8%	6.9%	45	6.1%	6.7%	6.9%
English Learners (EL)	304	41.0%	10.0%	20.3%	304	41.0%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.7%	1.5%				
Students w/ Dyslexia	31	4.2%	3.2%	4.1%	31	4.2%	3.1%	4.1%
Foster Care	2	0.3%	0.3%	0.3%	2	0.3%	0.3%	0.3%
Homeless	0	0.0%	0.1%	1.4%	0	0.0%	0.1%	1.4%
Immigrant	24	3.2%	3.3%	2.3%	24	3.2%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	740	99.9%	20.5%	65.1%	740	99.7%	20.4%	65.1%
Military Connected	6	0.8%	0.8%	1.9%	6	0.8%	0.8%	1.9%
At-Risk	364	49.1%	27.1%	50.6%	364	49.1%	27.1%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 741
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	351	47.4%	10.1%	20.6%	351	47.3%	10.1%	20.6%
Career & Technical Education	0	0.0%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	52	7.0%	9.7%	8.1%	52	7.0%	9.7%	8.1%
Special Education	84	11.3%	8.5%	10.5%	85	11.5%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	84							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	20.2%	31.0%	42.4%				
Students with Physical Disabilities	18	21.4%	19.8%	21.4%				
Students with Autism	20	23.8%	16.1%	13.8%				
Students with Behavioral Disabilities	17	20.2%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	12	14.3%	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	51	13.6%	8.4%	15.3%				
By Ethnicity:								
African American	4	1.1%						
Hispanic	21	5.6%						
White	24	6.4%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.5%						
Student Attrition (2018-19):								
Total Student Attrition	49	14.0%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.6%	0.4%	1.6%	0.0%	3.5%	5.5%
Grade 1	0.0%	1.2%	2.9%	0.0%	6.1%	4.9%
Grade 2	0.0%	0.2%	1.6%	0.0%	0.8%	2.0%
Grade 3	0.0%	0.3%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 741
 Grade Span: EE - 04
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	23.3	20.9	19.0
Grade 1	20.5	20.3	18.9
Grade 2	18.4	19.7	18.8
Grade 3	36.4	41.2	19.0
Grade 4	39.4	39.1	19.2
Grade 5	-	33.3	20.9
Grade 6	-	24.3	20.4
Secondary:			
English/Language Arts	-	21.2	16.4
Foreign Languages	-	21.9	18.7
Mathematics	-	24.1	17.8
Science	-	24.5	18.8
Social Studies	-	26.0	19.3

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 741
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	71.5	100.0%	100.0%	100.0%
Professional Staff:	57.3	80.1%	60.2%	63.7%
Teachers	48.8	68.3%	48.4%	49.4%
Professional Support	6.0	8.3%	8.3%	10.2%
Campus Administration (School Leadership)	2.5	3.5%	2.5%	3.0%
Educational Aides:	14.2	19.9%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	30.0	42.0%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.8%	10.8%
Hispanic	20.0	41.0%	12.4%	28.1%
White	27.8	57.0%	81.9%	57.7%
American Indian	1.0	2.0%	0.6%	0.3%
Asian	0.0	0.0%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	0.0	0.1%	17.1%	23.8%
Females	48.8	99.9%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	2.0%	1.8%	1.3%
Bachelors	33.8	69.3%	71.4%	73.4%
Masters	14.0	28.7%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.8	3.6%	2.6%	7.4%
1-5 Years Experience	8.0	16.4%	21.7%	27.9%
6-10 Years Experience	11.0	22.5%	24.8%	19.4%
11-20 Years Experience	24.0	49.2%	36.5%	29.4%
Over 20 Years Experience	4.0	8.2%	14.4%	15.9%
Number of Students per Teacher	15.2	n/a	16.8	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 741
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	7.5	6.2
Average Years Experience of Principals with District	1.0	5.0	5.3
Average Years Experience of Assistant Principals	3.0	7.7	5.3
Average Years Experience of Assistant Principals with District	3.0	6.6	4.7
Average Years Experience of Teachers:	11.6	11.9	11.1
Average Years Experience of Teachers with District:	6.3	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,301	\$55,721	\$49,868
1-5 Years Experience	\$57,459	\$56,381	\$52,823
6-10 Years Experience	\$58,623	\$57,938	\$55,756
11-20 Years Experience	\$61,154	\$60,994	\$59,308
Over 20 Years Experience	\$67,116	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,253	\$60,012	\$57,091
Professional Support	\$61,344	\$70,319	\$67,352
Campus Administration (School Leadership)	\$84,619	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 741
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	13.7	28.0%	5.0%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	0.6	1.2%	0.8%	2.8%
Gifted & Talented Education	0.9	1.9%	1.0%	1.9%
Regular Education	27.0	55.4%	69.1%	70.9%
Special Education	6.6	13.6%	8.9%	9.3%
Other	0.0	0.0%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CANYON POINTE EL**

Campus Number: **101921111**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 777
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	92%	88%	92%	95%	*	89%	-	*	36%	83%	92%	93%	93%	94%
	2018	77%	92%	96%	78%	98%	95%	-	95%	*	100%	70%	*	98%	88%	91%	98%
At Meets Grade Level or Above	2019	45%	62%	70%	50%	71%	75%	*	74%	-	*	21%	50%	73%	57%	70%	77%
	2018	43%	64%	71%	44%	71%	71%	-	86%	*	75%	20%	*	74%	61%	63%	71%
At Masters Grade Level	2019	27%	42%	51%	38%	51%	51%	*	63%	-	*	7%	33%	52%	43%	57%	65%
	2018	25%	42%	51%	44%	39%	56%	-	67%	*	75%	0%	*	51%	48%	30%	46%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	92%	75%	94%	95%	*	89%	-	*	36%	100%	93%	86%	91%	94%
	2018	78%	91%	92%	89%	89%	92%	-	100%	*	100%	60%	*	94%	85%	81%	88%
At Meets Grade Level or Above	2019	49%	66%	71%	63%	70%	67%	*	84%	-	*	29%	67%	73%	61%	76%	79%
	2018	47%	69%	72%	44%	60%	79%	-	90%	*	100%	30%	*	76%	56%	51%	61%
At Masters Grade Level	2019	25%	38%	41%	50%	33%	44%	*	58%	-	*	7%	33%	45%	21%	33%	44%
	2018	23%	41%	50%	22%	38%	52%	-	86%	*	63%	10%	*	53%	35%	26%	41%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	89%	90%	80%	86%	94%	-	100%	-	100%	58%	*	91%	88%	87%	85%
	2018	73%	92%	93%	83%	89%	95%	-	100%	-	*	80%	*	95%	88%	83%	90%
At Meets Grade Level or Above	2019	44%	63%	67%	50%	57%	70%	-	95%	-	100%	17%	*	74%	49%	43%	50%
	2018	46%	72%	77%	67%	60%	86%	-	94%	-	*	70%	*	82%	63%	56%	67%
At Masters Grade Level	2019	22%	37%	35%	30%	28%	33%	-	63%	-	67%	0%	*	38%	29%	28%	31%
	2018	24%	43%	48%	50%	31%	58%	-	61%	-	*	40%	*	51%	41%	24%	33%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	92%	94%	90%	89%	97%	-	100%	-	100%	67%	*	96%	88%	87%	89%
	2018	78%	94%	93%	83%	91%	94%	-	100%	-	*	80%	*	98%	81%	86%	91%
At Meets Grade Level or Above	2019	48%	70%	74%	70%	67%	72%	-	100%	-	100%	25%	*	79%	61%	62%	67%
	2018	49%	72%	67%	50%	50%	75%	-	94%	-	*	40%	*	72%	55%	45%	55%
At Masters Grade Level	2019	28%	47%	51%	30%	39%	55%	-	79%	-	78%	8%	*	57%	33%	30%	44%
	2018	27%	47%	47%	50%	29%	55%	-	72%	-	*	10%	*	49%	43%	29%	34%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	83%	87%	60%	89%	84%	-	95%	-	100%	17%	*	90%	80%	83%	94%
	2018	63%	82%	88%	83%	93%	82%	-	94%	-	*	20%	*	95%	69%	86%	100%
At Meets Grade Level or Above	2019	35%	52%	65%	60%	62%	58%	-	95%	-	78%	8%	*	66%	61%	53%	63%
	2018	39%	59%	67%	83%	62%	63%	-	83%	-	*	10%	*	71%	55%	57%	70%
At Masters Grade Level	2019	11%	18%	24%	30%	21%	17%	-	47%	-	44%	0%	*	25%	22%	17%	28%
	2018	11%	19%	24%	50%	13%	22%	-	44%	-	*	0%	*	27%	17%	10%	15%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 777
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	91%	78%	90%	93%	*	95%	-	100%	42%	96%	93%	86%	88%	91%
	2018	77%	91%	92%	83%	92%	92%	-	98%	*	100%	62%	92%	96%	82%	85%	93%
At Meets Grade Level or Above	2019	50%	70%	69%	59%	65%	68%	*	89%	-	86%	20%	63%	73%	58%	61%	67%
	2018	48%	70%	71%	56%	61%	75%	-	90%	*	88%	34%	69%	75%	58%	55%	65%
At Masters Grade Level	2019	24%	41%	40%	35%	34%	39%	*	62%	-	54%	5%	33%	43%	29%	33%	42%
	2018	22%	40%	44%	42%	30%	49%	-	67%	*	72%	12%	31%	47%	36%	24%	33%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	91%	83%	88%	94%	*	95%	-	100%	46%	90%	92%	90%	90%	89%
	2018	74%	90%	95%	80%	94%	95%	-	97%	*	100%	75%	80%	97%	88%	87%	94%
At Meets Grade Level or Above	2019	48%	68%	69%	50%	63%	72%	*	84%	-	77%	19%	50%	74%	52%	56%	63%
	2018	46%	69%	74%	53%	66%	79%	-	90%	*	82%	45%	60%	78%	62%	60%	69%
At Masters Grade Level	2019	21%	37%	42%	33%	38%	41%	*	63%	-	54%	4%	40%	45%	34%	42%	47%
	2018	19%	36%	50%	47%	35%	57%	-	64%	*	73%	20%	40%	51%	45%	27%	39%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	93%	83%	91%	96%	*	95%	-	100%	50%	100%	95%	87%	89%	91%
	2018	81%	94%	93%	87%	90%	93%	-	100%	*	100%	70%	100%	96%	83%	84%	89%
At Meets Grade Level or Above	2019	52%	73%	73%	67%	68%	70%	*	92%	-	100%	27%	70%	76%	61%	69%	73%
	2018	50%	74%	70%	47%	55%	77%	-	92%	*	91%	35%	80%	74%	55%	48%	58%
At Masters Grade Level	2019	26%	46%	46%	39%	37%	50%	*	68%	-	62%	8%	40%	51%	29%	31%	44%
	2018	24%	45%	49%	33%	34%	54%	-	79%	*	64%	10%	40%	51%	39%	27%	37%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	87%	60%	89%	84%	-	95%	-	100%	17%	*	90%	80%	83%	94%
	2018	66%	84%	88%	83%	93%	82%	-	94%	-	*	20%	*	95%	69%	86%	100%
At Meets Grade Level or Above	2019	38%	59%	65%	60%	62%	58%	-	95%	-	78%	8%	*	66%	61%	53%	63%
	2018	41%	62%	67%	83%	62%	63%	-	83%	-	*	10%	*	71%	55%	57%	70%
At Masters Grade Level	2019	14%	27%	24%	30%	21%	17%	-	47%	-	44%	0%	*	25%	22%	17%	28%
	2018	13%	26%	24%	50%	13%	22%	-	44%	-	*	0%	*	27%	17%	10%	15%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 777
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	61	63	50	64	-	84	-	89	64	*	62	60	47	48
	2018	63	73	68	50	50	74	-	94	-	*	65	*	67	71	56	61
Grade 4 Mathematics	2019	65	75	80	94	71	84	-	89	-	94	95	*	79	83	75	76
	2018	65	78	77	83	73	78	-	82	-	*	70	*	75	85	78	69
All Grades Both Subjects	2019	69	76	71	78	61	74	-	87	-	92	80	88	71	71	61	62
	2018	69	77	73	67	63	76	-	88	-	*	68	42	71	78	68	65
All Grades ELA/Reading	2019	68	74	61	63	50	64	-	84	-	89	64	*	62	60	47	48
	2018	69	75	68	50	50	74	-	94	-	*	65	*	67	71	56	61
All Grades Mathematics	2019	70	78	80	94	71	84	-	89	-	94	95	*	79	83	75	76
	2018	70	78	77	83	73	78	-	82	-	*	70	*	75	85	78	69

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 777
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	43%	*	*	*	-	*	-	-	*	*	-
	2018	38%	54%	*	-	*	*	-	-	-	-	-	*	*
Mathematics	2019	45%	58%	43%	*	29%	67%	-	-	-	-	33%	38%	40%
	2018	47%	61%	*	*	*	*	-	-	-	-	*	*	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 777
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	91%	92%	-	-	-	92%	63%	63%	-	-	89%	89%
	2018	77%	91%	92%	92%	-	-	-	92%	94%	94%	-	-	92%	92%
At Meets Grade Level or Above	2019	50%	70%	69%	63%	-	-	-	63%	42%	42%	-	-	61%	61%
	2018	48%	70%	71%	58%	-	-	-	58%	69%	69%	-	-	60%	60%
At Masters Grade Level	2019	24%	41%	40%	36%	-	-	-	36%	32%	32%	-	-	36%	36%
	2018	22%	40%	44%	26%	-	-	-	26%	25%	25%	-	-	26%	26%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	91%	89%	-	-	-	89%	67%	67%	-	-	87%	87%
	2018	74%	90%	95%	93%	-	-	-	93%	91%	91%	-	-	93%	93%
At Meets Grade Level or Above	2019	48%	68%	69%	59%	-	-	-	59%	44%	44%	-	-	57%	57%
	2018	46%	69%	74%	64%	-	-	-	64%	73%	73%	-	-	65%	65%
At Masters Grade Level	2019	21%	37%	42%	41%	-	-	-	41%	33%	33%	-	-	40%	40%
	2018	19%	36%	50%	30%	-	-	-	30%	45%	45%	-	-	32%	32%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	93%	92%	-	-	-	92%	67%	67%	-	-	89%	89%
	2018	81%	94%	93%	87%	-	-	-	87%	92%	92%	-	-	87%	87%
At Meets Grade Level or Above	2019	52%	73%	73%	71%	-	-	-	71%	44%	44%	-	-	68%	68%
	2018	50%	74%	70%	48%	-	-	-	48%	67%	67%	-	-	51%	51%
At Masters Grade Level	2019	26%	46%	46%	39%	-	-	-	39%	33%	33%	-	-	38%	38%
	2018	24%	45%	49%	29%	-	-	-	29%	25%	25%	-	-	29%	29%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	87%	95%	-	-	-	95%	*	*	-	-	93%	93%
	2018	66%	84%	88%	100%	-	-	-	100%	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	38%	59%	65%	58%	-	-	-	58%	*	*	-	-	57%	57%
	2018	41%	62%	67%	68%	-	-	-	68%	67%	67%	-	-	67%	67%
At Masters Grade Level	2019	14%	27%	24%	23%	-	-	-	23%	*	*	-	-	23%	23%
	2018	13%	26%	24%	11%	-	-	-	11%	0%	0%	-	-	9%	9%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	71%	57%	-	-	-	57%	*	*	-	-	57%	57%
	2018	69%	77%	73%	59%	-	-	-	59%	66%	66%	-	-	60%	60%
All Grades ELA/Reading	2019	68%	74%	61%	43%	-	-	-	43%	*	*	-	-	42%	42%
	2018	69%	75%	68%	44%	-	-	-	44%	81%	81%	-	-	53%	53%
All Grades Mathematics	2019	70%	78%	80%	71%	-	-	-	71%	*	*	-	-	72%	72%
	2018	70%	78%	77%	69%	-	-	-	69%	50%	50%	-	-	66%	66%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	43%	-	-	-	-	-	-	-	-	-	-	-
	2018	38%	54%	*	*	-	-	-	*	*	*	-	-	*	*
Mathematics	2019	45%	58%	43%	*	-	-	-	*	*	*	-	-	40%	40%
	2018	47%	61%	*	*	-	-	-	*	-	-	-	-	*	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 814
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	98%	100%	97%	99%	*	100%	-	100%	100%	97%	96%
Not Included in Accountability													
Mobile	4%	4%	1%	0%	2%	1%	*	0%	-	0%	0%	2%	3%
Other Exclusions	1%	1%	0%	0%	1%	0%	*	0%	-	0%	0%	1%	1%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	99%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	93%	95%	90%	94%	-	100%	*	93%	91%	89%	86%
Not Included in Accountability													
Mobile	4%	4%	4%	5%	6%	3%	-	0%	*	7%	9%	7%	6%
Other Exclusions	1%	1%	2%	0%	4%	2%	-	0%	*	0%	0%	4%	8%
Not Tested	1%	0%	0%	0%	0%	1%	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 777
 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													
2018-19	95.4%	96.5%	97.4%	98.1%	97.7%	97.0%	*	97.7%	-	96.5%	96.2%	97.5%	97.7%
2017-18	95.4%	96.4%	97.2%	97.4%	97.4%	97.1%	*	97.7%	*	95.0%	96.8%	97.2%	97.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 777
 Grade Span: PK - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 777
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 777
 Grade Span: PK - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 777
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 777
 Grade Span: PK - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 777
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 777
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 777
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	777	100.0%	18,234	5,479,173	782	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	5	0.6%	0.4%	0.5%
Pre-Kindergarten	33	4.2%	1.5%	4.5%	33	4.2%	1.4%	4.5%
Kindergarten	130	16.7%	7.7%	7.0%	130	16.6%	7.7%	7.0%
Grade 1	156	20.1%	7.7%	7.1%	156	19.9%	7.7%	7.1%
Grade 2	159	20.5%	7.9%	7.1%	159	20.3%	7.9%	7.1%
Grade 3	143	18.4%	7.9%	7.1%	143	18.3%	7.9%	7.1%
Grade 4	156	20.1%	7.8%	7.3%	156	19.9%	7.8%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	30	3.9%	4.8%	12.6%	31	4.0%	4.8%	12.6%
Hispanic	346	44.5%	31.1%	52.8%	347	44.4%	31.1%	52.8%
White	281	36.2%	52.1%	27.0%	284	36.3%	52.1%	27.0%
American Indian	4	0.5%	0.3%	0.4%	4	0.5%	0.3%	0.4%
Asian	92	11.8%	7.7%	4.6%	92	11.8%	7.7%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	24	3.1%	3.9%	2.5%	24	3.1%	3.9%	2.5%
Sex:								
Female	392	50.5%	49.7%	48.8%	394	50.4%	49.7%	48.8%
Male	385	49.5%	50.3%	51.2%	388	49.6%	50.3%	51.2%
Economically Disadvantaged	245	31.5%	23.8%	60.3%	250	32.0%	24.0%	60.2%
Non-Educationally Disadvantaged	532	68.5%	76.2%	39.7%	532	68.0%	76.0%	39.8%
Section 504 Students	39	5.0%	6.8%	6.9%	39	5.0%	6.7%	6.9%
English Learners (EL)	275	35.4%	10.0%	20.3%	275	35.2%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.7%	1.5%				
Students w/ Dyslexia	10	1.3%	3.2%	4.1%	10	1.3%	3.1%	4.1%
Foster Care	2	0.3%	0.3%	0.3%	2	0.3%	0.3%	0.3%
Homeless	0	0.0%	0.1%	1.4%	0	0.0%	0.1%	1.4%
Immigrant	74	9.5%	3.3%	2.3%	74	9.5%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	7	0.9%	0.8%	1.9%	7	0.9%	0.8%	1.9%
At-Risk	351	45.2%	27.1%	50.6%	351	44.9%	27.1%	50.5%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 777
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	282	36.3%	10.1%	20.6%	282	36.1%	10.1%	20.6%
Career & Technical Education	0	0.0%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	67	8.6%	9.7%	8.1%	67	8.6%	9.7%	8.1%
Special Education	67	8.6%	8.5%	10.5%	72	9.2%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	67							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	31.0%	42.4%				
Students with Physical Disabilities	21	31.3%	19.8%	21.4%				
Students with Autism	25	37.3%	16.1%	13.8%				
Students with Behavioral Disabilities	10	14.9%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	*	*	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	45	6.9%	8.4%	15.3%				
By Ethnicity:								
African American	1	0.2%						
Hispanic	28	4.3%						
White	13	2.0%						
American Indian	0	0.0%						
Asian	2	0.3%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	68	10.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.8%	0.4%	1.6%	7.7%	3.5%	5.5%
Grade 1	0.0%	1.2%	2.9%	0.0%	6.1%	4.9%
Grade 2	0.0%	0.2%	1.6%	0.0%	0.8%	2.0%
Grade 3	0.0%	0.3%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 777
 Grade Span: PK - 04
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.3	20.9	19.0
Grade 1	19.6	20.3	18.9
Grade 2	17.0	19.7	18.8
Grade 3	35.4	41.2	19.0
Grade 4	36.7	39.1	19.2
Grade 5	-	33.3	20.9
Grade 6	3.0	24.3	20.4
Secondary:			
English/Language Arts	-	21.2	16.4
Foreign Languages	-	21.9	18.7
Mathematics	-	24.1	17.8
Science	-	24.5	18.8
Social Studies	-	26.0	19.3

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 777
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	73.1	100.0%	100.0%	100.0%
Professional Staff:	60.4	82.6%	60.2%	63.7%
Teachers	52.2	71.3%	48.4%	49.4%
Professional Support	6.2	8.5%	8.3%	10.2%
Campus Administration (School Leadership)	2.0	2.7%	2.5%	3.0%
Educational Aides:	12.7	17.4%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	27.0	36.9%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	1.9%	2.8%	10.8%
Hispanic	16.0	30.7%	12.4%	28.1%
White	34.2	65.5%	81.9%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	1.0	1.9%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	1.0	2.0%	17.1%	23.8%
Females	51.1	98.0%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	3.8%	1.8%	1.3%
Bachelors	41.1	78.7%	71.4%	73.4%
Masters	9.1	17.4%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.9%	2.6%	7.4%
1-5 Years Experience	7.0	13.4%	21.7%	27.9%
6-10 Years Experience	23.0	44.2%	24.8%	19.4%
11-20 Years Experience	17.0	32.6%	36.5%	29.4%
Over 20 Years Experience	4.1	7.9%	14.4%	15.9%
Number of Students per Teacher	14.9	n/a	16.8	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 777
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.5	6.2
Average Years Experience of Principals with District	8.0	5.0	5.3
Average Years Experience of Assistant Principals	1.0	7.7	5.3
Average Years Experience of Assistant Principals with District	1.0	6.6	4.7
Average Years Experience of Teachers:	10.9	11.9	11.1
Average Years Experience of Teachers with District:	7.4	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,729	\$55,721	\$49,868
1-5 Years Experience	\$56,382	\$56,381	\$52,823
6-10 Years Experience	\$58,392	\$57,938	\$55,756
11-20 Years Experience	\$61,016	\$60,994	\$59,308
Over 20 Years Experience	\$67,429	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,639	\$60,012	\$57,091
Professional Support	\$68,056	\$70,319	\$67,352
Campus Administration (School Leadership)	\$85,423	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 777
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	15.4	29.5%	5.0%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	2.6	4.9%	0.8%	2.8%
Gifted & Talented Education	0.7	1.3%	1.0%	1.9%
Regular Education	29.2	55.9%	69.1%	70.9%
Special Education	4.4	8.4%	8.9%	9.3%
Other	0.0	0.0%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CREEKSIDE FOREST EL**

Campus Number: **101921112**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 571
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 571
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	100%	*	100%	100%	-	100%	-	*	*	100%	100%	100%	*	100%
	2018	84%	95%	99%	-	100%	97%	-	*	-	*	*	*	98%	100%	*	100%
At Meets Grade Level or Above	2019	54%	72%	92%	*	96%	92%	-	90%	-	*	*	67%	92%	92%	*	89%
	2018	54%	74%	92%	-	96%	86%	-	*	-	*	*	*	96%	84%	*	94%
At Masters Grade Level	2019	29%	46%	70%	*	73%	73%	-	60%	-	*	*	67%	71%	68%	*	56%
	2018	26%	43%	72%	-	71%	68%	-	*	-	*	*	*	74%	68%	*	56%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	98%	100%	*	100%	100%	-	100%	-	*	*	100%	100%	100%	*	100%
	2018	91%	97%	100%	-	100%	100%	-	*	-	*	*	*	100%	100%	*	100%
At Meets Grade Level or Above	2019	58%	78%	99%	*	100%	98%	-	100%	-	*	*	83%	98%	100%	*	100%
	2018	58%	77%	99%	-	100%	97%	-	*	-	*	*	*	98%	100%	*	100%
At Masters Grade Level	2019	36%	58%	91%	*	85%	96%	-	100%	-	*	*	83%	91%	92%	*	83%
	2018	30%	48%	94%	-	96%	92%	-	*	-	*	*	*	96%	92%	*	100%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	90%	100%	*	100%	100%	-	100%	-	*	*	100%	100%	100%	*	100%
	2018	76%	88%	97%	-	100%	95%	-	*	-	*	*	*	98%	96%	*	100%
At Meets Grade Level or Above	2019	49%	72%	93%	*	92%	92%	-	100%	-	*	*	83%	92%	96%	*	88%
	2018	41%	58%	80%	-	86%	73%	-	*	-	*	*	*	87%	68%	*	75%
At Masters Grade Level	2019	24%	42%	70%	*	68%	73%	-	70%	-	*	*	50%	72%	63%	*	59%
	2018	17%	31%	55%	-	64%	41%	-	*	-	*	*	*	59%	48%	*	56%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	99%	95%	99%	100%	*	100%	*	100%	94%	100%	100%	98%	96%	99%
	2018	77%	91%	98%	100%	98%	98%	-	100%	-	100%	81%	100%	99%	96%	100%	99%
At Meets Grade Level or Above	2019	50%	70%	90%	81%	88%	89%	*	96%	*	97%	65%	75%	92%	84%	80%	84%
	2018	48%	70%	89%	100%	89%	87%	-	97%	-	100%	62%	86%	91%	84%	93%	83%
At Masters Grade Level	2019	24%	41%	67%	57%	63%	68%	*	78%	*	61%	29%	60%	69%	62%	60%	54%
	2018	22%	40%	67%	75%	66%	64%	-	78%	-	79%	19%	50%	69%	62%	80%	56%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	100%	100%	99%	100%	*	100%	*	100%	100%	100%	100%	99%	100%	98%
	2018	74%	90%	99%	*	99%	99%	-	100%	-	100%	80%	100%	99%	97%	100%	98%
At Meets Grade Level or Above	2019	48%	68%	88%	63%	86%	88%	*	94%	*	92%	50%	57%	91%	78%	60%	81%
	2018	46%	69%	89%	*	86%	89%	-	92%	-	100%	70%	80%	91%	84%	80%	78%
At Masters Grade Level	2019	21%	37%	67%	50%	66%	69%	*	74%	*	58%	29%	57%	70%	59%	50%	50%
	2018	19%	36%	69%	*	68%	67%	-	77%	-	73%	10%	40%	71%	64%	80%	54%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	100%	100%	100%	99%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
	2018	81%	94%	100%	*	99%	100%	-	100%	-	100%	90%	100%	100%	99%	100%	100%
At Meets Grade Level or Above	2019	52%	73%	93%	100%	93%	93%	*	97%	*	100%	86%	86%	94%	92%	100%	90%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 571
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	74%	95%	*	95%	93%	-	100%	-	100%	60%	100%	96%	93%	100%	91%
	2019	26%	46%	74%	63%	69%	75%	*	94%	*	67%	36%	71%	75%	72%	60%	64%
	2018	24%	45%	79%	*	76%	79%	-	85%	-	100%	30%	100%	80%	75%	80%	67%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	98%	*	96%	100%	-	100%	-	*	60%	-	100%	93%	*	100%
	2018	66%	84%	93%	*	93%	91%	-	100%	-	100%	*	*	95%	89%	*	100%
	2019	38%	59%	82%	*	76%	81%	-	93%	-	*	40%	-	86%	70%	*	69%
At Meets Grade Level or Above	2018	41%	62%	81%	*	82%	74%	-	100%	-	100%	*	*	83%	78%	*	80%
	2019	14%	27%	43%	*	32%	43%	-	57%	-	*	0%	-	45%	41%	*	31%
	2018	13%	26%	37%	*	36%	32%	-	56%	-	40%	*	*	39%	33%	*	35%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	100%	*	100%	100%	-	100%	-	*	*	100%	100%	100%	*	100%
	2018	80%	91%	97%	-	100%	95%	-	*	-	*	*	*	98%	96%	*	100%
	2019	54%	74%	93%	*	92%	92%	-	100%	-	*	*	83%	92%	96%	*	88%
At Meets Grade Level or Above	2018	51%	70%	80%	-	86%	73%	-	*	-	*	*	*	87%	68%	*	75%
	2019	25%	42%	70%	*	68%	73%	-	70%	-	*	*	50%	72%	63%	*	59%
	2018	23%	39%	55%	-	64%	41%	-	*	-	*	*	*	59%	48%	*	56%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 571
 Grade Span: KG - 05
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	78	*	80	73	-	100	-	*	60	-	81	71	*	82
	2018	63	73	80	*	84	79	-	94	-	60	*	*	84	68	*	71
Grade 4 Mathematics	2019	65	75	79	*	71	76	-	92	-	*	90	-	80	75	*	67
	2018	65	78	88	*	72	92	-	100	-	100	*	*	85	95	*	65
Grade 5 ELA/Reading	2019	81	82	87	*	90	90	-	80	-	*	*	100	86	89	*	86
	2018	80	82	93	-	93	93	-	*	-	*	*	*	90	100	*	100
Grade 5 Mathematics	2019	83	87	97	*	98	98	-	100	-	*	*	92	96	100	*	97
	2018	81	79	98	-	96	100	-	*	-	*	*	*	98	100	*	100
All Grades Both Subjects	2019	69	76	85	70	85	85	-	93	-	82	79	96	86	84	90	85
	2018	69	77	89	*	87	90	-	98	-	83	88	94	89	91	80	83
All Grades ELA/Reading	2019	68	74	83	40	85	82	-	91	-	79	67	100	83	81	80	84
	2018	69	75	86	*	88	85	-	96	-	67	92	*	86	84	80	85
All Grades Mathematics	2019	70	78	88	100	85	87	-	96	-	86	92	92	88	88	100	85
	2018	70	78	92	*	85	96	-	100	-	100	83	*	91	98	80	82

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 571
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	*	-	*	*	-	-	-	-	*	-	*
	2018	38%	54%	*	-	*	*	-	-	-	-	*	-	*
Mathematics	2019	45%	58%	*	*	*	-	-	-	-	-	*	-	-
	2018	47%	61%	*	-	*	*	-	-	-	-	*	-	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	99%	*	100%	98%	-	100%	-	*	*	*	100%
Students Requiring Accelerated Instruction														
	2019	22%	9%	1%	*	0%	2%	-	0%	-	*	*	*	0%
STAAR Cumulative Met Standard														
	2019	86%	95%	100%	*	100%	100%	-	100%	-	*	*	*	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	95%	100%	*	100%	100%	-	100%	-	*	*	*	100%
STAAR Cumulative Met Standard														
	2019	90%	98%	100%	*	100%	100%	-	100%	-	*	*	*	100%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 571
 Grade Span: KG - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	99%	-	-	-	-	-	99%	99%	-	-	99%	99%
	2018	77%	91%	98%	-	-	-	-	-	98%	98%	-	-	98%	98%
At Meets Grade Level or Above	2019	50%	70%	90%	-	-	-	-	-	81%	81%	-	-	81%	81%
	2018	48%	70%	89%	-	-	-	-	-	78%	78%	-	-	78%	78%
At Masters Grade Level	2019	24%	41%	67%	-	-	-	-	-	47%	47%	-	-	47%	47%
	2018	22%	40%	67%	-	-	-	-	-	43%	43%	-	-	43%	43%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	100%	-	-	-	-	-	96%	96%	-	-	96%	96%
	2018	74%	90%	99%	-	-	-	-	-	95%	95%	-	-	95%	95%
At Meets Grade Level or Above	2019	48%	68%	88%	-	-	-	-	-	77%	77%	-	-	77%	77%
	2018	46%	69%	89%	-	-	-	-	-	73%	73%	-	-	73%	73%
At Masters Grade Level	2019	21%	37%	67%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	19%	36%	69%	-	-	-	-	-	36%	36%	-	-	36%	36%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	100%	-	-	-	-	-	100%	100%	-	-	100%	100%
	2018	81%	94%	100%	-	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	52%	73%	93%	-	-	-	-	-	88%	88%	-	-	88%	88%
	2018	50%	74%	95%	-	-	-	-	-	86%	86%	-	-	86%	86%
At Masters Grade Level	2019	26%	46%	74%	-	-	-	-	-	62%	62%	-	-	62%	62%
	2018	24%	45%	79%	-	-	-	-	-	55%	55%	-	-	55%	55%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	98%	-	-	-	-	-	100%	100%	-	-	100%	100%
	2018	66%	84%	93%	-	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	38%	59%	82%	-	-	-	-	-	70%	70%	-	-	70%	70%
	2018	41%	62%	81%	-	-	-	-	-	67%	67%	-	-	67%	67%
At Masters Grade Level	2019	14%	27%	43%	-	-	-	-	-	30%	30%	-	-	30%	30%
	2018	13%	26%	37%	-	-	-	-	-	22%	22%	-	-	22%	22%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	100%	-	-	-	-	-	100%	100%	-	-	100%	100%
	2018	80%	91%	97%	-	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	54%	74%	93%	-	-	-	-	-	88%	88%	-	-	88%	88%
	2018	51%	70%	80%	-	-	-	-	-	80%	80%	-	-	80%	80%
At Masters Grade Level	2019	25%	42%	70%	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	23%	39%	55%	-	-	-	-	-	60%	60%	-	-	60%	60%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	85%	-	-	-	-	-	83%	83%	-	-	83%	83%
	2018	69%	77%	89%	-	-	-	-	-	75%	75%	-	-	75%	75%
All Grades ELA/Reading	2019	68%	74%	83%	-	-	-	-	-	82%	82%	-	-	82%	82%
	2018	69%	75%	86%	-	-	-	-	-	79%	79%	-	-	79%	79%
All Grades Mathematics	2019	70%	78%	88%	-	-	-	-	-	83%	83%	-	-	83%	83%
	2018	70%	78%	92%	-	-	-	-	-	71%	71%	-	-	71%	71%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	*	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	54%	*	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	58%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	61%	*	-	-	-	-	-	*	*	-	-	*	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 546
 Grade Span: KG - 05
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	100%	93%	97%	*	100%	*	100%	100%	100%	84%
Not Included in Accountability													
Mobile	4%	4%	2%	0%	3%	3%	*	0%	*	0%	0%	0%	4%
Other Exclusions	1%	1%	1%	0%	4%	0%	*	0%	*	0%	0%	0%	12%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	73%	92%	94%	-	96%	-	100%	81%	100%	73%
Not Included in Accountability													
Mobile	4%	4%	3%	27%	0%	5%	-	4%	-	0%	19%	0%	0%
Other Exclusions	1%	1%	3%	0%	8%	1%	-	0%	-	0%	0%	0%	27%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 571
 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													
2018-19	95.4%	96.5%	97.3%	97.3%	96.8%	97.4%	*	97.5%	*	97.7%	96.0%	96.5%	97.0%
2017-18	95.4%	96.4%	97.6%	97.4%	97.7%	97.5%	*	97.7%	-	97.8%	96.6%	*	97.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
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Total Students: 571
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 571
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

District Name: TOMBALL ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 571
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
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Total Students: 571
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: CREEKSIDE FOREST EL
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 571
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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2018 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 571
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 571
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	571	100.0%	18,234	5,479,173	571	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	1.5%	4.5%	0	0.0%	1.4%	4.5%
Kindergarten	95	16.6%	7.7%	7.0%	95	16.6%	7.7%	7.0%
Grade 1	89	15.6%	7.7%	7.1%	89	15.6%	7.7%	7.1%
Grade 2	94	16.5%	7.9%	7.1%	94	16.5%	7.9%	7.1%
Grade 3	99	17.3%	7.9%	7.1%	99	17.3%	7.9%	7.1%
Grade 4	96	16.8%	7.8%	7.3%	96	16.8%	7.8%	7.3%
Grade 5	98	17.2%	8.2%	7.6%	98	17.2%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	9	1.6%	4.8%	12.6%	9	1.6%	4.8%	12.6%
Hispanic	133	23.3%	31.1%	52.8%	133	23.3%	31.1%	52.8%
White	327	57.3%	52.1%	27.0%	327	57.3%	52.1%	27.0%
American Indian	2	0.4%	0.3%	0.4%	2	0.4%	0.3%	0.4%
Asian	70	12.3%	7.7%	4.6%	70	12.3%	7.7%	4.6%
Pacific Islander	1	0.2%	0.0%	0.2%	1	0.2%	0.0%	0.2%
Two or More Races	29	5.1%	3.9%	2.5%	29	5.1%	3.9%	2.5%
Sex:								
Female	281	49.2%	49.7%	48.8%	281	49.2%	49.7%	48.8%
Male	290	50.8%	50.3%	51.2%	290	50.8%	50.3%	51.2%
Economically Disadvantaged	6	1.1%	23.8%	60.3%	6	1.1%	24.0%	60.2%
Non-Educationally Disadvantaged	565	98.9%	76.2%	39.7%	565	98.9%	76.0%	39.8%
Section 504 Students	28	4.9%	6.8%	6.9%	28	4.9%	6.7%	6.9%
English Learners (EL)	42	7.4%	10.0%	20.3%	42	7.4%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.7%	1.5%				
Students w/ Dyslexia	10	1.8%	3.2%	4.1%	10	1.8%	3.1%	4.1%
Foster Care	2	0.4%	0.3%	0.3%	2	0.4%	0.3%	0.3%
Homeless	0	0.0%	0.1%	1.4%	0	0.0%	0.1%	1.4%
Immigrant	56	9.8%	3.3%	2.3%	56	9.8%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	2	0.4%	0.8%	1.9%	2	0.4%	0.8%	1.9%
At-Risk	76	13.3%	27.1%	50.6%	76	13.3%	27.1%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 571
Grade Span: KG - 05
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	42	7.4%	10.1%	20.6%	42	7.4%	10.1%	20.6%
Career & Technical Education	0	0.0%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	126	22.1%	9.7%	8.1%	126	22.1%	9.7%	8.1%
Special Education	34	6.0%	8.5%	10.5%	34	6.0%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	34							
By Type of Primary Disability								
Students with Intellectual Disabilities	8	23.5%	31.0%	42.4%				
Students with Physical Disabilities	18	52.9%	19.8%	21.4%				
Students with Autism	0	0.0%	16.1%	13.8%				
Students with Behavioral Disabilities	**	**	30.3%	20.8%				
Students with Non-Categorical Early Childhood	*	*	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	29	6.0%	8.4%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	3	0.6%						
White	17	3.5%						
American Indian	0	0.0%						
Asian	5	1.0%						
Pacific Islander	0	0.0%						
Two or More Races	4	0.8%						
Student Attrition (2018-19):								
Total Student Attrition	44	9.7%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.4%	1.6%	0.0%	3.5%	5.5%
Grade 1	0.0%	1.2%	2.9%	0.0%	6.1%	4.9%
Grade 2	0.0%	0.2%	1.6%	12.5%	0.8%	2.0%
Grade 3	0.0%	0.3%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 571
 Grade Span: KG - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.3	20.9	19.0
Grade 1	20.4	20.3	18.9
Grade 2	17.7	19.7	18.8
Grade 3	44.3	41.2	19.0
Grade 4	32.4	39.1	19.2
Grade 5	?	33.3	20.9
Grade 6	-	24.3	20.4
Secondary:			
English/Language Arts	-	21.2	16.4
Foreign Languages	-	21.9	18.7
Mathematics	-	24.1	17.8
Science	-	24.5	18.8
Social Studies	-	26.0	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 571
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	49.0	100.0%	100.0%	100.0%
Professional Staff:	42.2	86.1%	60.2%	63.7%
Teachers	36.0	73.5%	48.4%	49.4%
Professional Support	4.2	8.6%	8.3%	10.2%
Campus Administration (School Leadership)	2.0	4.1%	2.5%	3.0%
Educational Aides:	6.8	13.9%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	4.0	8.1%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.8%	10.8%
Hispanic	2.0	5.6%	12.4%	28.1%
White	33.0	91.7%	81.9%	57.7%
American Indian	1.0	2.8%	0.6%	0.3%
Asian	0.0	0.0%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	0.0	0.1%	17.1%	23.8%
Females	36.0	99.9%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.8%	1.3%
Bachelors	26.0	72.2%	71.4%	73.4%
Masters	10.0	27.8%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.6%	7.4%
1-5 Years Experience	5.0	13.9%	21.7%	27.9%
6-10 Years Experience	8.0	22.2%	24.8%	19.4%
11-20 Years Experience	16.0	44.5%	36.5%	29.4%
Over 20 Years Experience	7.0	19.4%	14.4%	15.9%
Number of Students per Teacher	15.9	n/a	16.8	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 571
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	7.5	6.2
Average Years Experience of Principals with District	2.0	5.0	5.3
Average Years Experience of Assistant Principals	8.0	7.7	5.3
Average Years Experience of Assistant Principals with District	8.0	6.6	4.7
Average Years Experience of Teachers:	14.2	11.9	11.1
Average Years Experience of Teachers with District:	4.8	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,721	\$49,868
1-5 Years Experience	\$56,676	\$56,381	\$52,823
6-10 Years Experience	\$58,542	\$57,938	\$55,756
11-20 Years Experience	\$61,978	\$60,994	\$59,308
Over 20 Years Experience	\$66,953	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$61,446	\$60,012	\$57,091
Professional Support	\$65,165	\$70,319	\$67,352
Campus Administration (School Leadership)	\$95,458	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 571
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.8%	5.0%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	0.0	0.0%	0.8%	2.8%
Gifted & Talented Education	0.9	2.4%	1.0%	1.9%
Regular Education	32.8	90.9%	69.1%	70.9%
Special Education	1.4	4.0%	8.9%	9.3%
Other	0.0	0.0%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **TIMBER CREEK EL**

Campus Number: **101921113**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 655
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	95%	*	90%	98%	*	100%	*	100%	80%	*	94%	96%	*	78%
	2018	77%	92%	95%	100%	92%	100%	-	*	-	71%	78%	*	97%	92%	100%	78%
At Meets Grade Level or Above	2019	45%	62%	85%	*	70%	93%	*	100%	*	80%	40%	*	85%	88%	*	56%
	2018	43%	64%	71%	60%	72%	73%	-	*	-	57%	22%	*	76%	62%	29%	56%
At Masters Grade Level	2019	27%	42%	63%	*	60%	62%	*	67%	*	70%	0%	*	62%	64%	*	56%
	2018	25%	42%	48%	20%	56%	41%	-	*	-	57%	0%	*	53%	35%	29%	44%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	95%	*	95%	95%	*	100%	*	100%	60%	*	96%	92%	*	100%
	2018	78%	91%	93%	100%	93%	93%	-	*	-	86%	67%	*	95%	89%	100%	82%
At Meets Grade Level or Above	2019	49%	66%	81%	*	80%	84%	*	67%	*	90%	40%	*	83%	76%	*	89%
	2018	47%	69%	69%	40%	70%	66%	-	*	-	86%	22%	*	75%	56%	38%	55%
At Masters Grade Level	2019	25%	38%	47%	*	25%	55%	*	50%	*	50%	40%	*	54%	28%	*	33%
	2018	23%	41%	49%	20%	48%	45%	-	*	-	71%	0%	*	53%	41%	25%	45%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	89%	90%	100%	82%	93%	-	*	-	86%	38%	*	89%	91%	73%	69%
	2018	73%	92%	97%	*	93%	98%	-	100%	-	*	*	-	98%	96%	*	100%
At Meets Grade Level or Above	2019	44%	63%	69%	60%	68%	68%	-	*	-	71%	38%	*	78%	58%	36%	50%
	2018	46%	72%	81%	*	73%	81%	-	86%	-	*	*	-	80%	82%	*	89%
At Masters Grade Level	2019	22%	37%	46%	20%	43%	45%	-	*	-	57%	13%	*	55%	36%	9%	31%
	2018	24%	43%	51%	*	27%	55%	-	86%	-	*	*	-	56%	43%	*	44%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	92%	94%	100%	89%	96%	-	*	-	86%	38%	*	95%	93%	91%	81%
	2018	78%	94%	99%	*	95%	100%	-	100%	-	*	80%	-	98%	100%	*	100%
At Meets Grade Level or Above	2019	48%	70%	66%	20%	64%	68%	-	*	-	71%	13%	*	71%	60%	45%	50%
	2018	49%	72%	84%	*	74%	84%	-	100%	-	*	40%	-	86%	81%	*	83%
At Masters Grade Level	2019	28%	47%	48%	20%	54%	48%	-	*	-	43%	0%	*	60%	33%	36%	38%
	2018	27%	47%	68%	*	37%	74%	-	86%	-	*	20%	-	74%	59%	*	50%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	83%	87%	100%	82%	89%	-	*	-	71%	63%	*	89%	84%	64%	69%
	2018	63%	82%	92%	*	83%	93%	-	100%	-	*	*	-	93%	90%	*	100%
At Meets Grade Level or Above	2019	35%	52%	58%	40%	54%	59%	-	*	-	57%	25%	*	65%	49%	27%	38%
	2018	39%	59%	72%	*	50%	78%	-	86%	-	*	*	-	76%	67%	*	64%
At Masters Grade Level	2019	11%	18%	16%	0%	14%	14%	-	*	-	29%	0%	*	20%	11%	0%	6%
	2018	11%	19%	28%	*	17%	29%	-	57%	-	*	*	-	29%	27%	*	36%

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 655
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	99%	*	96%	100%	-	100%	-	*	100%	-	98%	100%	83%	93%
	2018	84%	95%	100%	*	100%	100%	-	*	-	*	100%	*	100%	100%	*	100%
At Meets Grade Level or Above	2019	54%	72%	86%	*	71%	90%	-	100%	-	*	43%	-	91%	80%	17%	67%
	2018	54%	74%	88%	*	90%	86%	-	*	-	*	40%	*	92%	81%	*	89%
At Masters Grade Level	2019	29%	46%	67%	*	50%	69%	-	100%	-	*	14%	-	74%	58%	17%	47%
	2018	26%	43%	60%	*	55%	61%	-	*	-	*	40%	*	66%	52%	*	39%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	98%	100%	*	100%	100%	-	100%	-	*	100%	-	100%	100%	100%	100%
	2018	91%	97%	100%	*	100%	100%	-	*	-	*	*	*	100%	100%	*	100%
At Meets Grade Level or Above	2019	58%	78%	89%	*	83%	90%	-	100%	-	*	29%	-	89%	90%	33%	80%
	2018	58%	77%	91%	*	80%	98%	-	*	-	*	*	*	92%	90%	*	88%
At Masters Grade Level	2019	36%	58%	65%	*	58%	63%	-	100%	-	*	14%	-	72%	55%	17%	53%
	2018	30%	48%	62%	*	50%	67%	-	*	-	*	*	*	57%	70%	*	59%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	90%	94%	*	88%	95%	-	100%	-	*	57%	-	96%	90%	50%	80%
	2018	76%	88%	95%	*	91%	98%	-	*	-	*	100%	*	94%	97%	*	95%
At Meets Grade Level or Above	2019	49%	72%	76%	*	63%	80%	-	100%	-	*	29%	-	85%	65%	17%	53%
	2018	41%	58%	70%	*	59%	73%	-	*	-	*	50%	*	67%	74%	*	58%
At Masters Grade Level	2019	24%	42%	43%	*	25%	47%	-	67%	-	*	0%	-	45%	40%	17%	27%
	2018	17%	31%	37%	*	31%	36%	-	*	-	*	33%	*	37%	39%	*	37%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	94%	92%	90%	96%	*	100%	*	92%	65%	100%	95%	93%	80%	83%
	2018	77%	91%	96%	100%	94%	98%	-	100%	-	91%	80%	100%	97%	96%	88%	95%
At Meets Grade Level or Above	2019	50%	70%	76%	50%	68%	79%	*	95%	*	81%	31%	64%	81%	69%	39%	59%
	2018	48%	70%	78%	56%	72%	80%	-	94%	-	89%	40%	63%	80%	74%	36%	74%
At Masters Grade Level	2019	24%	41%	49%	21%	41%	51%	*	74%	*	60%	9%	36%	55%	39%	22%	35%
	2018	22%	40%	50%	25%	42%	51%	-	85%	-	69%	20%	38%	53%	46%	21%	44%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	94%	89%	89%	97%	*	100%	*	95%	70%	*	94%	95%	81%	80%
	2018	74%	90%	97%	100%	96%	99%	-	100%	-	86%	82%	*	98%	96%	91%	94%
At Meets Grade Level or Above	2019	48%	68%	80%	67%	69%	84%	*	100%	*	81%	40%	*	84%	73%	43%	58%
	2018	46%	69%	80%	57%	80%	80%	-	92%	-	79%	35%	*	83%	75%	36%	81%
At Masters Grade Level	2019	21%	37%	58%	33%	50%	59%	*	88%	*	71%	10%	*	63%	50%	24%	43%
	2018	19%	36%	53%	14%	49%	52%	-	92%	-	64%	24%	*	58%	44%	27%	42%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	96%	89%	94%	97%	*	100%	*	95%	65%	*	97%	95%	95%	93%
	2018	81%	94%	97%	100%	96%	98%	-	100%	-	93%	78%	*	97%	97%	93%	95%
At Meets Grade Level or Above	2019	52%	73%	79%	44%	75%	81%	*	88%	*	86%	25%	*	81%	75%	48%	70%

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 655
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	74%	81%	57%	75%	82%	-	100%	-	93%	39%	*	83%	76%	33%	78%
	2019	26%	46%	53%	22%	47%	55%	*	69%	*	57%	15%	*	61%	40%	33%	43%
	2018	24%	45%	59%	43%	46%	62%	-	92%	-	79%	17%	*	60%	57%	20%	53%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	87%	100%	82%	89%	-	*	-	71%	63%	*	89%	84%	64%	69%
	2018	66%	84%	92%	*	83%	93%	-	100%	-	*	*	-	93%	90%	*	100%
	2019	38%	59%	58%	40%	54%	59%	-	*	-	57%	25%	*	65%	49%	27%	38%
At Meets Grade Level or Above	2018	41%	62%	72%	*	50%	78%	-	86%	-	*	*	-	76%	67%	*	64%
	2019	14%	27%	16%	0%	14%	14%	-	*	-	29%	0%	*	20%	11%	0%	6%
	2018	13%	26%	28%	*	17%	29%	-	57%	-	*	*	-	29%	27%	*	36%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	94%	*	88%	95%	-	100%	-	*	57%	-	96%	90%	50%	80%
	2018	80%	91%	95%	*	91%	98%	-	*	-	*	100%	*	94%	97%	*	95%
	2019	54%	74%	76%	*	63%	80%	-	100%	-	*	29%	-	85%	65%	17%	53%
At Meets Grade Level or Above	2018	51%	70%	70%	*	59%	73%	-	*	-	*	50%	*	67%	74%	*	58%
	2019	25%	42%	43%	*	25%	47%	-	67%	-	*	0%	-	45%	40%	17%	27%
	2018	23%	39%	37%	*	31%	36%	-	*	-	*	33%	*	37%	39%	*	37%

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Progress**

Total Students: 655
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	73	60	72	68	-	*	-	100	31	*	75	70	56	63
	2018	63	73	74	*	54	77	-	93	-	*	*	-	74	73	*	67
Grade 4 Mathematics	2019	65	75	77	100	84	74	-	*	-	57	38	*	78	76	85	75
	2018	65	78	85	*	72	87	-	93	-	*	70	-	85	85	*	79
Grade 5 ELA/Reading	2019	81	82	92	*	89	94	-	100	-	*	83	-	95	88	100	100
	2018	80	82	88	*	93	85	-	*	-	*	70	*	92	80	*	89
Grade 5 Mathematics	2019	83	87	84	*	89	81	-	100	-	*	92	-	82	88	92	83
	2018	81	79	77	*	70	80	-	*	-	*	*	*	70	88	*	79
All Grades Both Subjects	2019	69	76	82	71	83	80	-	94	-	86	57	83	83	80	80	80
	2018	69	77	81	*	75	82	-	94	-	86	68	*	80	82	64	80
All Grades ELA/Reading	2019	68	74	82	58	80	82	-	100	-	100	54	*	85	78	71	81
	2018	69	75	81	*	80	81	-	94	-	86	69	*	84	76	*	81
All Grades Mathematics	2019	70	78	81	83	86	78	-	89	-	73	61	*	80	82	88	79
	2018	70	78	81	*	71	84	-	94	-	86	67	*	77	87	64	79

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 655
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	67%	-	*	*	-	-	-	*	*	*	60%
	2018	38%	54%	*	-	*	*	-	-	-	-	*	*	*
Mathematics	2019	45%	58%	50%	*	*	*	-	-	-	*	40%	-	*
	2018	47%	61%	*	-	-	*	-	-	-	-	*	-	-
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	94%	*	92%	93%	-	100%	-	*	57%	67%	50%
Students Requiring Accelerated Instruction														
	2019	22%	9%	6%	*	8%	7%	-	0%	-	*	43%	33%	50%
STAAR Cumulative Met Standard														
	2019	86%	95%	99%	*	96%	100%	-	100%	-	*	100%	83%	83%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	95%	100%	*	100%	100%	-	100%	-	*	100%	100%	100%
STAAR Cumulative Met Standard														
	2019	90%	98%	100%	*	100%	100%	-	100%	-	*	100%	100%	100%

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 655
 Grade Span: KG - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	94%	-	-	-	-	-	68%	68%	-	-	68%	68%
	2018	77%	91%	96%	-	-	-	-	-	91%	91%	-	*	91%	91%
At Meets Grade Level or Above	2019	50%	70%	76%	-	-	-	-	-	30%	30%	-	-	30%	30%
	2018	48%	70%	78%	-	-	-	-	-	64%	64%	-	*	64%	63%
At Masters Grade Level	2019	24%	41%	49%	-	-	-	-	-	10%	10%	-	-	10%	10%
	2018	22%	40%	50%	-	-	-	-	-	27%	27%	-	*	27%	26%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	94%	-	-	-	-	-	64%	64%	-	-	64%	64%
	2018	74%	90%	97%	-	-	-	-	-	89%	89%	-	*	89%	89%
At Meets Grade Level or Above	2019	48%	68%	80%	-	-	-	-	-	27%	27%	-	-	27%	27%
	2018	46%	69%	80%	-	-	-	-	-	72%	72%	-	*	72%	74%
At Masters Grade Level	2019	21%	37%	58%	-	-	-	-	-	14%	14%	-	-	14%	14%
	2018	19%	36%	53%	-	-	-	-	-	22%	22%	-	*	22%	21%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	96%	-	-	-	-	-	86%	86%	-	-	86%	86%
	2018	81%	94%	97%	-	-	-	-	-	91%	91%	-	*	91%	91%
At Meets Grade Level or Above	2019	52%	73%	79%	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	50%	74%	81%	-	-	-	-	-	68%	68%	-	*	68%	65%
At Masters Grade Level	2019	26%	46%	53%	-	-	-	-	-	14%	14%	-	-	14%	14%
	2018	24%	45%	59%	-	-	-	-	-	36%	36%	-	*	36%	35%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	87%	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	66%	84%	92%	-	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	38%	59%	58%	-	-	-	-	-	10%	10%	-	-	10%	10%
	2018	41%	62%	72%	-	-	-	-	-	67%	67%	-	-	67%	67%
At Masters Grade Level	2019	14%	27%	16%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	13%	26%	28%	-	-	-	-	-	17%	17%	-	-	17%	17%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	94%	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	80%	91%	95%	-	-	-	-	-	89%	89%	-	-	89%	89%
At Meets Grade Level or Above	2019	54%	74%	76%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	51%	70%	70%	-	-	-	-	-	33%	33%	-	-	33%	33%
At Masters Grade Level	2019	25%	42%	43%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	23%	39%	37%	-	-	-	-	-	22%	22%	-	-	22%	22%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	82%	-	-	-	-	-	68%	68%	-	-	68%	68%
	2018	69%	77%	81%	-	-	-	-	-	67%	67%	-	-	67%	67%
All Grades ELA/Reading	2019	68%	74%	82%	-	-	-	-	-	64%	64%	-	-	64%	64%
	2018	69%	75%	81%	-	-	-	-	-	71%	71%	-	-	71%	71%
All Grades Mathematics	2019	70%	78%	81%	-	-	-	-	-	72%	72%	-	-	72%	72%
	2018	70%	78%	81%	-	-	-	-	-	64%	64%	-	-	64%	64%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	67%	-	-	-	-	-	60%	60%	-	-	60%	60%
	2018	38%	54%	*	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	58%	50%	-	-	-	-	-	*	*	-	-	*	*
	2018	47%	61%	*	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 570
 Grade Span: KG - 05
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	*	98%	100%	100%	100%
Included in Accountability	94%	96%	96%	100%	93%	96%	*	100%	*	98%	90%	95%	90%
Not Included in Accountability													
Mobile	4%	4%	4%	0%	7%	4%	*	0%	*	0%	10%	5%	10%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	*	2%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	*	2%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	92%	100%	92%	92%	-	94%	-	100%	88%	85%	83%
Not Included in Accountability													
Mobile	4%	4%	7%	0%	7%	8%	-	6%	-	0%	12%	15%	12%
Other Exclusions	1%	1%	1%	0%	1%	0%	-	0%	-	0%	0%	0%	6%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 655
 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													
2018-19	95.4%	96.5%	97.6%	97.8%	97.4%	97.6%	*	97.3%	*	98.1%	97.3%	97.5%	96.8%
2017-18	95.4%	96.4%	97.1%	97.2%	96.7%	97.2%	*	97.7%	*	97.6%	95.8%	95.2%	96.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 655
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 655
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 655
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 655
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 655
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 655
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 655
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 655
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	655	100.0%	18,234	5,479,173	661	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	5	0.8%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	1.5%	4.5%	0	0.0%	1.4%	4.5%
Kindergarten	112	17.1%	7.7%	7.0%	112	16.9%	7.7%	7.0%
Grade 1	114	17.4%	7.7%	7.1%	114	17.2%	7.7%	7.1%
Grade 2	111	16.9%	7.9%	7.1%	111	16.8%	7.9%	7.1%
Grade 3	95	14.5%	7.9%	7.1%	96	14.5%	7.9%	7.1%
Grade 4	107	16.3%	7.8%	7.3%	107	16.2%	7.8%	7.3%
Grade 5	116	17.7%	8.2%	7.6%	116	17.5%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	20	3.1%	4.8%	12.6%	20	3.0%	4.8%	12.6%
Hispanic	195	29.8%	31.1%	52.8%	197	29.8%	31.1%	52.8%
White	363	55.4%	52.1%	27.0%	367	55.5%	52.1%	27.0%
American Indian	3	0.5%	0.3%	0.4%	3	0.5%	0.3%	0.4%
Asian	45	6.9%	7.7%	4.6%	45	6.8%	7.7%	4.6%
Pacific Islander	1	0.2%	0.0%	0.2%	1	0.2%	0.0%	0.2%
Two or More Races	28	4.3%	3.9%	2.5%	28	4.2%	3.9%	2.5%
Sex:								
Female	320	48.9%	49.7%	48.8%	323	48.9%	49.7%	48.8%
Male	335	51.1%	50.3%	51.2%	338	51.1%	50.3%	51.2%
Economically Disadvantaged	43	6.6%	23.8%	60.3%	48	7.3%	24.0%	60.2%
Non-Educationally Disadvantaged	612	93.4%	76.2%	39.7%	613	92.7%	76.0%	39.8%
Section 504 Students	35	5.3%	6.8%	6.9%	35	5.3%	6.7%	6.9%
English Learners (EL)	87	13.3%	10.0%	20.3%	87	13.2%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.7%	1.5%				
Students w/ Dyslexia	21	3.2%	3.2%	4.1%	21	3.2%	3.1%	4.1%
Foster Care	2	0.3%	0.3%	0.3%	2	0.3%	0.3%	0.3%
Homeless	0	0.0%	0.1%	1.4%	0	0.0%	0.1%	1.4%
Immigrant	63	9.6%	3.3%	2.3%	63	9.5%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	4	0.6%	0.8%	1.9%	4	0.6%	0.8%	1.9%
At-Risk	195	29.8%	27.1%	50.6%	195	29.5%	27.1%	50.5%

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
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Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 655
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	87	13.3%	10.1%	20.6%	87	13.2%	10.1%	20.6%
Career & Technical Education	0	0.0%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	76	11.6%	9.7%	8.1%	76	11.5%	9.7%	8.1%
Special Education	44	6.7%	8.5%	10.5%	49	7.4%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	44							
By Type of Primary Disability								
Students with Intellectual Disabilities	7	15.9%	31.0%	42.4%				
Students with Physical Disabilities	17	38.6%	19.8%	21.4%				
Students with Autism	**	**	16.1%	13.8%				
Students with Behavioral Disabilities	13	29.5%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	*	*	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	39	7.7%	8.4%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	17	3.4%						
White	18	3.6%						
American Indian	0	0.0%						
Asian	1	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	3	0.6%						
Student Attrition (2018-19):								
Total Student Attrition	49	10.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.4%	1.6%	0.0%	3.5%	5.5%
Grade 1	0.0%	1.2%	2.9%	0.0%	6.1%	4.9%
Grade 2	0.0%	0.2%	1.6%	0.0%	0.8%	2.0%
Grade 3	0.0%	0.3%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 655
 Grade Span: KG - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.1	20.9	19.0
Grade 1	22.7	20.3	18.9
Grade 2	21.3	19.7	18.8
Grade 3	43.8	41.2	19.0
Grade 4	35.9	39.1	19.2
Grade 5	?	33.3	20.9
Grade 6	30.0	24.3	20.4
Secondary:			
English/Language Arts	-	21.2	16.4
Foreign Languages	-	21.9	18.7
Mathematics	-	24.1	17.8
Science	-	24.5	18.8
Social Studies	-	26.0	19.3

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 655
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	52.7	100.0%	100.0%	100.0%
Professional Staff:	45.1	85.6%	60.2%	63.7%
Teachers	39.0	74.0%	48.4%	49.4%
Professional Support	4.1	7.7%	8.3%	10.2%
Campus Administration (School Leadership)	2.0	3.8%	2.5%	3.0%
Educational Aides:	7.6	14.4%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	8.4	16.0%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.6%	2.8%	10.8%
Hispanic	2.0	5.1%	12.4%	28.1%
White	34.0	87.2%	81.9%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	2.0	5.1%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	2.0	5.1%	17.1%	23.8%
Females	37.0	94.9%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.8%	1.3%
Bachelors	30.0	76.9%	71.4%	73.4%
Masters	9.0	23.1%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.6%	7.4%
1-5 Years Experience	5.0	12.8%	21.7%	27.9%
6-10 Years Experience	14.0	35.9%	24.8%	19.4%
11-20 Years Experience	15.0	38.4%	36.5%	29.4%
Over 20 Years Experience	5.0	12.9%	14.4%	15.9%
Number of Students per Teacher	16.8	n/a	16.8	15.1

District Name: TOMBALL ISD
 Campus Name: TIMBER CREEK EL
 Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 655
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	7.5	6.2
Average Years Experience of Principals with District	5.0	5.0	5.3
Average Years Experience of Assistant Principals	7.0	7.7	5.3
Average Years Experience of Assistant Principals with District	7.0	6.6	4.7
Average Years Experience of Teachers:	12.3	11.9	11.1
Average Years Experience of Teachers with District:	4.3	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,721	\$49,868
1-5 Years Experience	\$58,831	\$56,381	\$52,823
6-10 Years Experience	\$55,055	\$57,938	\$55,756
11-20 Years Experience	\$61,259	\$60,994	\$59,308
Over 20 Years Experience	\$66,742	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,428	\$60,012	\$57,091
Professional Support	\$68,838	\$70,319	\$67,352
Campus Administration (School Leadership)	\$88,784	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: TOMBALL ISD
Campus Name: TIMBER CREEK EL
Campus Number: 101921113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 655
Grade Span: KG - 05
School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.3%	5.0%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	0.0	0.0%	0.8%	2.8%
Gifted & Talented Education	0.9	2.3%	1.0%	1.9%
Regular Education	36.0	92.1%	69.1%	70.9%
Special Education	1.7	4.3%	8.9%	9.3%
Other	0.0	0.0%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **WILDWOOD EL**

Campus Number: **101921114**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,147
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	84%	78%	85%	86%	-	84%	-	70%	29%	78%	84%	83%	85%	68%
	2018	77%	92%	88%	100%	84%	88%	*	85%	-	100%	50%	*	88%	86%	72%	80%
At Meets Grade Level or Above	2019	45%	62%	54%	22%	51%	54%	-	66%	-	60%	0%	33%	53%	57%	35%	48%
	2018	43%	64%	60%	67%	55%	60%	*	65%	-	57%	17%	*	64%	52%	44%	55%
At Masters Grade Level	2019	27%	42%	37%	11%	34%	38%	-	44%	-	40%	0%	22%	36%	38%	15%	28%
	2018	25%	42%	40%	67%	39%	37%	*	45%	-	43%	17%	*	42%	38%	24%	35%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	87%	56%	83%	89%	-	97%	-	80%	14%	100%	87%	87%	76%	88%
	2018	78%	91%	90%	83%	83%	94%	*	100%	-	86%	33%	*	90%	90%	77%	91%
At Meets Grade Level or Above	2019	49%	66%	52%	11%	49%	51%	-	75%	-	40%	0%	44%	54%	47%	41%	56%
	2018	47%	69%	69%	67%	64%	69%	*	85%	-	57%	17%	*	76%	57%	58%	70%
At Masters Grade Level	2019	25%	38%	32%	0%	29%	30%	-	50%	-	30%	0%	33%	33%	30%	26%	20%
	2018	23%	41%	40%	50%	32%	42%	*	55%	-	14%	17%	*	41%	38%	12%	30%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	89%	87%	88%	77%	91%	*	95%	-	83%	36%	*	90%	84%	71%	83%
	2018	73%	92%	93%	91%	86%	96%	*	95%	-	100%	33%	*	97%	90%	83%	86%
At Meets Grade Level or Above	2019	44%	63%	57%	63%	53%	61%	*	60%	-	17%	18%	*	66%	47%	35%	55%
	2018	46%	72%	71%	55%	64%	72%	*	95%	-	67%	33%	*	81%	63%	63%	79%
At Masters Grade Level	2019	22%	37%	31%	50%	30%	31%	*	35%	-	0%	0%	*	33%	30%	24%	28%
	2018	24%	43%	40%	27%	36%	41%	*	47%	-	44%	17%	*	54%	29%	46%	38%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	92%	91%	100%	82%	94%	*	95%	-	100%	45%	*	92%	90%	76%	86%
	2018	78%	94%	98%	91%	98%	97%	*	100%	-	100%	100%	*	100%	96%	96%	100%
At Meets Grade Level or Above	2019	48%	70%	67%	75%	54%	69%	*	90%	-	67%	18%	*	69%	65%	53%	72%
	2018	49%	72%	77%	73%	60%	82%	*	90%	-	89%	29%	*	92%	65%	60%	80%
At Masters Grade Level	2019	28%	47%	46%	50%	37%	45%	*	75%	-	17%	0%	*	48%	43%	38%	48%
	2018	27%	47%	51%	27%	37%	54%	*	70%	-	67%	14%	*	62%	42%	28%	57%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	83%	77%	100%	60%	84%	*	85%	-	50%	36%	*	79%	75%	56%	66%
	2018	63%	82%	85%	82%	76%	87%	*	95%	-	89%	*	*	90%	80%	67%	86%
At Meets Grade Level or Above	2019	35%	52%	41%	38%	33%	41%	*	70%	-	33%	0%	*	43%	40%	29%	55%
	2018	39%	59%	62%	73%	45%	64%	*	84%	-	67%	*	*	73%	54%	42%	75%
At Masters Grade Level	2019	11%	18%	12%	0%	12%	10%	*	20%	-	17%	0%	*	13%	11%	3%	7%
	2018	11%	19%	15%	18%	12%	12%	*	32%	-	11%	*	*	17%	14%	8%	18%

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,147
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 1,147
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	66	67	68	67	*	63	-	33	45	*	67	65	63	63
	2018	63	73	70	50	58	75	*	92	-	56	60	*	83	59	79	72
Grade 4 Mathematics	2019	65	75	74	75	65	74	*	92	-	83	55	*	75	72	67	80
	2018	65	78	80	65	78	83	*	83	-	72	67	*	85	76	78	78
All Grades Both Subjects	2019	69	76	70	71	66	71	*	78	-	58	50	75	71	68	65	71
	2018	69	77	75	58	68	79	*	87	-	64	64	79	84	68	78	75
All Grades ELA/Reading	2019	68	74	66	67	68	67	*	63	-	33	45	*	67	65	63	63
	2018	69	75	70	50	58	75	*	92	-	56	60	*	83	59	79	72
All Grades Mathematics	2019	70	78	74	75	65	74	*	92	-	83	55	*	75	72	67	80
	2018	70	78	80	65	78	83	*	83	-	72	67	*	85	76	78	78

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 1,147
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	35%	-	22%	42%	-	*	-	-	17%	38%	50%
	2018	38%	54%	58%	-	*	75%	-	*	-	-	*	*	*
Mathematics	2019	45%	58%	47%	*	22%	63%	-	-	-	*	43%	25%	*
	2018	47%	61%	78%	-	*	83%	-	-	-	-	-	*	-

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,147
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	85%	-	-	-	-	-	62%	62%	-	*	62%	62%
	2018	77%	91%	91%	-	-	-	-	-	74%	74%	-	*	74%	75%
At Meets Grade Level or Above	2019	50%	70%	54%	-	-	-	-	-	30%	30%	-	*	30%	29%
	2018	48%	70%	68%	-	-	-	-	-	46%	46%	-	*	46%	47%
At Masters Grade Level	2019	24%	41%	31%	-	-	-	-	-	10%	10%	-	*	10%	9%
	2018	22%	40%	37%	-	-	-	-	-	19%	19%	-	*	19%	18%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	85%	-	-	-	-	-	60%	60%	-	*	60%	58%
	2018	74%	90%	90%	-	-	-	-	-	60%	60%	-	*	60%	62%
At Meets Grade Level or Above	2019	48%	68%	56%	-	-	-	-	-	20%	20%	-	*	20%	19%
	2018	46%	69%	65%	-	-	-	-	-	40%	40%	-	*	40%	43%
At Masters Grade Level	2019	21%	37%	34%	-	-	-	-	-	0%	0%	-	*	0%	0%
	2018	19%	36%	40%	-	-	-	-	-	5%	5%	-	*	5%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	89%	-	-	-	-	-	76%	76%	-	*	76%	77%
	2018	81%	94%	94%	-	-	-	-	-	92%	92%	-	*	92%	92%
At Meets Grade Level or Above	2019	52%	73%	60%	-	-	-	-	-	40%	40%	-	*	40%	38%
	2018	50%	74%	73%	-	-	-	-	-	50%	50%	-	*	50%	48%
At Masters Grade Level	2019	26%	46%	39%	-	-	-	-	-	24%	24%	-	*	24%	23%
	2018	24%	45%	45%	-	-	-	-	-	29%	29%	-	*	29%	28%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	77%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	66%	84%	85%	-	-	-	-	-	60%	60%	-	*	60%	64%
At Meets Grade Level or Above	2019	38%	59%	41%	-	-	-	-	-	31%	31%	-	-	31%	31%
	2018	41%	62%	62%	-	-	-	-	-	50%	50%	-	*	50%	55%
At Masters Grade Level	2019	14%	27%	12%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	13%	26%	15%	-	-	-	-	-	20%	20%	-	*	20%	18%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	70%	-	-	-	-	-	66%	66%	-	-	66%	66%
	2018	69%	77%	75%	-	-	-	-	-	70%	70%	-	*	70%	70%
All Grades ELA/Reading	2019	68%	74%	66%	-	-	-	-	-	56%	56%	-	-	56%	56%
	2018	69%	75%	70%	-	-	-	-	-	65%	65%	-	-	65%	65%
All Grades Mathematics	2019	70%	78%	74%	-	-	-	-	-	75%	75%	-	-	75%	75%
	2018	70%	78%	80%	-	-	-	-	-	75%	75%	-	*	75%	73%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	35%	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	38%	54%	58%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	58%	47%	-	-	-	-	-	*	*	-	-	*	*
	2018	47%	61%	78%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 1,037
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	100%	99%	99%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	95%	96%	95%	*	98%	-	95%	94%	99%	98%
Not Included in Accountability													
Mobile	4%	4%	3%	5%	3%	4%	*	2%	-	5%	6%	1%	0%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	1%	-	0%	0%	0%	2%
Not Tested	1%	0%	1%	0%	1%	1%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	1%	0%	1%	1%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	98%
Included in Accountability	94%	95%	95%	94%	95%	96%	100%	90%	-	100%	94%	93%	92%
Not Included in Accountability													
Mobile	4%	4%	5%	6%	4%	4%	0%	10%	-	0%	6%	7%	5%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	2%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,147
 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													
2018-19	95.4%	96.5%	97.0%	97.8%	96.7%	96.9%	*	98.0%	-	97.0%	96.8%	96.7%	96.8%
2017-18	95.4%	96.4%	97.1%	98.0%	96.9%	97.0%	*	97.4%	-	97.4%	97.1%	96.6%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,147
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 1,147
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,147
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,147
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1,147
 Grade Span: EE - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1,147
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 1,147
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1,147
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	1,147	100.0%	18,234	5,479,173	1,149	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	12	1.0%	0.2%	0.3%	14	1.2%	0.4%	0.5%
Pre-Kindergarten	36	3.1%	1.5%	4.5%	36	3.1%	1.4%	4.5%
Kindergarten	225	19.6%	7.7%	7.0%	225	19.6%	7.7%	7.0%
Grade 1	215	18.7%	7.7%	7.1%	215	18.7%	7.7%	7.1%
Grade 2	231	20.1%	7.9%	7.1%	231	20.1%	7.9%	7.1%
Grade 3	221	19.3%	7.9%	7.1%	221	19.2%	7.9%	7.1%
Grade 4	207	18.0%	7.8%	7.3%	207	18.0%	7.8%	7.3%
Grade 5	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	67	5.8%	4.8%	12.6%	67	5.8%	4.8%	12.6%
Hispanic	279	24.3%	31.1%	52.8%	279	24.3%	31.1%	52.8%
White	593	51.7%	52.1%	27.0%	595	51.8%	52.1%	27.0%
American Indian	5	0.4%	0.3%	0.4%	5	0.4%	0.3%	0.4%
Asian	140	12.2%	7.7%	4.6%	140	12.2%	7.7%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	63	5.5%	3.9%	2.5%	63	5.5%	3.9%	2.5%
Sex:								
Female	558	48.6%	49.7%	48.8%	558	48.6%	49.7%	48.8%
Male	589	51.4%	50.3%	51.2%	591	51.4%	50.3%	51.2%
Economically Disadvantaged	221	19.3%	23.8%	60.3%	223	19.4%	24.0%	60.2%
Non-Educationally Disadvantaged	926	80.7%	76.2%	39.7%	926	80.6%	76.0%	39.8%
Section 504 Students	47	4.1%	6.8%	6.9%	47	4.1%	6.7%	6.9%
English Learners (EL)	116	10.1%	10.0%	20.3%	116	10.1%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.7%	1.5%				
Students w/ Dyslexia	37	3.2%	3.2%	4.1%	37	3.2%	3.1%	4.1%
Foster Care	1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%
Homeless	0	0.0%	0.1%	1.4%	0	0.0%	0.1%	1.4%
Immigrant	31	2.7%	3.3%	2.3%	31	2.7%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	17	1.5%	0.8%	1.9%	17	1.5%	0.8%	1.9%
At-Risk	313	27.3%	27.1%	50.6%	313	27.2%	27.1%	50.5%

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,147
 Grade Span: EE - 04
 School Type: Elementary

	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	111	9.7%	10.1%	20.6%	111	9.7%	10.1%	20.6%
Career & Technical Education	0	0.0%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	76	6.6%	9.7%	8.1%	76	6.6%	9.7%	8.1%
Special Education	95	8.3%	8.5%	10.5%	97	8.4%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	95							
By Type of Primary Disability								
Students with Intellectual Disabilities	16	16.8%	31.0%	42.4%				
Students with Physical Disabilities	39	41.1%	19.8%	21.4%				
Students with Autism	16	16.8%	16.1%	13.8%				
Students with Behavioral Disabilities	16	16.8%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	8	8.4%	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	53	6.4%	8.4%	15.3%				
By Ethnicity:								
African American	4	0.5%						
Hispanic	12	1.4%						
White	28	3.4%						
American Indian	0	0.0%						
Asian	7	0.8%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	79	9.4%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.6%	0.4%	1.6%	5.3%	3.5%	5.5%
Grade 1	1.5%	1.2%	2.9%	8.3%	6.1%	4.9%
Grade 2	0.0%	0.2%	1.6%	0.0%	0.8%	2.0%
Grade 3	0.0%	0.3%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,147
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.7	20.9	19.0
Grade 1	21.2	20.3	18.9
Grade 2	20.9	19.7	18.8
Grade 3	42.5	41.2	19.0
Grade 4	41.5	39.1	19.2
Grade 5	-	33.3	20.9
Grade 6	-	24.3	20.4
Secondary:			
English/Language Arts	-	21.2	16.4
Foreign Languages	-	21.9	18.7
Mathematics	-	24.1	17.8
Science	-	24.5	18.8
Social Studies	-	26.0	19.3

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,147
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	87.8	100.0%	100.0%	100.0%
Professional Staff:	73.2	83.5%	60.2%	63.7%
Teachers	65.3	74.4%	48.4%	49.4%
Professional Support	5.0	5.7%	8.3%	10.2%
Campus Administration (School Leadership)	3.0	3.4%	2.5%	3.0%
Educational Aides:	14.5	16.5%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	14.7	16.8%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.8%	10.8%
Hispanic	8.0	12.3%	12.4%	28.1%
White	55.3	84.7%	81.9%	57.7%
American Indian	1.0	1.5%	0.6%	0.3%
Asian	1.0	1.5%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	4.0	6.2%	17.1%	23.8%
Females	61.2	93.8%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.8%	1.3%
Bachelors	54.1	82.8%	71.4%	73.4%
Masters	11.2	17.2%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.5%	2.6%	7.4%
1-5 Years Experience	11.0	16.9%	21.7%	27.9%
6-10 Years Experience	22.0	33.8%	24.8%	19.4%
11-20 Years Experience	27.0	41.4%	36.5%	29.4%
Over 20 Years Experience	4.2	6.4%	14.4%	15.9%
Number of Students per Teacher	17.6	n/a	16.8	15.1

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,147
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.5	6.2
Average Years Experience of Principals with District	2.0	5.0	5.3
Average Years Experience of Assistant Principals	2.5	7.7	5.3
Average Years Experience of Assistant Principals with District	2.5	6.6	4.7
Average Years Experience of Teachers:	10.9	11.9	11.1
Average Years Experience of Teachers with District:	4.3	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,885	\$55,721	\$49,868
1-5 Years Experience	\$50,023	\$56,381	\$52,823
6-10 Years Experience	\$57,952	\$57,938	\$55,756
11-20 Years Experience	\$59,790	\$60,994	\$59,308
Over 20 Years Experience	\$65,759	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,879	\$60,012	\$57,091
Professional Support	\$70,016	\$70,319	\$67,352
Campus Administration (School Leadership)	\$78,353	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: TOMBALL ISD
 Campus Name: WILDWOOD EL
 Campus Number: 101921114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,147
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	3.0	4.6%	5.0%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	0.0	0.0%	0.8%	2.8%
Gifted & Talented Education	0.0	0.0%	1.0%	1.9%
Regular Education	58.3	89.3%	69.1%	70.9%
Special Education	4.0	6.1%	8.9%	9.3%
Other	0.0	0.0%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **CREEKVIEW EL**

Campus Number: **101921115**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	96%	100%	90%	98%	-	*	-	100%	75%	*	95%	100%	89%	85%
	2018	77%	92%	97%	*	100%	97%	*	*	-	100%	*	*	99%	94%	100%	94%
At Meets Grade Level or Above	2019	45%	62%	72%	100%	63%	74%	-	*	-	60%	63%	*	68%	80%	22%	62%
	2018	43%	64%	74%	*	67%	76%	*	*	-	86%	*	*	75%	73%	43%	72%
At Masters Grade Level	2019	27%	42%	55%	80%	43%	61%	-	*	-	40%	38%	*	50%	66%	11%	54%
	2018	25%	42%	53%	*	44%	58%	*	*	-	71%	*	*	58%	42%	29%	44%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	95%	100%	90%	97%	-	*	-	100%	88%	*	97%	91%	100%	92%
	2018	78%	91%	95%	*	100%	97%	*	*	-	67%	67%	*	97%	89%	78%	95%
At Meets Grade Level or Above	2019	49%	66%	77%	100%	70%	77%	-	*	-	80%	75%	*	81%	69%	44%	85%
	2018	47%	69%	81%	*	73%	86%	*	*	-	56%	50%	*	88%	65%	56%	71%
At Masters Grade Level	2019	25%	38%	48%	60%	43%	48%	-	*	-	40%	63%	*	47%	49%	11%	54%
	2018	23%	41%	46%	*	47%	49%	*	*	-	33%	0%	*	54%	30%	33%	38%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	89%	94%	*	95%	93%	*	*	-	100%	67%	80%	97%	89%	*	95%
	2018	73%	92%	97%	*	100%	94%	-	*	-	100%	57%	*	95%	100%	100%	100%
At Meets Grade Level or Above	2019	44%	63%	74%	*	76%	72%	*	*	-	80%	33%	60%	78%	66%	*	62%
	2018	46%	72%	78%	*	83%	76%	-	*	-	70%	43%	*	78%	79%	63%	70%
At Masters Grade Level	2019	22%	37%	48%	*	41%	51%	*	*	-	60%	17%	0%	47%	50%	*	24%
	2018	24%	43%	55%	*	57%	49%	-	*	-	70%	29%	*	51%	61%	38%	20%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	92%	93%	*	92%	94%	*	*	-	80%	83%	80%	95%	91%	*	86%
	2018	78%	94%	94%	*	92%	92%	-	*	-	100%	64%	*	93%	95%	91%	92%
At Meets Grade Level or Above	2019	48%	70%	66%	*	59%	69%	*	*	-	60%	33%	80%	73%	55%	*	67%
	2018	49%	72%	71%	*	58%	75%	-	*	-	80%	36%	*	71%	71%	36%	50%
At Masters Grade Level	2019	28%	47%	39%	*	27%	45%	*	*	-	40%	17%	20%	45%	30%	*	29%
	2018	27%	47%	43%	*	31%	43%	-	*	-	60%	9%	*	43%	42%	27%	17%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	83%	95%	*	97%	94%	*	*	-	100%	67%	80%	96%	93%	*	95%
	2018	63%	82%	85%	*	81%	87%	-	*	-	90%	27%	*	84%	87%	55%	83%
At Meets Grade Level or Above	2019	35%	52%	63%	*	50%	70%	*	*	-	80%	17%	40%	66%	57%	*	50%
	2018	39%	59%	67%	*	62%	72%	-	*	-	60%	18%	*	66%	68%	36%	58%
At Masters Grade Level	2019	11%	18%	28%	*	18%	34%	*	*	-	20%	0%	0%	32%	20%	*	15%
	2018	11%	19%	27%	*	38%	21%	-	*	-	20%	0%	*	21%	34%	18%	25%

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	94%	*	97%	93%	*	*	-	100%	73%	*	96%	92%	91%	93%
	2018	84%	95%	99%	*	100%	100%	*	*	-	*	83%	-	100%	97%	100%	100%
At Meets Grade Level or Above	2019	54%	72%	82%	*	78%	82%	*	*	-	100%	53%	*	85%	76%	64%	60%
	2018	54%	74%	85%	*	90%	86%	*	*	-	*	50%	-	84%	85%	92%	89%
At Masters Grade Level	2019	29%	46%	53%	*	44%	54%	*	*	-	70%	20%	*	57%	47%	18%	27%
	2018	26%	43%	50%	*	57%	49%	*	*	-	*	33%	-	56%	42%	23%	53%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	98%	99%	*	100%	98%	*	*	-	100%	93%	*	99%	100%	100%	100%
	2018	91%	97%	99%	*	100%	100%	*	*	-	*	83%	*	100%	97%	100%	100%
At Meets Grade Level or Above	2019	58%	78%	86%	*	75%	89%	*	*	-	100%	53%	*	87%	84%	27%	87%
	2018	58%	77%	90%	*	83%	100%	*	*	-	*	67%	*	91%	88%	77%	84%
At Masters Grade Level	2019	36%	58%	64%	*	53%	68%	*	*	-	70%	20%	*	66%	61%	18%	47%
	2018	30%	48%	65%	*	73%	62%	*	*	-	*	33%	*	69%	59%	46%	74%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	90%	90%	*	84%	93%	*	*	-	100%	43%	*	90%	92%	64%	87%
	2018	76%	88%	95%	*	97%	100%	*	*	-	*	50%	-	95%	94%	92%	95%
At Meets Grade Level or Above	2019	49%	72%	72%	*	59%	77%	*	*	-	90%	36%	*	73%	70%	27%	40%
	2018	41%	58%	69%	*	66%	78%	*	*	-	*	50%	-	70%	67%	58%	68%
At Masters Grade Level	2019	24%	42%	44%	*	34%	45%	*	*	-	70%	14%	*	45%	43%	9%	20%
	2018	17%	31%	47%	*	45%	51%	*	*	-	*	17%	-	48%	45%	25%	42%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	91%	95%	96%	93%	95%	67%	100%	-	98%	73%	80%	95%	93%	81%	92%
	2018	77%	91%	95%	73%	96%	95%	100%	97%	-	91%	60%	100%	95%	94%	89%	95%
At Meets Grade Level or Above	2019	50%	70%	74%	75%	66%	76%	33%	85%	-	85%	47%	60%	76%	69%	32%	63%
	2018	48%	70%	77%	55%	73%	81%	83%	86%	-	67%	42%	60%	78%	74%	60%	72%
At Masters Grade Level	2019	24%	41%	47%	43%	38%	50%	0%	74%	-	56%	23%	15%	48%	45%	11%	32%
	2018	22%	40%	48%	27%	49%	47%	50%	62%	-	44%	16%	30%	50%	44%	30%	42%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	95%	100%	94%	95%	*	100%	-	100%	72%	86%	96%	93%	79%	92%
	2018	74%	90%	97%	75%	100%	97%	*	100%	-	100%	71%	*	98%	97%	100%	98%
At Meets Grade Level or Above	2019	48%	68%	76%	82%	73%	76%	*	90%	-	85%	52%	57%	77%	74%	42%	61%
	2018	46%	69%	79%	63%	80%	79%	*	82%	-	75%	47%	*	78%	79%	71%	79%
At Masters Grade Level	2019	21%	37%	52%	64%	42%	55%	*	70%	-	60%	24%	14%	51%	54%	13%	33%
	2018	19%	36%	53%	38%	53%	53%	*	55%	-	60%	29%	*	55%	48%	29%	43%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	94%	96%	100%	94%	96%	*	100%	-	95%	90%	71%	97%	94%	96%	92%
	2018	81%	94%	95%	78%	98%	96%	*	100%	-	86%	70%	100%	97%	94%	91%	96%
At Meets Grade Level or Above	2019	52%	73%	76%	82%	68%	78%	*	90%	-	85%	55%	71%	80%	68%	29%	78%

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	74%	80%	67%	72%	86%	*	100%	-	68%	48%	40%	84%	74%	58%	71%
	2019	26%	46%	50%	45%	40%	53%	*	80%	-	55%	31%	14%	52%	45%	13%	41%
	2018	24%	45%	50%	22%	51%	50%	*	73%	-	45%	13%	20%	54%	43%	36%	46%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	95%	*	97%	94%	*	*	-	100%	67%	80%	96%	93%	*	95%
	2018	66%	84%	85%	*	81%	87%	-	*	-	90%	27%	*	84%	87%	55%	83%
	2019	38%	59%	63%	*	50%	70%	*	*	-	80%	17%	40%	66%	57%	*	50%
At Meets Grade Level or Above	2018	41%	62%	67%	*	62%	72%	-	*	-	60%	18%	*	66%	68%	36%	58%
	2019	14%	27%	28%	*	18%	34%	*	*	-	20%	0%	0%	32%	20%	*	15%
	2018	13%	26%	27%	*	38%	21%	-	*	-	20%	0%	*	21%	34%	18%	25%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	90%	*	84%	93%	*	*	-	100%	43%	*	90%	92%	64%	87%
	2018	80%	91%	95%	*	97%	100%	*	*	-	*	50%	-	95%	94%	92%	95%
	2019	54%	74%	72%	*	59%	77%	*	*	-	90%	36%	*	73%	70%	27%	40%
At Meets Grade Level or Above	2018	51%	70%	69%	*	66%	78%	*	*	-	*	50%	-	70%	67%	58%	68%
	2019	25%	42%	44%	*	34%	45%	*	*	-	70%	14%	*	45%	43%	9%	20%
	2018	23%	39%	47%	*	45%	51%	*	*	-	*	17%	-	48%	45%	25%	42%
At Masters Grade Level																	

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	67	67	*	68	67	*	*	-	60	67	20	68	67	*	58
	2018	63	73	72	*	85	63	-	*	-	71	71	*	70	75	71	85
Grade 4 Mathematics	2019	65	75	56	*	45	61	*	*	-	40	58	70	58	53	*	50
	2018	65	78	63	*	56	63	-	*	-	79	45	*	62	65	65	46
Grade 5 ELA/Reading	2019	81	82	86	*	88	80	*	*	-	100	77	*	83	91	95	90
	2018	80	82	88	*	88	89	*	*	-	*	83	-	90	85	77	95
Grade 5 Mathematics	2019	83	87	94	*	97	91	*	*	-	100	90	*	93	95	100	97
	2018	81	79	94	*	98	89	*	*	-	*	100	*	97	90	81	97
All Grades Both Subjects	2019	69	76	75	88	74	74	*	86	-	83	77	54	75	76	87	71
	2018	69	77	78	72	82	74	*	100	-	83	70	*	78	79	74	84
All Grades ELA/Reading	2019	68	74	76	92	78	73	*	86	-	87	74	33	75	78	85	71
	2018	69	75	79	*	87	74	*	100	-	80	77	*	79	80	75	91
All Grades Mathematics	2019	70	78	74	83	70	75	*	86	-	80	81	75	75	73	88	70
	2018	70	78	77	80	78	73	*	100	-	85	65	*	77	77	74	77

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	47%	*	80%	22%	*	-	-	-	50%	60%	*
	2018	38%	54%	75%	*	100%	*	-	*	-	-	*	-	100%
Mathematics	2019	45%	58%	64%	*	*	56%	-	-	-	*	75%	*	-
	2018	47%	61%	75%	*	100%	*	-	-	-	*	*	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	94%	*	97%	93%	*	*	-	100%	64%	82%	90%
Students Requiring Accelerated Instruction														
	2019	22%	9%	6%	*	3%	7%	*	*	-	0%	36%	18%	10%
STAAR Cumulative Met Standard														
	2019	86%	95%	95%	*	100%	93%	*	*	-	100%	73%	91%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	95%	97%	*	97%	96%	*	*	-	100%	91%	82%	100%
Students Requiring Accelerated Instruction														
	2019	17%	5%	3%	*	3%	4%	*	*	-	0%	9%	18%	0%
STAAR Cumulative Met Standard														
	2019	90%	98%	99%	*	100%	98%	*	*	-	100%	91%	100%	100%

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 818
 Grade Span: KG - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	95%	-	-	-	-	-	90%	90%	-	-	90%	90%
	2018	77%	91%	95%	-	-	-	-	-	99%	98%	100%	-	99%	99%
At Meets Grade Level or Above	2019	50%	70%	74%	-	-	-	-	-	48%	48%	-	-	48%	48%
	2018	48%	70%	77%	-	-	-	-	-	62%	61%	67%	-	62%	62%
At Masters Grade Level	2019	24%	41%	47%	-	-	-	-	-	19%	19%	-	-	19%	19%
	2018	22%	40%	48%	-	-	-	-	-	29%	29%	33%	-	29%	29%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	95%	-	-	-	-	-	90%	90%	-	-	90%	90%
	2018	74%	90%	97%	-	-	-	-	-	100%	100%	*	-	100%	100%
At Meets Grade Level or Above	2019	48%	68%	76%	-	-	-	-	-	40%	40%	-	-	40%	40%
	2018	46%	69%	79%	-	-	-	-	-	68%	65%	*	-	68%	68%
At Masters Grade Level	2019	21%	37%	52%	-	-	-	-	-	10%	10%	-	-	10%	10%
	2018	19%	36%	53%	-	-	-	-	-	28%	26%	*	-	28%	28%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	96%	-	-	-	-	-	87%	87%	-	-	87%	87%
	2018	81%	94%	95%	-	-	-	-	-	100%	100%	*	-	100%	100%
At Meets Grade Level or Above	2019	52%	73%	76%	-	-	-	-	-	67%	67%	-	-	67%	67%
	2018	50%	74%	80%	-	-	-	-	-	62%	63%	*	-	62%	62%
At Masters Grade Level	2019	26%	46%	50%	-	-	-	-	-	37%	37%	-	-	37%	37%
	2018	24%	45%	50%	-	-	-	-	-	34%	33%	*	-	34%	34%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	95%	-	-	-	-	-	100%	100%	-	-	100%	100%
	2018	66%	84%	85%	-	-	-	-	-	83%	83%	-	-	83%	83%
At Meets Grade Level or Above	2019	38%	59%	63%	-	-	-	-	-	42%	42%	-	-	42%	42%
	2018	41%	62%	67%	-	-	-	-	-	33%	33%	-	-	33%	33%
At Masters Grade Level	2019	14%	27%	28%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	13%	26%	27%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	90%	-	-	-	-	-	89%	89%	-	-	89%	89%
	2018	80%	91%	95%	-	-	-	-	-	100%	100%	*	-	100%	100%
At Meets Grade Level or Above	2019	54%	74%	72%	-	-	-	-	-	22%	22%	-	-	22%	22%
	2018	51%	70%	69%	-	-	-	-	-	63%	67%	*	-	63%	63%
At Masters Grade Level	2019	25%	42%	44%	-	-	-	-	-	11%	11%	-	-	11%	11%
	2018	23%	39%	47%	-	-	-	-	-	38%	50%	*	-	38%	38%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	75%	-	-	-	-	-	68%	68%	-	-	68%	68%
	2018	69%	77%	78%	-	-	-	-	-	85%	85%	*	-	85%	85%
All Grades ELA/Reading	2019	68%	74%	76%	-	-	-	-	-	64%	64%	-	-	64%	64%
	2018	69%	75%	79%	-	-	-	-	-	96%	95%	*	-	96%	96%
All Grades Mathematics	2019	70%	78%	74%	-	-	-	-	-	71%	71%	-	-	71%	71%
	2018	70%	78%	77%	-	-	-	-	-	75%	75%	*	-	75%	75%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	47%	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	54%	75%	-	-	-	-	-	100%	100%	*	-	100%	100%
Mathematics	2019	45%	58%	64%	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	61%	75%	-	-	-	-	-	*	*	*	-	*	*

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 720
 Grade Span: KG - 05
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	96%	98%	99%	100%
Included in Accountability	94%	96%	97%	100%	92%	99%	100%	100%	-	96%	96%	93%	83%
Not Included in Accountability													
Mobile	4%	4%	1%	0%	3%	0%	0%	0%	-	0%	0%	3%	2%
Other Exclusions	1%	1%	2%	0%	4%	1%	0%	0%	-	0%	1%	3%	15%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	4%	2%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	4%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	86%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	88%	93%	94%	86%	100%	-	100%	80%	88%	87%
Not Included in Accountability													
Mobile	4%	4%	5%	12%	3%	6%	0%	0%	-	0%	20%	12%	1%
Other Exclusions	1%	1%	1%	0%	4%	0%	0%	0%	-	0%	0%	0%	12%
Not Tested	1%	0%	0%	0%	0%	0%	14%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	14%	0%	-	0%	0%	0%	0%

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 818
 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													
2018-19	95.4%	96.5%	96.9%	96.7%	97.0%	96.8%	*	97.2%	-	97.0%	96.6%	95.3%	97.1%
2017-18	95.4%	96.4%	97.4%	98.9%	97.2%	97.4%	*	97.8%	-	97.2%	97.7%	95.9%	97.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 818
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 818
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 818
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	818	100.0%	18,234	5,479,173	822	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	3	0.4%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	1.5%	4.5%	0	0.0%	1.4%	4.5%
Kindergarten	126	15.4%	7.7%	7.0%	127	15.5%	7.7%	7.0%
Grade 1	148	18.1%	7.7%	7.1%	148	18.0%	7.7%	7.1%
Grade 2	147	18.0%	7.9%	7.1%	147	17.9%	7.9%	7.1%
Grade 3	138	16.9%	7.9%	7.1%	138	16.8%	7.9%	7.1%
Grade 4	125	15.3%	7.8%	7.3%	125	15.2%	7.8%	7.3%
Grade 5	134	16.4%	8.2%	7.6%	134	16.3%	8.2%	7.6%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	22	2.7%	4.8%	12.6%	22	2.7%	4.8%	12.6%
Hispanic	261	31.9%	31.1%	52.8%	262	31.9%	31.1%	52.8%
White	446	54.5%	52.1%	27.0%	449	54.6%	52.1%	27.0%
American Indian	2	0.2%	0.3%	0.4%	2	0.2%	0.3%	0.4%
Asian	48	5.9%	7.7%	4.6%	48	5.8%	7.7%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	39	4.8%	3.9%	2.5%	39	4.7%	3.9%	2.5%
Sex:								
Female	409	50.0%	49.7%	48.8%	411	50.0%	49.7%	48.8%
Male	409	50.0%	50.3%	51.2%	411	50.0%	50.3%	51.2%
Economically Disadvantaged	51	6.2%	23.8%	60.3%	54	6.6%	24.0%	60.2%
Non-Educationally Disadvantaged	767	93.8%	76.2%	39.7%	768	93.4%	76.0%	39.8%
Section 504 Students	45	5.5%	6.8%	6.9%	45	5.5%	6.7%	6.9%
English Learners (EL)	108	13.2%	10.0%	20.3%	108	13.1%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.7%	1.5%				
Students w/ Dyslexia	43	5.3%	3.2%	4.1%	43	5.2%	3.1%	4.1%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	0	0.0%	0.1%	1.4%	0	0.0%	0.1%	1.4%
Immigrant	54	6.6%	3.3%	2.3%	54	6.6%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	7	0.9%	0.8%	1.9%	7	0.9%	0.8%	1.9%
At-Risk	221	27.0%	27.1%	50.6%	221	26.9%	27.1%	50.5%

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	104	12.7%	10.1%	20.6%	104	12.7%	10.1%	20.6%
Career & Technical Education	0	0.0%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	64	7.8%	9.7%	8.1%	64	7.8%	9.7%	8.1%
Special Education	75	9.2%	8.5%	10.5%	78	9.5%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	75							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	31.0%	42.4%				
Students with Physical Disabilities	28	37.3%	19.8%	21.4%				
Students with Autism	21	28.0%	16.1%	13.8%				
Students with Behavioral Disabilities	15	20.0%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	*	*	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	36	5.9%	8.4%	15.3%				
By Ethnicity:								
African American	1	0.2%						
Hispanic	14	2.3%						
White	14	2.3%						
American Indian	1	0.2%						
Asian	4	0.7%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	57	9.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.4%	1.6%	8.3%	3.5%	5.5%
Grade 1	1.0%	1.2%	2.9%	0.0%	6.1%	4.9%
Grade 2	0.0%	0.2%	1.6%	0.0%	0.8%	2.0%
Grade 3	0.0%	0.3%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.6	20.9	19.0
Grade 1	18.8	20.3	18.9
Grade 2	20.6	19.7	18.8
Grade 3	43.0	41.2	19.0
Grade 4	40.2	39.1	19.2
Grade 5	?	33.3	20.9
Grade 6	15.0	24.3	20.4
Secondary:			
English/Language Arts	-	21.2	16.4
Foreign Languages	-	21.9	18.7
Mathematics	-	24.1	17.8
Science	-	24.5	18.8
Social Studies	-	26.0	19.3

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	65.1	100.0%	100.0%	100.0%
Professional Staff:	57.3	88.0%	60.2%	63.7%
Teachers	49.6	76.1%	48.4%	49.4%
Professional Support	5.7	8.8%	8.3%	10.2%
Campus Administration (School Leadership)	2.0	3.1%	2.5%	3.0%
Educational Aides:	7.8	12.0%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	10.0	15.3%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.0%	2.8%	10.8%
Hispanic	5.0	10.1%	12.4%	28.1%
White	40.6	81.8%	81.9%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	3.0	6.1%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	3.0	6.1%	17.1%	23.8%
Females	46.5	93.9%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.3	0.7%	1.8%	1.3%
Bachelors	35.2	71.0%	71.4%	73.4%
Masters	14.0	28.3%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.3	4.7%	2.6%	7.4%
1-5 Years Experience	9.0	18.2%	21.7%	27.9%
6-10 Years Experience	14.0	28.3%	24.8%	19.4%
11-20 Years Experience	17.0	34.4%	36.5%	29.4%
Over 20 Years Experience	7.2	14.4%	14.4%	15.9%
Number of Students per Teacher	16.5	n/a	16.8	15.1

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	7.5	6.2
Average Years Experience of Principals with District	9.0	5.0	5.3
Average Years Experience of Assistant Principals	2.0	7.7	5.3
Average Years Experience of Assistant Principals with District	2.0	6.6	4.7
Average Years Experience of Teachers:	11.8	11.9	11.1
Average Years Experience of Teachers with District:	4.9	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,215	\$55,721	\$49,868
1-5 Years Experience	\$56,805	\$56,381	\$52,823
6-10 Years Experience	\$58,467	\$57,938	\$55,756
11-20 Years Experience	\$61,119	\$60,994	\$59,308
Over 20 Years Experience	\$67,261	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,241	\$60,012	\$57,091
Professional Support	\$56,879	\$70,319	\$67,352
Campus Administration (School Leadership)	\$83,969	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: TOMBALL ISD
 Campus Name: CREEKVIEW EL
 Campus Number: 101921115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 818
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.0%	5.0%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	0.4	0.9%	0.8%	2.8%
Gifted & Talented Education	0.8	1.6%	1.0%	1.9%
Regular Education	43.8	88.3%	69.1%	70.9%
Special Education	3.5	7.1%	8.9%	9.3%
Other	0.0	0.0%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **TOMBALL ISD**

Campus Name: **OAKCREST INT**

Campus Number: **101921116**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 793
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	98%	100%	96%	97%	*	100%	-	100%	96%	100%	100%	95%	95%	97%
	2018	84%	95%	96%	100%	97%	94%	-	100%	-	92%	41%	89%	96%	96%	98%	100%
At Meets Grade Level or Above	2019	54%	72%	72%	68%	63%	76%	*	80%	-	85%	28%	63%	78%	63%	67%	67%
	2018	54%	74%	81%	78%	84%	79%	-	87%	-	67%	24%	78%	81%	79%	74%	82%
At Masters Grade Level	2019	29%	46%	44%	41%	37%	46%	*	49%	-	54%	4%	38%	49%	36%	33%	38%
	2018	26%	43%	45%	33%	45%	47%	-	48%	-	42%	6%	56%	46%	43%	31%	41%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	98%	99%	100%	98%	99%	*	100%	-	100%	88%	100%	99%	98%	97%	99%
	2018	91%	97%	98%	100%	99%	97%	-	100%	-	100%	76%	100%	97%	100%	97%	100%
At Meets Grade Level or Above	2019	58%	78%	70%	59%	58%	73%	*	93%	-	85%	40%	75%	76%	62%	59%	71%
	2018	58%	77%	71%	61%	68%	71%	-	91%	-	75%	12%	67%	74%	65%	58%	79%
At Masters Grade Level	2019	36%	58%	50%	32%	38%	51%	*	80%	-	85%	8%	38%	58%	38%	33%	55%
	2018	30%	48%	41%	39%	40%	36%	-	70%	-	50%	0%	33%	40%	41%	29%	43%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	90%	84%	73%	72%	89%	*	98%	-	100%	52%	63%	89%	76%	74%	77%
	2018	76%	88%	88%	89%	87%	87%	-	96%	-	92%	25%	89%	87%	89%	78%	87%
At Meets Grade Level or Above	2019	49%	72%	63%	50%	47%	69%	*	85%	-	69%	28%	63%	70%	52%	44%	49%
	2018	41%	58%	60%	44%	59%	60%	-	78%	-	50%	13%	67%	60%	60%	44%	57%
At Masters Grade Level	2019	24%	42%	32%	23%	18%	38%	*	41%	-	46%	4%	25%	35%	27%	22%	27%
	2018	17%	31%	30%	28%	27%	34%	-	22%	-	33%	6%	56%	32%	26%	20%	30%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	85%	88%	78%	87%	88%	-	96%	-	100%	35%	86%	91%	80%	86%	83%
	2018	69%	88%	91%	79%	90%	93%	-	97%	-	92%	36%	100%	93%	89%	84%	92%
At Meets Grade Level or Above	2019	37%	59%	64%	74%	57%	62%	-	88%	-	73%	17%	86%	66%	58%	53%	53%
	2018	39%	62%	64%	37%	60%	66%	-	83%	-	58%	9%	50%	65%	61%	52%	61%
At Masters Grade Level	2019	18%	33%	36%	30%	32%	36%	-	50%	-	55%	4%	71%	38%	30%	21%	28%
	2018	19%	37%	32%	16%	25%	33%	-	60%	-	33%	0%	13%	32%	33%	22%	27%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	95%	97%	96%	96%	97%	-	100%	-	100%	70%	100%	98%	95%	93%	98%
	2018	77%	94%	96%	95%	98%	96%	-	100%	-	83%	73%	100%	97%	94%	93%	98%
At Meets Grade Level or Above	2019	47%	73%	80%	74%	82%	77%	-	92%	-	91%	9%	71%	83%	75%	79%	90%
	2018	44%	73%	71%	58%	72%	69%	-	90%	-	58%	18%	100%	74%	65%	58%	75%
At Masters Grade Level	2019	21%	43%	53%	39%	55%	49%	-	81%	-	55%	4%	43%	56%	47%	40%	53%
	2018	18%	44%	39%	26%	35%	35%	-	73%	-	42%	9%	25%	41%	35%	24%	42%

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 793
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 793
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	82	81	85	87	76	*	83	-	77	67	69	78	84	78	82
	2018	80	82	83	89	90	80	-	74	-	79	76	89	83	85	82	86
Grade 5 Mathematics	2019	83	87	81	75	81	78	*	94	-	85	71	100	83	78	75	87
	2018	81	79	67	53	64	68	-	80	-	67	82	61	64	71	58	65
Grade 6 ELA/Reading	2019	42	55	54	61	49	53	-	70	-	68	24	71	56	49	51	53
	2018	47	60	58	36	62	57	-	71	-	54	15	38	56	61	61	67
Grade 6 Mathematics	2019	54	72	84	91	85	82	-	90	-	91	57	93	85	83	79	85
	2018	56	73	74	86	77	68	-	88	-	71	82	63	75	73	76	82
All Grades Both Subjects	2019	69	76	75	78	75	72	*	85	-	80	55	83	75	75	71	79
	2018	69	77	71	66	74	68	-	78	-	68	68	63	70	73	69	75
All Grades ELA/Reading	2019	68	74	67	73	66	64	*	78	-	73	46	70	66	69	65	71
	2018	69	75	71	63	77	68	-	73	-	67	54	65	70	73	72	77
All Grades Mathematics	2019	70	78	83	83	83	80	*	92	-	88	64	97	84	80	77	86
	2018	70	78	70	69	70	68	-	84	-	69	82	62	69	72	67	73

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 793
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	51%	55%	*	57%	50%	*	*	-	-	50%	67%	78%
	2018	38%	54%	61%	*	71%	56%	-	*	-	*	*	56%	100%
Mathematics	2019	45%	58%	70%	*	67%	73%	-	-	-	-	43%	63%	*
	2018	47%	61%	60%	-	75%	45%	-	-	-	*	57%	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	94%	91%	88%	97%	*	100%	-	100%	73%	87%	85%
Students Requiring Accelerated Instruction														
	2019	22%	9%	6%	9%	12%	3%	0%	0%	-	0%	27%	13%	15%
STAAR Cumulative Met Standard														
	2019	86%	95%	98%	100%	96%	97%	*	100%	-	100%	95%	95%	94%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	100%	-	*	*	-	-	-	-	*	-	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	95%	95%	95%	94%	94%	*	100%	-	100%	73%	95%	94%
Students Requiring Accelerated Instruction														
	2019	17%	5%	5%	5%	6%	6%	0%	0%	-	0%	27%	5%	6%
STAAR Cumulative Met Standard														
	2019	90%	98%	99%	100%	98%	99%	*	100%	-	100%	86%	97%	98%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	*	-	-	-	-	*	*	-
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	36%	*	-	*	*	-	-	-	-	*	*	-

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 793
 Grade Span: 05 - 06
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	91%	93%	84%	-	-	-	84%	90%	89%	*	*	86%	86%
	2018	77%	91%	94%	97%	-	97%	-	97%	90%	90%	-	-	95%	95%
At Meets Grade Level or Above	2019	50%	70%	70%	52%	-	-	-	52%	60%	58%	*	*	55%	54%
	2018	48%	70%	69%	77%	-	72%	-	80%	42%	42%	-	-	64%	64%
At Masters Grade Level	2019	24%	41%	43%	33%	-	-	-	33%	28%	29%	*	*	31%	31%
	2018	22%	40%	37%	46%	-	33%	-	52%	8%	8%	-	-	32%	32%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	93%	85%	-	-	-	85%	92%	92%	*	*	88%	88%
	2018	74%	90%	94%	98%	-	94%	-	100%	95%	95%	-	-	97%	97%
At Meets Grade Level or Above	2019	48%	68%	68%	55%	-	-	-	55%	46%	44%	*	*	52%	51%
	2018	46%	69%	72%	83%	-	72%	-	91%	45%	45%	-	-	70%	70%
At Masters Grade Level	2019	21%	37%	40%	31%	-	-	-	31%	19%	20%	*	*	27%	27%
	2018	19%	36%	39%	41%	-	22%	-	57%	9%	9%	-	-	30%	30%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	94%	98%	96%	-	-	-	96%	100%	100%	*	*	98%	98%
	2018	81%	94%	97%	100%	-	100%	-	100%	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	52%	73%	75%	65%	-	-	-	65%	81%	80%	*	*	70%	70%
	2018	50%	74%	71%	78%	-	72%	-	83%	57%	57%	-	-	70%	70%
At Masters Grade Level	2019	26%	46%	52%	45%	-	-	-	45%	46%	48%	*	*	46%	45%
	2018	24%	45%	40%	49%	-	44%	-	52%	9%	9%	-	-	34%	34%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	84%	64%	-	-	-	64%	69%	67%	*	*	65%	64%
	2018	80%	91%	88%	91%	-	-	-	91%	71%	71%	-	-	83%	83%
At Meets Grade Level or Above	2019	54%	74%	63%	28%	-	-	-	28%	50%	47%	*	*	35%	34%
	2018	51%	70%	60%	65%	-	-	-	65%	18%	18%	-	-	45%	45%
At Masters Grade Level	2019	25%	42%	32%	17%	-	-	-	17%	13%	13%	*	*	15%	15%
	2018	23%	39%	30%	48%	-	-	-	48%	6%	6%	-	-	30%	30%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	76%	75%	83%	-	-	-	83%	82%	82%	*	*	82%	82%
	2018	69%	77%	71%	81%	-	82%	-	79%	70%	70%	-	-	76%	76%
All Grades ELA/Reading	2019	68%	74%	67%	77%	-	-	-	77%	77%	76%	*	*	77%	75%
	2018	69%	75%	71%	79%	-	63%	-	91%	80%	80%	-	-	79%	79%
All Grades Mathematics	2019	70%	78%	83%	86%	-	-	-	86%	87%	88%	*	*	86%	86%
	2018	70%	78%	70%	81%	-	91%	-	74%	61%	61%	-	-	74%	74%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	51%	55%	*	-	-	-	*	100%	100%	-	-	78%	78%
	2018	38%	54%	61%	*	-	-	-	*	100%	100%	-	-	100%	100%
Mathematics	2019	45%	58%	70%	*	-	-	-	*	-	-	-	-	*	*
	2018	47%	61%	60%	*	-	-	-	*	*	*	-	-	*	*

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 693
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	98%	96%	98%	100%	94%	-	85%	95%	96%	95%
Not Included in Accountability													
Mobile	4%	4%	4%	2%	4%	2%	0%	5%	-	15%	5%	4%	4%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	1%	-	0%	0%	0%	1%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	96%	96%	94%	-	98%	-	100%	96%	93%	94%
Not Included in Accountability													
Mobile	4%	4%	5%	4%	4%	6%	-	2%	-	0%	4%	7%	6%
Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 793
 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													
2018-19	95.4%	96.5%	97.2%	98.0%	96.9%	96.9%	*	98.6%	-	97.7%	96.2%	96.7%	97.4%
2017-18	95.4%	96.4%	97.3%	97.5%	97.3%	96.9%	-	98.7%	-	98.1%	97.0%	96.8%	97.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 793
 Grade Span: 05 - 06
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	29.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	86.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	86.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 793
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	969	355,615
By Ethnicity:				
African American	-	-	54	43,953
Hispanic	-	-	287	180,673
White	-	-	528	105,577
American Indian	-	-	3	1,293
Asian	-	-	58	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	38	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	143	51,579
Foundation H.S. Program (Endorsement)	-	-	7	15,160
Foundation H.S. Program (DLA)	-	-	818	285,538
Special Education Graduates	-	-	60	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	19	25,189
At-Risk Graduates	-	-	227	146,432

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 793
 Grade Span: 05 - 06
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	73.1%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	62.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	70.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	64.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	60.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	31.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	34.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 793
 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)
2018-19	2.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 793
 Grade Span: 05 - 06
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	50.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	35.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	29.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	37.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	56.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	35.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	14.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	25.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	83.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	77.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	75.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	70.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	70.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 793
 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 Science	52.8%	76.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	33.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	86.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	83.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	68.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	67.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	68.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1165	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1154	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	583	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	577	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	24.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	24.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	24.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.7	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 793
 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													
2018-19	44.6%	48.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	46.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	28.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.8%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	27.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	78.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 793
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	793	100.0%	18,234	5,479,173	793	100.0%	18,294	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	1.5%	4.5%	0	0.0%	1.4%	4.5%
Kindergarten	0	0.0%	7.7%	7.0%	0	0.0%	7.7%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 3	0	0.0%	7.9%	7.1%	0	0.0%	7.9%	7.1%
Grade 4	0	0.0%	7.8%	7.3%	0	0.0%	7.8%	7.3%
Grade 5	410	51.7%	8.2%	7.6%	410	51.7%	8.2%	7.6%
Grade 6	383	48.3%	8.2%	7.7%	383	48.3%	8.2%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	7.4%	8.2%	0	0.0%	7.4%	8.2%
Grade 10	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.7%	6.9%	0	0.0%	6.7%	6.9%
Grade 12	0	0.0%	5.9%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	46	5.8%	4.8%	12.6%	46	5.8%	4.8%	12.6%
Hispanic	264	33.3%	31.1%	52.8%	264	33.3%	31.1%	52.8%
White	352	44.4%	52.1%	27.0%	352	44.4%	52.1%	27.0%
American Indian	5	0.6%	0.3%	0.4%	5	0.6%	0.3%	0.4%
Asian	91	11.5%	7.7%	4.6%	91	11.5%	7.7%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	35	4.4%	3.9%	2.5%	35	4.4%	3.9%	2.5%
Sex:								
Female	394	49.7%	49.7%	48.8%	394	49.7%	49.7%	48.8%
Male	399	50.3%	50.3%	51.2%	399	50.3%	50.3%	51.2%
Economically Disadvantaged	169	21.3%	23.8%	60.3%	169	21.3%	24.0%	60.2%
Non-Educationally Disadvantaged	624	78.7%	76.2%	39.7%	624	78.7%	76.0%	39.8%
Section 504 Students	71	9.0%	6.8%	6.9%	71	9.0%	6.7%	6.9%
English Learners (EL)	106	13.4%	10.0%	20.3%	106	13.4%	10.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.7%	1.5%				
Students w/ Dyslexia	31	3.9%	3.2%	4.1%	31	3.9%	3.1%	4.1%
Foster Care	1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%
Homeless	0	0.0%	0.1%	1.4%	0	0.0%	0.1%	1.4%
Immigrant	30	3.8%	3.3%	2.3%	30	3.8%	3.3%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	20.5%	65.1%	0	0.0%	20.4%	65.1%
Military Connected	6	0.8%	0.8%	1.9%	6	0.8%	0.8%	1.9%
At-Risk	236	29.8%	27.1%	50.6%	236	29.8%	27.1%	50.5%

District Name: TOMBALL ISD
Campus Name: OAKCREST INT
Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 793
Grade Span: 05 - 06
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	102	12.9%	10.1%	20.6%	102	12.9%	10.1%	20.6%
Career & Technical Education	0	0.0%	31.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	31.4%	50.8%	0	-	31.3%	50.8%
Gifted & Talented Education	115	14.5%	9.7%	8.1%	115	14.5%	9.7%	8.1%
Special Education	72	9.1%	8.5%	10.5%	72	9.1%	8.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	72							
By Type of Primary Disability								
Students with Intellectual Disabilities	32	44.4%	31.0%	42.4%				
Students with Physical Disabilities	*	*	19.8%	21.4%				
Students with Autism	**	**	16.1%	13.8%				
Students with Behavioral Disabilities	24	33.3%	30.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.8%	1.5%				
Mobility (2018-19):								
Total Mobile Students	47	6.5%	8.4%	15.3%				
By Ethnicity:								
African American	5	0.7%						
Hispanic	15	2.1%						
White	17	2.4%						
American Indian	0	0.0%						
Asian	5	0.7%						
Pacific Islander	0	0.0%						
Two or More Races	5	0.7%						
Student Attrition (2018-19):								
Total Student Attrition	31	8.9%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.4%	1.6%	-	3.5%	5.5%
Grade 1	-	1.2%	2.9%	-	6.1%	4.9%
Grade 2	-	0.2%	1.6%	-	0.8%	2.0%
Grade 3	-	0.3%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.0%	0.6%
Grade 9	-	2.0%	7.8%	-	6.3%	13.1%

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 793
 Grade Span: 05 - 06
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	19.0
Grade 1	-	20.3	18.9
Grade 2	-	19.7	18.8
Grade 3	-	41.2	19.0
Grade 4	-	39.1	19.2
Grade 5	23.6	33.3	20.9
Grade 6	24.6	24.3	20.4
Secondary:			
English/Language Arts	-	21.2	16.4
Foreign Languages	-	21.9	18.7
Mathematics	-	24.1	17.8
Science	-	24.5	18.8
Social Studies	-	26.0	19.3

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 793
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	69.5	100.0%	100.0%	100.0%
Professional Staff:	55.8	80.3%	60.2%	63.7%
Teachers	49.2	70.8%	48.4%	49.4%
Professional Support	4.6	6.7%	8.3%	10.2%
Campus Administration (School Leadership)	2.0	2.9%	2.5%	3.0%
Educational Aides:	13.7	19.7%	8.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	18.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	33.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	13.6	19.6%	28.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.8%	10.8%
Hispanic	5.0	10.2%	12.4%	28.1%
White	44.2	89.8%	81.9%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	0.0	0.0%	1.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	3.2	6.4%	17.1%	23.8%
Females	46.1	93.6%	82.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	2.0%	1.8%	1.3%
Bachelors	38.8	78.8%	71.4%	73.4%
Masters	9.4	19.1%	26.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.0%	2.6%	7.4%
1-5 Years Experience	12.5	25.3%	21.7%	27.9%
6-10 Years Experience	16.4	33.4%	24.8%	19.4%
11-20 Years Experience	17.3	35.1%	36.5%	29.4%
Over 20 Years Experience	2.1	4.2%	14.4%	15.9%
Number of Students per Teacher	16.1	n/a	16.8	15.1

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 793
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.5	6.2
Average Years Experience of Principals with District	1.0	5.0	5.3
Average Years Experience of Assistant Principals	5.0	7.7	5.3
Average Years Experience of Assistant Principals with District	5.0	6.6	4.7
Average Years Experience of Teachers:	9.8	11.9	11.1
Average Years Experience of Teachers with District:	4.7	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,300	\$55,721	\$49,868
1-5 Years Experience	\$56,761	\$56,381	\$52,823
6-10 Years Experience	\$58,509	\$57,938	\$55,756
11-20 Years Experience	\$60,850	\$60,994	\$59,308
Over 20 Years Experience	\$67,481	\$67,341	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,203	\$60,012	\$57,091
Professional Support	\$66,697	\$70,319	\$67,352
Campus Administration (School Leadership)	\$88,104	\$89,176	\$82,512
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: TOMBALL ISD
 Campus Name: OAKCREST INT
 Campus Number: 101921116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 793
 Grade Span: 05 - 06
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.8	5.7%	5.0%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	0.6	1.3%	0.8%	2.8%
Gifted & Talented Education	0.9	1.8%	1.0%	1.9%
Regular Education	35.1	71.4%	69.1%	70.9%
Special Education	4.8	9.8%	8.9%	9.3%
Other	4.9	10.0%	10.4%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' 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 2018-19 Financial Actual Report](#)

Tomball ISD Campus Distinctions 2018-2019*

Tomball ISD 101921	Grade	ELA	Math	Science	Social Studies	Academic Growth	Post- Secondary Readiness	Closing the Gaps	# Eligible	# Earned
Connections Acad	N								0	0
Decker Prairie ES	B								5	3
Lakewood ES	A								5	0
Willow Creek ES	B								5	0
Tomball ES	C								5	0
Rosehill ES	B								5	1
Canyon Pointe ES	B								5	0
Creekside Forest ES	A								6	5
Timber Creek ES	A								6	1
Wildwood ES	B								5	0
Creekview ES	A								6	1
Tomball IS	B								6	5
Northpointe IS	A								6	3
Oakcrest IS	A								6	5
Tomball JHS	A								7	2
Willow Wood JHS	A								7	2
Creekside Park JHS	A								7	3
Tomball HS	B								7	1
Tomball Memorial	A								7	5
Tomball Star Acad.	A								7	3
		6/19	6/19	4/12	3/6	6/19	6/19	9/19	113	40

*Due to the COVID 19 Pandemic Emergency, no new distinctions were calculated for the 2019-2020 school year

2020 District Profile
(School Year 2018-19)
State Performance Plan Indicator Targets

REGION 04
TOMBALL ISD (101921)

[About page](#)
[Back to user selection page](#)

State Performance Plan / Annual Performance Report Indicators	State			LEA	
	Target	Rate	Met Target	Rate	Met State Target
1: Graduation	88.5%	77.9%	NO	81.3%	NO
2: Dropout	1.8%	1.9%	NO	1.8%	YES
3B: Statewide Assessment Participation Rate - Reading	95.0%	97.6%	YES	98.3%	YES
3B: Statewide Assessment Participation Rate - Math	95.0%	98.8%	YES	99.0%	YES
3C: Statewide Assessment Proficiency Rate - Reading	98.0%	21.7%	NO	26.6%	NO
3C: Statewide Assessment Proficiency Rate - Math	98.0%	26.5%	NO	33.1%	NO
4A: Suspension and Expulsion	0.0%	0.0%	YES	N/A	YES
4B: Suspension and Expulsion - by race or ethnicity	0.0%	0.0%	YES	N/A	YES
5A: Educational Environment, Ages 6 through 21 - inside the regular class 80% or more of the day	68.0%	69.5%	YES	78.4%	YES
5B: Educational Environment, Ages 6 through 21 - inside the regular class less than 40% of the day	12.0%	14.9%	NO	15.3%	NO
5C: Educational Environment, Ages 6 through 21 - in separate schools, residential facilities, or homebound/hospital placements	1.3%	0.9%	YES	0.4%	YES
6A: Educational Environment, Ages 3 through 5 - regular early childhood program	33.0%	32.0%	NO	24.0%	NO
6B: Educational Environment, Ages 3 through 5 - separate special education class, separate school or residential facility	15.0%	17.6%	NO	12.0%	YES
7A: Early Childhood Outcomes - positive social/emotional skills Summary 1	85.0%	84.4%	NO	94.3%	YES
7A: Early Childhood Outcomes - positive social/emotional skills Summary 2	63.0%	59.6%	NO	70.2%	YES
7B: Early Childhood Outcomes - acquisition and use of knowledge and skills Summary 1	85.0%	84.3%	NO	95.9%	YES
7B: Early Childhood Outcomes - acquisition and use of knowledge and skills Summary 2	58.0%	57.0%	NO	72.6%	YES
7C: Early Childhood Outcomes - use of appropriate behaviors to meet needs Summary 1	85.0%	84.7%	NO	93.7%	YES
7C: Early Childhood Outcomes - use of appropriate behaviors to meet needs Summary 2	74.0%	71.3%	NO	82.1%	YES
8: Parent Involvement	81.0%	76.7%	NO	N/A	N/A
9: Disproportionality - by race or ethnicity as a result of inappropriate identification	0.0%	0.0%	YES	N/A	YES
10: Disproportionality - by race or ethnicity in specific disability categories as a result of inappropriate identification	0.0%	0.0%	YES	N/A	YES
11: Child Find	100.0%	99.1%	NO	100.0%	YES
12: Early Childhood Transition	100.0%	99.5%	NO	N/A	YES
13: Secondary Transition	100.0%	99.3%	NO	100.0%	YES
14A: Post-School Outcomes - enrolled in higher education	30.0%	16.4%	NO	N/A	N/A
14B: Post-School Outcomes - enrolled in higher education or competitively employed	63.0%	51.1%	NO	N/A	N/A
14C: Post-School Outcomes - enrolled in higher education or in some other postsecondary program, or competitively employed	80.0%	63.7%	NO	N/A	N/A

Texas Public High School Graduates Admission and Enrollment in Texas Public Four-Year Colleges

This report highlights college application and enrollment trends of Texas public high school graduates who applied to Texas public four-year colleges the fall semester immediately following high school graduation. It shows application and enrollment numbers and percentages for all high school graduates.

Data in this report represent only Texas public four-year colleges and do not include out-of-state or Texas private (independent) higher education institutions.

District: **Tomball ISD (101921), Tomball, TX**

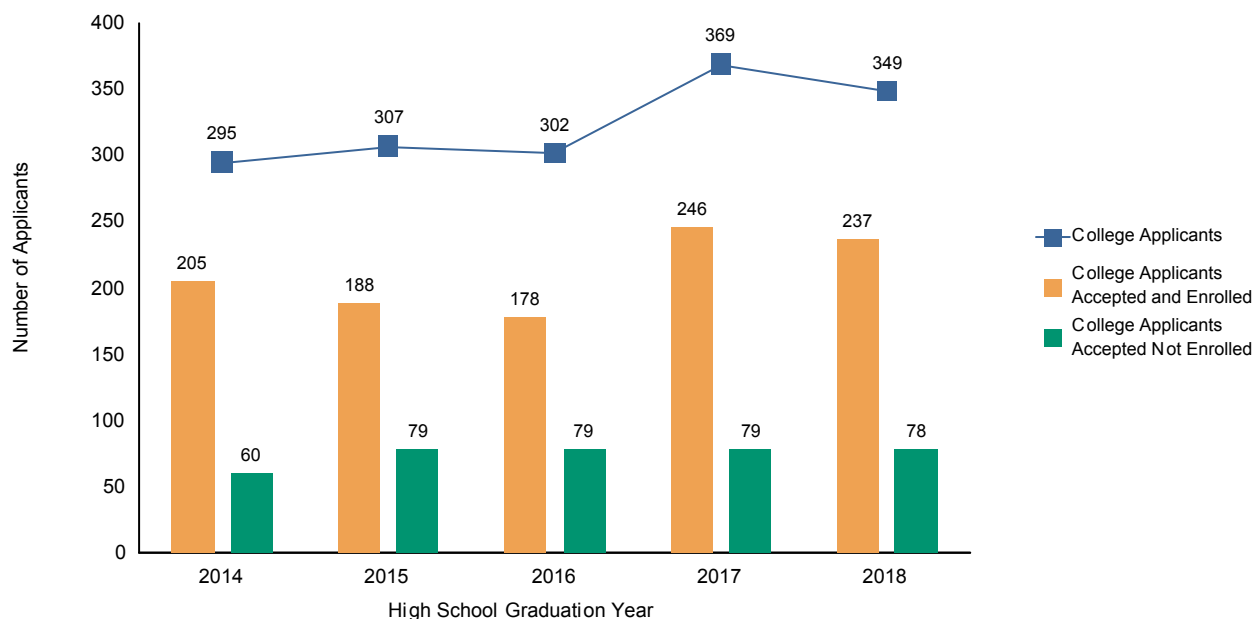
1/27/2021

Texas Public Four-Year College Applicants and Enrollment by High School Graduation Year

	2014	2015	2016	2017	2018
High School Graduates	752	801	800	903	958
College Applicants	295	307	302	369	349
College Applicants Accepted and Enrolled	205	188	178	246	237
College Applicants Accepted Not Enrolled	60	79	79	79	78
College Applicants Not Accepted	30	40	45	44	34

	2014	2015	2016	2017	2018
College Applicants	39.2%	38.3%	37.8%	40.9%	36.4%
College Applicants Accepted and Enrolled	27.3%	23.5%	22.3%	27.2%	24.7%
College Applicants Accepted Not Enrolled	8.0%	9.9%	9.9%	8.8%	8.1%
College Applicants Not Accepted	4.0%	5.0%	5.6%	4.9%	3.6%

Note: % Percentage is calculated by number of each category divided the number of high school graduates.



Notes: 1. Counts and percentages of college applicants and enrollees consist of Texas public high school graduates who applied to a Texas public four-year college the fall semester immediately following high school graduation. 2. Small data numbers, shown as asterisks (*), in data tables are masked to protect student confidentiality. Masked data are not shown on graphs. 3. A blank cell in a data table indicates there are no data. 4. Data are shown only for those school years where there were at least 26 high school graduates.

High School Graduates Enrolled in Higher Education by School District

School Year: 2017 - 2018

1/27/2021

District	Higher Education Type	Students Enrolled in Texas Public 4-year Universities		Students Enrolled in Texas Public 2-year Colleges		Students Not Located in Texas Public Higher Education		Total High School Graduates	
211902 STRATFORD ISD		5	11.4%	10	22.7%	29	65.9%	44	100.0%
182905 STRAWN ISD		*	*	*	*	6	60.0%	10	100.0%
140908 SUDAN ISD		*	*	*	*	16	57.1%	28	100.0%
112910 SULPHUR BLUFF ISD		*	*	*	*	6	42.9%	14	100.0%
112901 SULPHUR SPRINGS ISD		53	20.7%	67	26.2%	136	53.1%	256	100.0%
110907 SUNDOWN ISD		7	16.7%	24	57.1%	11	26.2%	42	100.0%
057919 SUNNYVALE ISD		54	43.2%	33	26.4%	38	30.4%	125	100.0%
171902 SUNRAY ISD		*	*	*	*	23	54.8%	42	100.0%
020906 SWEENEY ISD		36	23.4%	51	33.1%	67	43.5%	154	100.0%
177902 SWEETWATER ISD		27	25.5%	20	18.9%	59	55.7%	106	100.0%
205907 TAFT ISD		19	26.0%	10	13.7%	44	60.3%	73	100.0%
153904 TAHOKA ISD		5	18.5%	6	22.2%	16	59.3%	27	100.0%
146907 TARKINGTON ISD		22	19.3%	22	19.3%	70	61.4%	114	100.0%
201910 TATUM ISD		13	10.7%	54	44.6%	54	44.6%	121	100.0%
246911 TAYLOR ISD		46	18.5%	56	22.5%	147	59.0%	249	100.0%
081904 TEAGUE ISD		20	14.7%	42	30.9%	74	54.4%	136	100.0%
123803 TEKOA ACADEMY OF ACCELERATED STUDI		*	*	*	*	24	75.0%	32	100.0%
014909 TEMPLE ISD		68	14.0%	126	26.0%	291	60.0%	485	100.0%
210904 TENAHA ISD		*	*	*	*	25	51.0%	49	100.0%
022004 TERLINGUA CSD		*	*	*	*	11	84.6%	13	100.0%
222901 TERRELL COUNTY ISD		*	*	*	*	8	50.0%	16	100.0%
129906 TERRELL ISD		43	15.8%	66	24.3%	163	59.9%	272	100.0%
057804 TEXANS CAN ACADEMIES		13	0.7%	181	10.4%	1,552	88.9%	1,746	100.0%
019907 TEXARKANA ISD		54	12.8%	109	25.8%	260	61.5%	423	100.0%
084906 TEXAS CITY ISD		70	12.5%	138	24.6%	353	62.9%	561	100.0%
221801 TEXAS COLLEGE PREPARATORY ACADEMIE		81	24.9%	93	28.6%	151	46.5%	325	100.0%
226801 TEXAS LEADERSHIP		13	19.1%	16	23.5%	39	57.4%	68	100.0%
056902 TEXLINE ISD		*	*	*	*	6	46.2%	13	100.0%
227828 THE EXCEL CENTER				13	14.6%	76	85.4%	89	100.0%
227827 THE EXCEL CENTER (FOR ADULTS)				11	13.9%	68	86.1%	79	100.0%
101868 THE PRO-VISION ACADEMY		*	*	*	*	22	62.9%	35	100.0%
166905 THORNDALE ISD		14	26.4%	18	34.0%	21	39.6%	53	100.0%
246912 THRALL ISD		14	23.0%	24	39.3%	23	37.7%	61	100.0%
149902 THREE RIVERS ISD		16	24.2%	14	21.2%	36	54.6%	66	100.0%
224901 THROCKMORTON ISD		*	*	*	*	*	*	9	100.0%
158902 TIDEHAVEN ISD		12	17.7%	22	32.4%	34	50.0%	68	100.0%
210905 TIMPSON ISD		8	21.1%	10	26.3%	20	52.6%	38	100.0%
091907 TIOGA ISD		7	24.1%	11	37.9%	11	37.9%	29	100.0%
111903 TOLAR ISD		21	38.9%	12	22.2%	21	38.9%	54	100.0%
091918 TOM BEAN ISD		11	20.8%	17	32.1%	25	47.2%	53	100.0%
101921 TOMBALL ISD		237	24.7%	267	27.9%	454	47.4%	958	100.0%
071908 TORNILLO ISD		*	*	*	*	32	51.6%	62	100.0%
220801 TREETOPS SCHOOL INTERNATIONAL				*	*	10	76.9%	13	100.0%
221905 TRENT ISD		*	*	*	*	*	*	8	100.0%
074912 TRENTON ISD		6	12.8%	19	40.4%	22	46.8%	47	100.0%
107907 TRINIDAD ISD		*	*	*	*	10	62.5%	16	100.0%
046802 TRINITY CHARTER SCHOOL						13	100.0%	13	100.0%
228903 TRINITY ISD		11	13.4%	27	32.9%	44	53.7%	82	100.0%
212904 TROUP ISD		12	14.6%	34	41.5%	36	43.9%	82	100.0%
014910 TROY ISD		12	14.1%	29	34.1%	44	51.8%	85	100.0%
219903 TULIA ISD		15	19.0%	16	20.3%	48	60.8%	79	100.0%
178912 TULOSO-MIDWAY ISD		56	19.4%	104	36.1%	128	44.4%	288	100.0%
096905 TURKEY-QUITAQUE ISD		*	*	*	*	7	46.7%	15	100.0%
212905 TYLER ISD		107	10.2%	362	34.5%	580	55.3%	1,049	100.0%
057845 UME PREPARATORY ACADEMY		5	15.2%	15	45.5%	13	39.4%	33	100.0%
230908 UNION GROVE ISD		11	21.6%	24	47.1%	16	31.4%	51	100.0%
230904 UNION HILL ISD		5	20.0%	11	44.0%	9	36.0%	25	100.0%
240903 UNITED ISD		869	28.0%	1,099	35.4%	1,139	36.7%	3,107	100.0%
057808 UNIVERSAL ACADEMY		*	*	*	*	8	61.5%	13	100.0%
227806 UNIVERSITY OF TEXAS UNIVERSITY CHA		*	*	*	*	36	58.1%	62	100.0%
057803 UPLIFT EDUCATION		260	39.7%	122	18.6%	273	41.7%	655	100.0%
232904 UTOPIA ISD				8	72.7%	*	*	11	100.0%

Not Located in Public Higher Education - Category for high school graduates who were not found in either a Texas public university or two-year institution in the year following their graduation. High school graduates who enrolled in out-of-state or in Texas independent institutions of higher education during the year following their graduation are also included in the "Not Located in Texas Higher Education" column as are high school graduates who have non-standard ID numbers that will not find a match at Texas higher education institutions.

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.

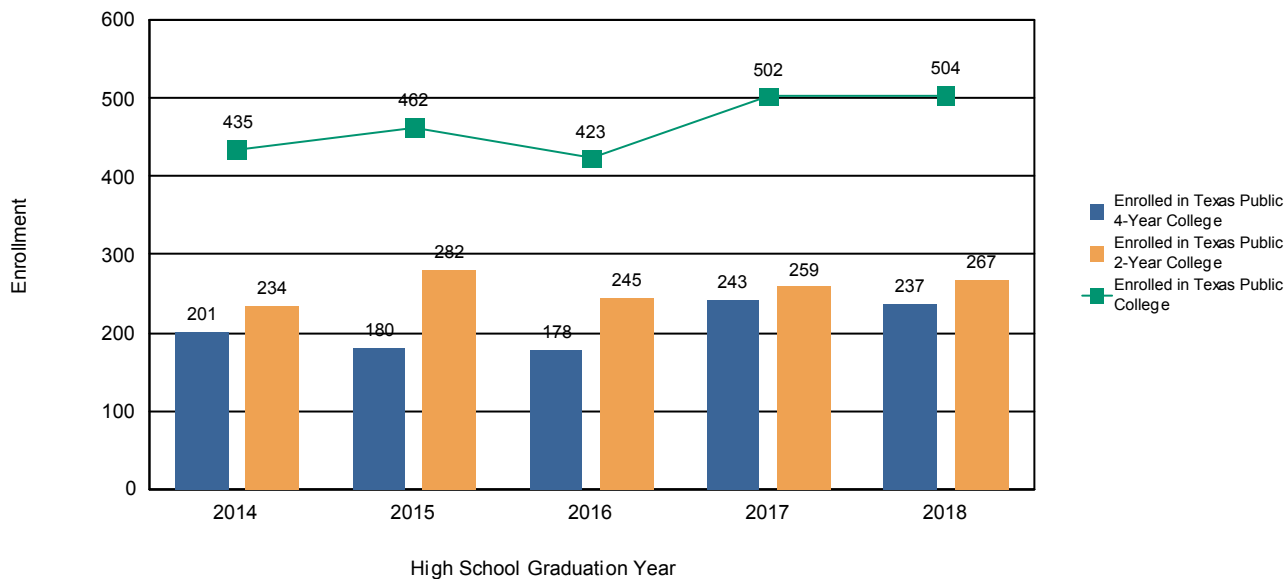
District: **Tomball ISD (101921), Tomball, TX**

1/27/2021

Texas Public College Enrollment by High School Graduation Year

	2014	2015	2016	2017	2018
High School Graduates	752	801	800	903	958
All Enrolled in Texas Public College	435	462	423	502	504
Enrolled in Texas Public 4-Year College	201	180	178	243	237
Enrolled in Texas Public 2-Year College	234	282	245	259	267
Not Located in Texas Public Higher Education	317	339	377	401	454
	2014	2015	2016	2017	2018
All Enrolled in Texas Public College	57.9%	57.7%	52.9%	55.6%	52.6%
Enrolled in Texas Public 2-Year College	31.1%	35.2%	30.6%	28.7%	27.9%
Enrolled in Texas Public 4-Year College	26.7%	22.5%	22.3%	26.9%	24.7%
Not Located in Texas Public Higher Education	42.2%	42.3%	47.1%	44.4%	47.4%

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.

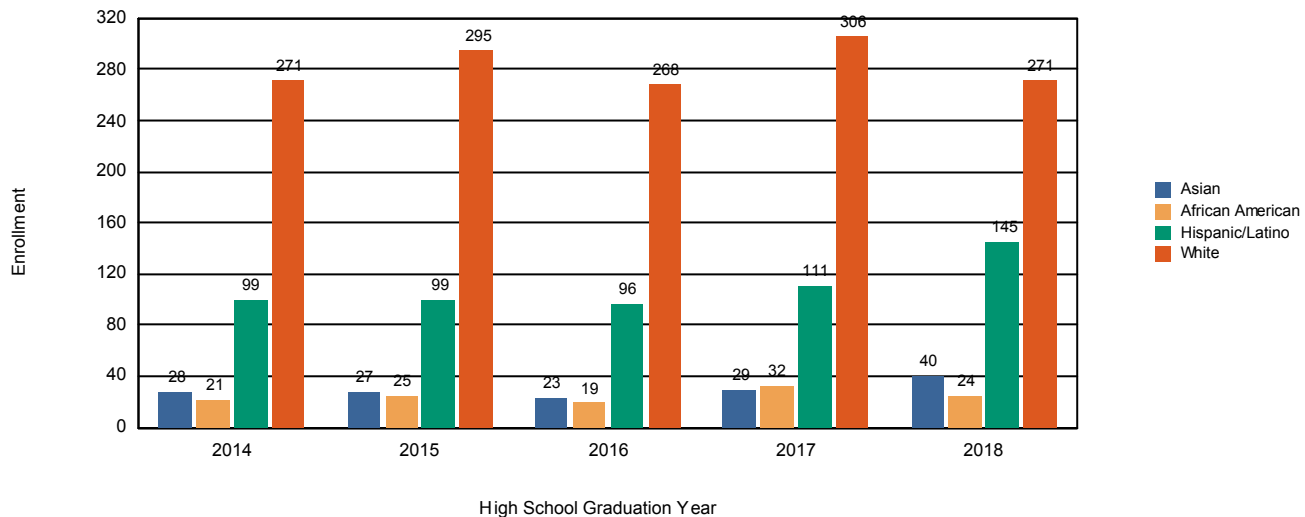
Texas Public High School Graduates Enrollment in Texas Public Two-Year or Four-Year Colleges

District: **Tomball ISD (101921), Tomball, TX**

1/27/2021

Texas Public College Enrollment by Ethnicity and High School Graduation Year

		2014	2015	2016	2017	2018
High School Graduates	Asian	37	34	38	42	57
	African American	37	53	44	56	56
	Hispanic/Latino	197	190	212	238	307
	White	453	496	478	526	500
	Other	28	28	28	41	38
Enrolled in Texas Public College	Asian	28	27	23	29	40
	African American	21	25	19	32	24
	Hispanic/Latino	99	99	96	111	145
	White	271	295	268	306	271
	Other	16	16	17	24	24
		2014	2015	2016	2017	2018
Enrolled in Texas Public College	Asian	75.7%	79.4%	60.5%	69.1%	70.2%
	African American	56.8%	47.2%	43.2%	57.1%	42.9%
	Hispanic/Latino	50.3%	52.1%	45.3%	46.6%	47.2%
	White	59.8%	59.5%	56.1%	58.2%	54.2%
	Other	57.1%	57.1%	60.7%	58.5%	63.2%



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 disadvantage, or LEP data.

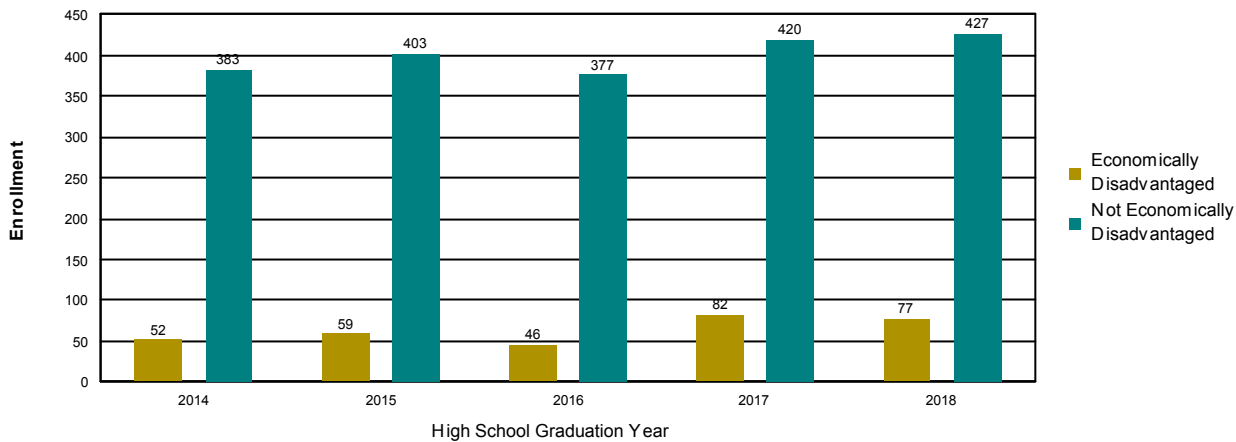
Texas Public High School Graduates Enrollment in Texas Public Two-Year or Four-Year Colleges

District: **Tomball ISD (101921), Tomball, TX**

1/27/2021

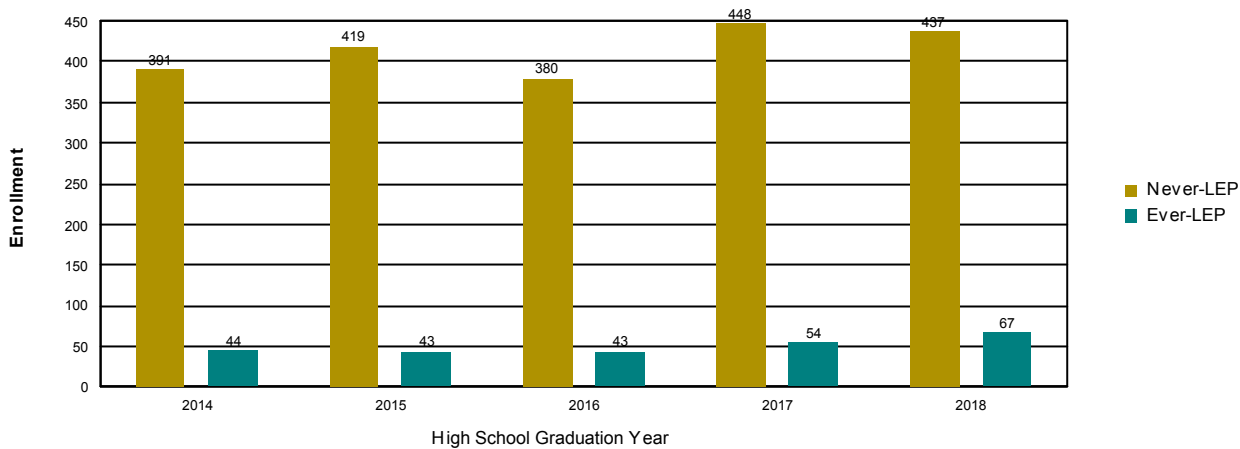
Texas Public College Enrollment by Economically Disadvantaged and High School Graduation Year

		2014	2015	2016	2017	2018
High School Graduates	Economically Disadvantaged	122	135	125	166	184
	Not Economically Disadvantaged	630	666	675	737	774
Enrolled in Texas Public College	Economically Disadvantaged	52	59	46	82	77
	Not Economically Disadvantaged	383	403	377	420	427
		2014	2015	2016	2017	2018
Enrolled in Texas Public College	Economically Disadvantaged	42.6%	43.7%	36.8%	49.4%	41.9%
	Not Economically Disadvantaged	60.8%	60.5%	55.9%	57.0%	55.2%



Texas Public College Enrollment by LEP Status and High School Graduation Year

		2014	2015	2016	2017	2018
High School Graduates	Never-LEP	649	696	674	774	779
	Ever-LEP	103	105	126	129	179
Enrolled in Texas Public College	Never-LEP	391	419	380	448	437
	Ever-LEP	44	43	43	54	67
		2014	2015	2016	2017	2018
Enrolled in Texas Public College	Never-LEP	60.3%	60.2%	56.4%	57.9%	56.1%
	Ever-LEP	42.7%	41.0%	34.1%	41.9%	37.4%



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, economically disadvantaged, or LEP data.

Total Staff and Total Student By School Year

Summary: Displays total staff count and total students across years.

Usage: Review for accuracy. Compare student growth or decline to staff growth or decline.

Data Sources: Fall PEIMS submission.

Definitions:

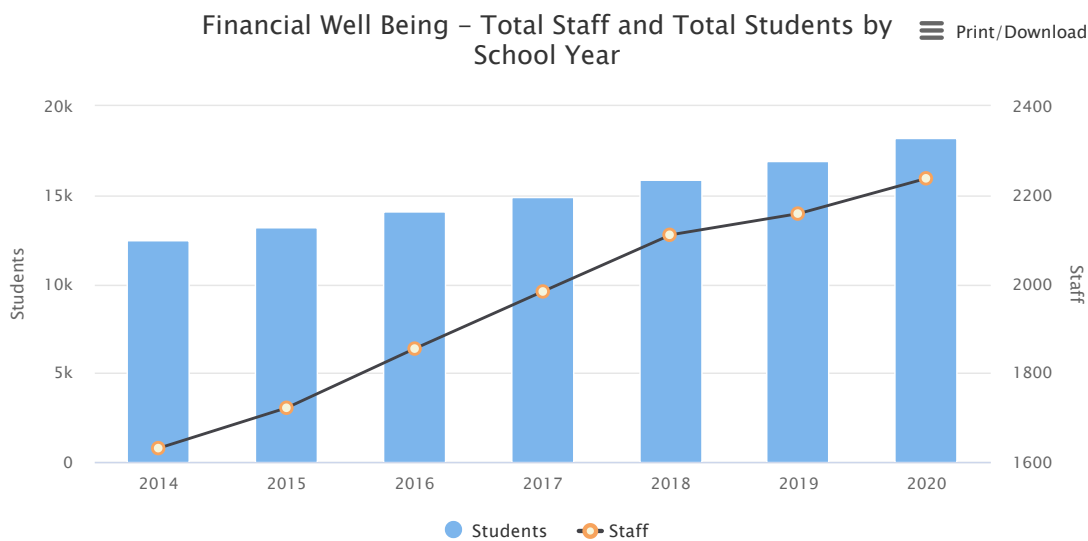
- Total Fall Student Snapshot Count ADA Codes E0787 1,2,3,4,5,6 (Excludes students coded 0) (Code Table C059)
- Staff FTE (Full Time Equivalency) = PEIMS 060 Staff Employment Payroll Record where Fund Code E0316 in Code Table C145 **is NOT a Shared Services Arrangement.**
 - **SSA fund codes excluded are:**
 - 292, 293, 294, 295, 297, 298, 300, 301, 302, 307, 309, 311, 312, 313, 314, 315, 316, 317, 319, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 342, 343, 347, 348, 349, 350, 351, 352, 354, 355, 356, 357, 358, 359, 360, 361, 364, 365, 366, 367, 379, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 459

Special Note: An employee who has a payroll shared services arrangement fund code is not included in the Total Staff FTE calculation

Features:

Hover over chart to display counts, matching the table below Click on the Students or Staff key icons to remove or replace the data on the graph.

Last updated on September 18, 2018



TOMBALL ISD (101921)
Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

Funding Elements			
Students		LPE	Final
1.	Refined Average Daily Attendance (ADA)	15,979.956	16,204.965
2.	Regular Program ADA (Ref ADA - Spec Ed FTEs - CT FTEs)	14,922.179	15,097.435
3.	Special Education FTEs	349.262	353.364
4.	Career & Technology FTEs	708.515	754.166
5.	Advanced Career & Technical Education FTEs	0.000	93.470
6.	High School ADA	4,218.631	4,383.387
7.	Weighted ADA (WADA)	19,392.366	19,682.042
8.	Prior Year Refined ADA	15,239.387	15,239.387
9.	Texas School for the Blind and Visually Impaired ADA	1.470	1.000
10.	Texas School for the Deaf ADA	1.000	0.000
Staff		LPE	Final
11.	Full-Time Staff (not MSS)	904.75	930.58
12.	Part-Time Staff (not MSS)	12.58	12.08
Property Values		LPE	Final
13.	2018 (current tax year) Locally Certified Property Value	\$10,820,577,561	\$10,820,577,561
14.	LPE = greater of 2017 (prior tax year) Adjusted State Certified Property Value (ASCPV) or 2016 ASCPV * 1.0704, DPE = 2017 ASCPV	\$10,517,592,229	\$10,227,349,868
Tax Rates and Collections		LPE	Final
15.	2005 Adopted M&O Tax Rate	1.4400	1.4400
16.	2018 (current tax year) Compressed M&O Tax Rate	0.9800	0.9800
17.	Average Tax Collection Rate	100.0%	100.0%
18.	2018 (current tax year) M&O Tax Rate	1.0400	1.0400
19.	2018-2019 (current school year) M&O Tax Collections (greater of 2018 school year LPE or DPE collections * 1.0677)	\$117,448,650	\$107,483,619
20.	2018 (current tax year) I&S Tax Rate	0.3000	0.3000

21.	2018-2019 (current school year) I&S Tax Collections	\$29,335,000	\$31,018,542
22.	2018-2019 (current school year) Total Tax Collections	\$146,783,650	\$138,502,161
23.	2018-2019 (current school year) Total Tax Levy	\$126,295,437	\$138,607,357
Funding Components		LPE	Final
24.	Adjusted Allotment	\$5,538	\$5,538
25.	Revenue at Compressed Rate (RACR) per WADA	\$6,006	\$5,727
26.	Cost of Education (CEI) Index	1.140	1.140
27.	Adjusted CEI	1.140	1.140
28.	Per Capita Rate	\$486.231	\$486.231
Tier I Allotments		LPE	Final
Program Intent Codes - Allotments			
29.	11-Regular Program Allotment	\$82,639,027	\$83,609,595
30.	23-Special Education Adjusted Allotment (spend 52% of	\$8,171,637	\$8,532,116
31.	22-Career and Technology Allotment (spend 58% of amount)	\$5,297,071	\$5,643,045
32.	21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	\$530,982	\$538,459
33.	24-Compensatory Education Allotment (spend 52% of amount)	\$4,677,525	\$4,671,185
34.	25-Bilingual Education Allotment (spend 52% of amount)	\$992,878	\$842,977
35.	11-Public Education Grant	\$0	\$0
36.	99-New Instructional Facility Allotment	\$0	\$0
37.	99-Transportation Allotment	\$1,370,650	\$1,499,182
38.	31-High School Allotment (spend 100% of amount)	\$1,160,124	\$1,205,431
39.	Total Cost of Tier I	\$104,839,894	\$106,541,990
40.	Less Local Fund Assignment	(\$103,072,404)	(\$100,228,029)
41.	State Share of Tier I	\$1,767,490	\$6,313,961
42.	Per Capita Distribution from Available School Fund (ASF)	\$7,409,862	\$7,409,862

Foundation School Program (FSP) State Funding		LPE	Final
43.	Greater of State Share of Tier I or (ASF+NIFA+HS)	\$8,569,986	\$8,615,293
44.	Tier II	\$6,499,644	\$6,478,579
45.	Other Programs	(\$2,334,529)	(\$609,383)
46.	Less Total Available School Fund (\$486.231 * Prior Yr ADA)	(\$7,409,862)	(\$7,409,862)
47.	Total FSP Operations Funding	\$5,325,239	\$7,074,627
State Aid by Funding Source		LPE	Final
Fund Code / Object Code - Funding Source			
48.	199/5812 - Foundation School Fund	\$5,325,239	\$7,074,627
49.	199/5811 - Available School Fund	\$7,409,862	\$7,409,862
50.	599/5829 - EDA	\$0	\$0
51.	599/5829 - Instructional Facilities Allotment (Bond)	\$0	\$0
52.	199/5829 - Instructional Facilities Allotment (Lease Purchase)	\$0	\$0
53.	Additional State Aid for Homestead Exemption (ASAHE) for Facilities	\$503,295	\$503,295
54.	TOTAL FSP/ASF STATE AID	\$13,238,396	\$14,987,784

TOMBALL ISD (101921)
Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Migrant Flag: No

Run Id: 27791

Adjusted ADA		LPE	Final
1.	PEIMS ADA	0.000	16,204.965
2.	Less PEIMS Pre-K ADA	0.000	119.986
3.	Plus 1/2 Day Pre-K ADA	0.000	119.986
4.	Adjusted ADA (line 1 - line 2 + line 3)	15,979.956	16,204.965
5.	2017-2018 Final ADA (No Adjustment for Decline)	15,239.387	15,239.387

The Line 4 Adjusted ADA values will not reconcile based on formula (line1 - line 2 + line 3), if the Adjusted ADA values have audit adjustments.

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run ID: 27791

Instructional Arrangement		Weight	LPE Payment FTE	LPE EYS FTE	Final Payment FTE	Final EYS FTE
1.	Homebound	5.0	0.121	0.000	0.593	0.000
2.	Hospital Class	3.0	0.000	0.000	0.000	0.000
3.	Speech Therapy	5.0	23.458	0.000	24.324	0.000
4.	Resource Room	3.0	228.395	0.000	200.149	0.172
5.	Self Contained Severe / Self Contained M/M Reg. Camp	3.0	90.409	0.000	112.324	1.464
6.	Off Home Campus	2.7	1.363	0.000	0.293	0.000
7.	Vocational Adjustment Class	2.3	4.406	0.000	12.632	0.014
8.	State Schools	2.8	0.000	0.000	0.000	0.000
9.	Residential Care and Treatment	4.0	1.110	0.000	3.049	0.000
10.	Total FTE*	N/A	349.262	N/A	353.364	N/A
11.	Total Weighted FTE	N/A	1,088.121	N/A	1,091.849	N/A
12.	Non-Public Contracts	1.7	2.014	N/A	2.400	N/A
13.	Mainstream ADA	1.1	345.066	N/A	389.836	N/A

* Non-Public Contracts and Mainstream ADA are not included in total

TOMBALL ISD (101921)
Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

WADA Calculation Detail		LPE	Final
1.	Total Cost of Tier I	\$104,839,894	\$106,541,990
2.	Transportation Allotment	\$1,370,650	\$1,499,182
3.	New Instructional Facility Allotment (NIFA)	\$0	\$0
4.	High School Allotment	\$1,160,124	\$1,205,431
5.	Early Childhood Intervention Set-Aside	\$0	\$0
6.	Total Adjusted Tier I (line 1 - line 2 - line 3 - line 4 + line 5)	\$102,309,120	\$103,837,377
7.	Basic Allotment	\$5,037	\$5,037
8.	Adjusted Basic Allotment (ABA)	\$5,538	\$5,538
9.	Adjustment to the ABA (1 - ((line 8 - line 7) / 2) / line 8)	0.9548	0.9548
10.	Weighted Students in Average Daily Attendance (WADA) ((line 6 * line 9) / line 7)	19,392.366	19,682.042

TOMBALL ISD (101921)
Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

M&O Detail		LPE	Final
1.	2018-2019 Local M&O Collections	\$117,448,650	\$107,483,619
2.	2018-2019 Local Share for IFA Lease Purchase	(\$0)	(\$0)
3.	2018-2019 Payment to Tax Increment Fund (TIF)	(\$0)	(\$0)
4.	2018-2019 Total M&O Collections (line 1 - line 2 - line 3)	\$117,448,650	\$107,483,619
5.	2018 M&O Tax Rate	1.0400	1.0400
6.	Yield per Penny (total collections / M&O tax rate / 100)	\$1,129,314	\$1,033,496
7.	2005 Adopted M&O Tax Rate	1.4400	1.4400
8.	M&O Collections @ Compressed Rate (compressed rate * 100 * yield per penny)	\$110,672,766	\$101,282,641
9.	M&O Rate for Level 1 (adopted rate - compressed rate, limited to 0.06)	0.0600	0.0600
10.	M&O Collections for Level 1 (level 1 rate * 100 * yield per penny)	\$6,775,884	\$6,200,978
11.	M&O Collections for Level 2 (total collections - compressed rate + level 1)	\$0	\$0

TOMBALL ISD (101921)
Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

Highest Grade Taught: 12
Greater Than 300 Square Miles? No

Greater Than 30 Miles? No

Adjusted Allotment Detail		LPE	Final
1.	District Basic Allotment (DBA)	Lesser of (\$5,140 * 0.9800) or \$5,140 = \$5,037	Lesser of (\$5,140 * 0.9800) or \$5,140 = \$5,037
2.	Adjusted Basic Allotment (ABA) (Adjusted for Cost of Education Index)	\$5,037 * (1 + (0.140 * 0.710)) = \$5,538	\$5,037 * (1 + (0.140 * 0.710)) = \$5,538
3.	Small District Adjustment (SDA) For Districts < 1,600 ADA	(1 + ((1,600 - 14,922.179) * 0.0002750)) * \$5,538 = \$0	(1 + ((1,600 - 15,097.435) * 0.0002750)) * \$5,538 = \$0
4.	Mid-Sized Adjustment (MDA) For Districts < 5,000 ADA	(1 + ((5,000 - 14,922.179) * 0.0000250)) * \$5,538 = \$0	(1 + ((5,000 - 15,097.435) * 0.0000250)) * \$5,538 = \$0
5.	Adjusted Allotment (greater of ABA, SDA, MDA)	Greater of \$5,538 (ABA) or \$0 (SDA) or \$0 (MDA) = \$5,538	Greater of \$5,538 (ABA) or \$0 (SDA) or \$0 (MDA) = \$5,538

TOMBALL ISD (101921)
Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run ID: 27791

Claim Date	Free Lunch Claims	Reduced Price Lunch Claims	CEP Claims	Alternative BMC	Contract SCE Claims	RC&T SCE Claims	Total
10/2017	2,979	534	0	0	0	0	3,513
11/2017	3,131	517	0	0	0	0	3,648
12/2017	3,263	510	0	0	0	0	3,773
01/2018	3,471	480	0	0	0	0	3,951
02/2018	3,514	476	0	0	0	0	3,990
03/2018	3,561	483	0	0	0	0	4,044
04/2018	3,603	480	0	0	0	0	4,083
05/2018	3,661	476	0	0	0	0	4,137
06/2018	451	47	0	0	0	0	498
07/2018	0	0	0	0	0	0	0
08/2018	3,954	507	0	0	0	0	4,461
09/2018	4,041	526	0	0	0	0	4,567

SCE Enrollment	Description
4,213.670	The SCE Enrollment is the highest six months average of the months reported.

Provision 2 SCE	Description
0.000	<p>Provision 2 is an alternative to standard methods of counting and claiming meals for reimbursement used in the National School Lunch Program and the School Breakfast Program. In the first year or Base Year of Provision 2, applications are distributed to all enrolled students and collected by the School Nutrition Program department in the contracting entity.</p> <p>Calculation = Base Year SCE / Base Year ADA * Prior Year ADA</p>

SOF SCE	Description
4,213.670	SOF SCE is the greater of SCE Enrollment or Provision 2 SCE.

*If the school district or charter school is not Provision 2, the calculation is the SCE Enrollment.

TOMBALL ISD (101921)
Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

Transportation Detail		LPE	Final
1.	Regular	\$793,378	\$900,662
2.	Private	\$0	\$0
3.	Special Education	\$458,182	\$449,520
4.	Career & Technology Education	\$119,090	\$149,000
5.	Total Transportation	\$1,370,650	\$1,499,182

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run ID: 27791

Adjusted Allotment: LPE - \$5,538 DPE - \$5,538

Program Name	Weight	LPE ADA	LPE Allotment	Final ADA	Final Allotment
1. Regular Program					
Allotment	1.0000	14,922.179	\$82,639,027	15,097.435	\$83,609,595
2. Special Education					
Regular Special Education	N/A	1,088.121	\$6,026,014	1,091.849	\$6,046,658
Mainstream	1.1	345.066	\$2,102,073	389.836	\$2,374,803
Residential Care and Treatment	4.0	1.110	\$24,589	3.049	\$67,541
State Schools	2.8	0.000	\$0	0.000	\$0
Non-Public Contracts	1.7	2.014	\$18,961	2.400	\$22,595
Extended Year Special Education	N/A	0.000	\$0	4.940	\$20,519
(Less Early Child Intervention Set-Aside)	N/A	N/A	(\$0)	N/A	(\$0)
Special Education Allotment	N/A	N/A	\$8,171,637	N/A	\$8,532,116
3. Career & Technology					
Regular Career & Technology (CTE) Allotment	1.35	708.515	\$5,297,071	754.166	\$5,638,372
Advanced CTE Allotment	\$50	0.000	\$0	93.470	\$4,674
CTE Allotment	N/A	708.515	\$5,297,071	847.636	\$5,643,045

4. Gifted & Talented Program					
Allotment	0.12	798.998	\$530,982	810.248	\$538,459
(Less Advanced Placement Tests)	N/A	N/A	(\$0)	N/A	(\$0)
Adjusted Allotment	N/A	N/A	\$530,982	N/A	\$538,459
5. State Compensatory Education					
State Compensatory Allotment	0.2	4,213.670	\$4,667,061	4,213.670	\$4,667,061
Pregnancy Related	2.41	0.784	\$10,464	0.309	\$4,124
Military Allotment	N/A	N/A	\$0	N/A	\$0
Total Compensatory Allotment	N/A	N/A	\$4,677,525	N/A	\$4,671,185
6. High School					
Allotment	\$275	4,218.631	\$1,160,124	4,383.387	\$1,205,431
7. Bilingual Program					
Allotment	0.1	1,792.846	\$992,878	1,522.169	\$842,977
8. Public Education Grant (PEG)					
Allotment	0.1	0.000	\$0	0.000	\$0
9. New Instructional Facility Allotment (NIFA)					
Allotment	\$0	0.000	\$0	0.000	\$0

TOMBALL ISD (101921)
Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

Tier II Detail		LPE	Final
1.	WADA (Weighted Students in Average Daily Attendance)	19,392.366	19,682.042
Level 1			
2.	M&O Collections for Level 1	\$6,775,884	\$6,200,978
3.	District Tax Rate Level 1 (DTR1) ((M&O collections for level 1 * 100) / 2017 state certified district property value (DPV))	0.0644	0.0606
4.	Level 1 Entitlement @ \$106.28	\$13,272,973	\$12,676,353
5.	Less Local Share (LR) ((2017 DPV / 100) * DTR1)	(\$6,773,329)	(\$6,197,774)
6.	Guaranteed Yield Allotment ((\$106.28 * WADA * DTR1 * 100) - LR)	\$6,499,644	\$6,478,579
Level 2			
7.	M&O Collections for Level 2	\$0	\$0
8.	District Tax Rate Level 2 (DTR2) ((M&O collections for level 2 * 100) / 2017 DPV)	0.0000	0.0000
9.	Level 2 Entitlement @ \$31.95	\$0	\$0
10.	Less Local Share (LR) ((2017 DPV / 100) * DTR2)	(\$0)	(\$0)
11.	Guaranteed Yield Allotment ((\$31.95 * WADA * DTR2 * 100) - LR)	\$0	\$0

TOMBALL ISD (101921)
Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

Other Programs Detail		LPE	Final
1.	State Aid Reduction for WADA Sold	(\$0)	(\$0)
2.	Additional State Aid for Homestead Exemption (ASAHE)	\$0	\$0
3.	Additional Aid for ESCs and Educational Districts (Ins. Code 1579.251(b))	\$0	\$0
4.	Supplemental Tax Increment Fund (TIF) Payment, Chapter 311 Tax Increment Reinvestment Zone (TIRZ)	\$0	\$0
5.	Tax Credit for Tax Code, Chapter 313 Value Limitations	(\$0)	(\$0)
6.	Chapter 42 Funding Credit Against Recapture	(\$2,769,580)	(\$1,068,600)
7.	Staff Allotment	\$455,521	\$468,312
8.	Windham Schools	\$0	\$0
9.	Tuition Allotment (42.106)	\$0	\$0
10.	Texas School for the Blind and Visually Impaired	(\$12,183)	(\$9,095)
11.	Texas School for the Deaf	(\$8,287)	(\$0)
12.	Adjustment for HB1 Tax Compression for Texas School for the Blind and Visually Impaired	(\$0)	(\$0)
13.	Adjustment for HB1 Tax Compression for Texas School for the Deaf	(\$0)	(\$0)
14.	Additional State Aid for Property Value Decline	\$0	\$0
15.	Charter School Facilities Funding (12.106(d))	\$0	\$0
16.	Additional Aid for Partnering to Operate a District Campus (TEC 42.2511)	\$0	\$0
17.	Total Other Programs	(\$2,334,529)	(\$609,383)

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TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

There is no data available at this time.

Run ID: 27791

There is no data available at this time.

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

State Aid Reduction for WADA Sold		LPE	Final
1.	Tier I State Aid & Tier II State Aid	\$15,069,630	\$15,093,872
2.	2018-2019 M&O Tax Collections	\$117,448,650	\$107,483,619
3.	Total Revenue	\$132,518,280	\$122,577,491
4.	Total WADA	19,392.366	19,682.042
5.	Total Revenue Per WADA	\$6,834	\$6,228
6.	Total WADA Sold	0.000	0.000
7.	Reduction in State Aid	(\$0)	(\$0)

2018-2019 Additional State Aid for Homestead Exemption (ASAHE) Detail Report

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run ID: 27791

Calculation of Additional State Aid for Homestead Exemption (ASAHE)		LPE			DPE		
Data Elements		\$25,000 Homestead Exemption @2014 Tax Rates & Current Law Funding Elements	\$15,000 Homestead Exemption @2014 Tax Rates and 2016 Funding Elements	Difference	\$25,000 Homestead Exemption @2014 Tax Rates & Current Law Funding Elements	\$15,000 Homestead Exemption @2014 Tax Rates and 2016 Funding Elements	Difference
1.	2017 (prior tax year) State Certified Property Value	\$10,517,592,229	\$10,704,826,681	(\$187,234,452)	\$10,227,349,868	\$10,410,341,726	(\$182,991,858)
2.	Current Year Adopted M&O Tax Rate	1.0400	1.0400	0.0000	1.0400	1.0400	0.0000
3.	2014 (tax year) Adopted Tax Rate	1.0200	1.0200	0.0000	1.0200	1.0200	0.0000
4.	Current Year Total M&O Collections (includes local share of IFA lease purchase and TIF payment)	\$117,448,650	\$119,539,474	(\$2,090,824)	\$107,483,619	\$109,406,760	(\$1,923,141)
5.	Current Year Total M&O Collections (includes local share of IFA lease purchase and TIF payment) @2014 Tax Rate	\$115,190,023	\$117,240,638	(\$2,050,615)	\$105,416,627	\$107,302,784	(\$1,886,157)
6.	Tier I Entitlement	\$102,752,329	\$102,752,329	\$0	\$104,423,338	\$104,423,338	\$0
7.	Local Fund Assignment	\$100,968,885	\$102,766,336	(\$1,797,451)	\$98,182,559	\$99,939,281	(\$1,756,722)
8.	ASF + High School Allotment + NIFA	\$8,569,986	\$8,569,986	\$0	\$8,615,293	\$8,615,293	\$0
State Funding Calculations							
9.	Greater of State Share of Tier I or (ASF+NIFA+HS)	\$8,569,986	\$8,569,986	\$0	\$8,615,293	\$8,615,293	\$0
10.	Tier II Level I Allotment	\$6,499,670	\$2,382,704	\$4,116,966	\$6,478,616	\$2,550,970	\$3,927,646
11.	Tier II Level II Allotment	\$0	\$0	\$0	\$0	\$0	\$0
12.	State Share of IFA Lease Purchase	\$0	\$0	\$0	\$0	\$0	\$0

13.	Final Cost of Recapture	(\$2,712,029)	(\$4,622,920)	\$1,910,891	(\$1,045,948)	(\$2,774,672)	\$1,728,724
Additional State Aid for Homestead Exemption (ASAHE)							
14.	Local Revenue Net of Recapture (line 5 + line 13)	\$112,477,994	\$112,617,718	(\$139,724)	\$104,370,679	\$104,528,112	(\$157,433)
15.	State Aid (line 9 + line 10 + line 11 + line 12)	\$15,069,656	\$10,952,690	\$4,116,966	\$15,093,909	\$11,166,263	\$3,927,646
16.	State and Local Revenue Net of Recapture for Calculation for ASAHE	\$127,547,650	\$123,570,408	\$0	\$119,464,588	\$115,694,375	\$0

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**2018-2019 Additional State Aid for Property
Value Decline Detail**

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

There is no data available at this time.

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**2018-2019 Charter School Facilities Funding
Detail Report**

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

There is no data available at this time.

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TOMBALL ISD (101921)
Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

EDA State Aid Report			
Data Elements		LPE	Final
1.	2016-2017 I&S Tax Collection	\$29,258,195	\$29,258,195
2.	2016-2017 Local Share of EDA	\$14,495,205	\$14,495,205
3.	2016-2017 Local Share of IFA Awarded for Bonded Debt	\$0	\$0
4.	2016-2017 Excess I&S Tax Collection (line 1 - line 2 - line 3)	\$14,762,990	\$14,762,990
5.	2018-2019 Actual Eligible Debt Service Payment	\$27,109,374	\$26,827,224
6.	2018-2019 IFA State/Local Share of IFA Awarded for Bonded Debt	\$0	\$0
7.	Estimated 2018-2019 Total Refined ADA	15,979.956	16,204.965
8.	2017 State Certified District Property Value (DPV) Adjusted Property Value	\$10,227,349,868	\$10,227,349,868
9.	2015 State Certified District Property Value (DPV) Adjusted Property Value	\$8,977,875,186	\$8,908,101,622
Calculations		LPE	Final
10.	2016-2017 Rate to Determine Maximum EDA Limit (line 2 + line 4) / (line 9 / 100). if line 1 < line 2, then rate = (line 1 * 100) / line 9	0.3259	0.3284
11.	2018-2019 Rate Needed for All Eligible Debt ((line 5 - line 6) / \$36.75 / line 7 / 100)	0.4629	0.4505
12.	2018-2019 Allowed Rate (lesser of line 10 or line 11 or \$.29)	0.2900	0.2900
13.	State/Local Share of EDA (\$36.75 * line 7 * line 12 * 100)	\$16,984,296	\$17,270,441
14.	Local Share of EDA (line 12 * (line 8 / 100))	\$16,984,296	\$17,270,441
15.	State Share of EDA (line 13 - line 14)	\$0	\$0
16.	EDA Entitlement (line 15, unless I&S taxes are less than EDA local share)	\$0	\$0

2018-2019 EDA Eligible Debt Service Report

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run ID: 27791

			LPE					Final				
Reg #	Eligibility Code	Bond	Amount Sold	2017-2018 Debt Service	2017-2018 Eligible Debt Service	2018-2019 Debt Service	2018-2019 Eligible Debt Service	Amount Sold	2017-2018 Debt Service	2017-2018 Eligible Debt Service	2018-2019 Debt Service	2018-2019 Eligible Debt Service
63899	1	U/L Tax Schhse Adj Rate Bds Ser 2001B (Coverted to Fixed Rate 8-15-2007)	\$25,000,000	\$0	\$0	\$0	\$0	\$25,000,000	\$0	\$0	\$0	\$0
66332	1	U/L Tax Schhse Adj Rate Bds Ser 2002B (Converted to Fixed Rate 5-15-2005)	\$19,650,000	\$839,055	\$839,055	\$839,055	\$839,055	\$19,650,000	\$839,055	\$839,055	\$839,055	\$839,055
73621	1	U/L Tax Sch Bldg Bds Ser 2007	\$9,800,000	\$0	\$0	\$0	\$0	\$9,800,000	\$0	\$0	\$0	\$0
74029	1	U/L Tax Sch Bldg & Ref Bds Ser 2008	\$104,030,000	\$0	\$0	\$0	\$0	\$104,030,000	\$0	\$0	\$0	\$0
75585	1	U/L Tax Sch Bldg Bds Ser 2009	\$52,960,000	\$1,877,288	\$1,877,288	\$0	\$0	\$52,960,000	\$1,877,288	\$1,877,288	\$0	\$0
76777	1	U/L Tax Ref Bds Ser 2010	\$16,005,000	\$2,859,300	\$2,859,300	\$2,715,438	\$2,715,438	\$16,005,000	\$2,859,300	\$2,859,300	\$2,715,438	\$2,715,438
77829	1	U/L Tax Sch Bldg Bds Ser 2010A	\$26,535,000	\$766,525	\$766,525	\$770,200	\$770,200	\$26,535,000	\$766,525	\$766,525	\$770,200	\$770,200
77830	1	U/L Tax Ref Bds Ser 2010B	\$16,080,000	\$1,038,800	\$1,038,800	\$1,027,400	\$1,027,400	\$16,080,000	\$1,038,800	\$1,038,800	\$1,027,400	\$1,027,400
78879	1	U/L Tax Sch Bldg Bds Ser 2011	\$30,015,000	\$1,716,619	\$1,716,619	\$1,719,744	\$1,719,744	\$30,015,000	\$1,716,619	\$1,716,619	\$1,719,744	\$1,719,744
79259	1	U/L Tax Ref Bds Ser 2011	\$4,715,000	\$598,650	\$598,650	\$784,525	\$784,525	\$4,715,000	\$598,650	\$598,650	\$784,525	\$784,525

83130	1	U/L Tax Sch Bldg Bds Ser 2014A	\$17,775,000	\$1,153,050	\$1,153,050	\$1,150,600	\$1,150,600	\$17,775,000	\$1,153,050	\$1,153,050	\$1,150,600	\$1,150,600
83136	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-1 (Remarketed 08/15/2020)	\$18,980,000	\$569,400	\$569,400	\$569,400	\$569,400	\$18,980,000	\$569,400	\$569,400	\$569,400	\$569,400
83137	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-2 (Remarketed 08/15/2018)	\$18,690,000	\$560,700	\$560,700	\$397,162	\$397,162	\$18,690,000	\$560,700	\$560,700	\$397,162	\$397,162
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0

83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0

83138	1	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$282,150	\$282,150	\$282,150	\$282,150	\$25,650,000	\$282,150	\$0	\$282,150	\$0
84800	1	U/L Tax Sch Bldg & Ref Bds Ser 2015	\$137,450,000	\$7,022,400	\$7,022,400	\$6,835,250	\$6,835,250	\$137,450,000	\$7,022,400	\$7,022,400	\$6,835,250	\$6,835,250
88139	1	U/L Tax Sch Bldg & Ref Bds Ser 2016	\$99,645,000	\$10,331,325	\$10,331,325	\$10,018,450	\$10,018,450	\$99,645,000	\$10,331,325	\$10,331,325	\$10,018,450	\$10,018,450
90164	2	U/L Tax Sch Bldg Bds Ser 2018	\$133,405,000	\$3,277,746	\$0	\$6,310,100	\$0	\$133,405,000	\$3,277,746	\$0	\$6,310,100	\$0
District Debt Service Totals:			\$1,141,135,000	\$37,125,258	\$33,847,512	\$37,651,724	\$31,341,624	\$1,141,135,000	\$37,125,258	\$29,333,112	\$37,651,724	\$26,827,224

* Indicates that an alternative debt service amount was used

Key:

1=eligibility based on payment prior to 09-01-2017

2=Not applicable for the current biennium

3=Not eligible in current biennium unless full or partial funding of eligible debt

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run ID: 27791

There is no data available at this time.

2018-2019 Additional State Aid for Homestead Exemption (ASAHE) for Facilities Detail Report

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run ID: 27791

Data Elements		LPE	DPE
1.	2017 Property Value with \$25,000 Homestead Exemption	\$10,227,349,868	\$10,227,349,868
2.	2017 Property Value with \$15,000 Homestead Exemption	\$10,410,341,726	\$10,410,341,726
3.	Debt Service on Eligible Bonds	\$28,632,274	\$28,632,274
Local Revenue Loss Caused by Homestead Exemption			
4.	IFA State Aid @ \$25,000	\$0	\$0
5.	EDA State Aid @ \$25,000	\$0	\$0
6.	Local Revenue Requirement Net of IFA and EDA (line 3 - line 4 - line 5)	\$28,632,274	\$28,632,274
7.	Tax Lost Due to Homestead Exemption (line 6 * (1 - (line 1/line 2)))	\$503,295	\$503,295
State Aid Gain from Homestead Exemption			
8.	IFA State Aid @ \$15,000	\$0	\$0
9.	EDA State Aid @ \$15,000	\$0	\$0
10.	Gain in State Aid ((line 4 + line 5) - (line 8 + line 9))	\$0	\$0
Hold Harmless Amount			
11.	ASAHE (line 7 - line 10 or zero if less than zero)	\$503,295	\$503,295
12.	I & S Tax Collections	\$29,335,000	\$31,018,542
13.	Net Local Revenue Requirement (line 6 - line 11)	\$28,128,979	\$28,128,979
14.	Final ASAHE with Reduction for Reduced I&S Collections if Line 12 less than Line 13 (line 11 * (line 12/line 13))	\$503,295	\$503,295

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run ID: 27791

Bonds Outstanding as of 08/31/2015				Eligible Bonds Currently Outstanding (LPE)			
Bond		Amount Sold	Original 2019 Debt Service	Refunded Bond		New Bond	2019 Debt Service
66332	U/L Tax Schhse Adj Rate Bds Ser 2002B (Converted to Fixed Rate 5-15-2005)	\$19,650,000	\$839,055	66332	66332	U/L Tax Schhse Adj Rate Bds Ser 2002B (Converted to Fixed Rate 5-15-2005)	\$839,055
73621	U/L Tax Sch Bldg Bds Ser 2007	\$9,800,000	\$665,112	73621	73621	U/L Tax Sch Bldg Bds Ser 2007	\$0
74029	U/L Tax Sch Bldg & Ref Bds Ser 2008	\$104,030,000	\$6,367,450	73621	88139	U/L Tax Sch Bldg & Ref Bds Ser 2016	\$10,018,450
75585	U/L Tax Sch Bldg Bds Ser 2009	\$52,960,000	\$2,279,850	74029	74029	U/L Tax Sch Bldg & Ref Bds Ser 2008	\$0
76777	U/L Tax Ref Bds Ser 2010	\$16,005,000	\$2,715,438	74029	88139	U/L Tax Sch Bldg & Ref Bds Ser 2016	\$10,018,450
77829	U/L Tax Sch Bldg Bds Ser 2010A	\$26,535,000	\$1,715,050	75585	75585	U/L Tax Sch Bldg Bds Ser 2009	\$0
77830	U/L Tax Ref Bds Ser 2010B	\$16,080,000	\$1,027,400	75585	88139	U/L Tax Sch Bldg & Ref Bds Ser 2016	\$10,018,450
78879	U/L Tax Sch Bldg Bds Ser 2011	\$30,015,000	\$1,719,744	76777	76777	U/L Tax Ref Bds Ser 2010	\$2,715,438
79259	U/L Tax Ref Bds Ser 2011	\$4,715,000	\$784,525	77829	77829	U/L Tax Sch Bldg Bds Ser 2010A	\$770,200
83130	U/L Tax Sch Bldg Bds Ser 2014A	\$17,775,000	\$1,150,600	77829	88139	U/L Tax Sch Bldg & Ref Bds Ser 2016	\$10,018,450
83136	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-1 (Remarketed 08/15/2020)	\$18,980,000	\$759,200	77830	77830	U/L Tax Ref Bds Ser 2010B	\$1,027,400
83137	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-2 (Remarketed 08/15/2018)	\$18,690,000	\$747,600	78879	78879	U/L Tax Sch Bldg Bds Ser 2011	\$1,719,744
83138	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$1,026,000	79259	79259	U/L Tax Ref Bds Ser 2011	\$784,525
84800	U/L Tax Sch Bldg & Ref Bds Ser 2015	\$137,450,000	\$6,835,250	83130	83130	U/L Tax Sch Bldg Bds Ser 2014A	\$1,150,600

\$28,632,274	83136	83136	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-1 (Remarketed 08/15/2020)	\$569,400
	83137	83137	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-2 (Remarketed 08/15/2018)	\$397,162
	83138	83138	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$282,150
	84800	84800	U/L Tax Sch Bldg & Ref Bds Ser 2015	\$6,835,250
				\$57,164,724
Lesser of Original debt or New debt=>				\$28,632,274

Bonds Outstanding as of 08/31/2015				Eligible Bonds Currently Outstanding (DPE)			
Bond		Amount Sold	Original 2019 Debt Service	Refunded Bond		New Bond	2019 Debt Service
66332	U/L Tax Schhse Adj Rate Bds Ser 2002B (Converted to Fixed Rate 5-15-2005)	\$19,650,000	\$839,055	66332	66332	U/L Tax Schhse Adj Rate Bds Ser 2002B (Converted to Fixed Rate 5-15-2005)	\$839,055
73621	U/L Tax Sch Bldg Bds Ser 2007	\$9,800,000	\$665,112	73621	73621	U/L Tax Sch Bldg Bds Ser 2007	\$0
74029	U/L Tax Sch Bldg & Ref Bds Ser 2008	\$104,030,000	\$6,367,450	73621	88139	U/L Tax Sch Bldg & Ref Bds Ser 2016	\$10,018,450
75585	U/L Tax Sch Bldg Bds Ser 2009	\$52,960,000	\$2,279,850	74029	74029	U/L Tax Sch Bldg & Ref Bds Ser 2008	\$0
76777	U/L Tax Ref Bds Ser 2010	\$16,005,000	\$2,715,438	74029	88139	U/L Tax Sch Bldg & Ref Bds Ser 2016	\$10,018,450
77829	U/L Tax Sch Bldg Bds Ser 2010A	\$26,535,000	\$1,715,050	75585	75585	U/L Tax Sch Bldg Bds Ser 2009	\$0
77830	U/L Tax Ref Bds Ser 2010B	\$16,080,000	\$1,027,400	75585	88139	U/L Tax Sch Bldg & Ref Bds Ser 2016	\$10,018,450
78879	U/L Tax Sch Bldg Bds Ser 2011	\$30,015,000	\$1,719,744	76777	76777	U/L Tax Ref Bds Ser 2010	\$2,715,438
79259	U/L Tax Ref Bds Ser 2011	\$4,715,000	\$784,525	77829	77829	U/L Tax Sch Bldg Bds Ser 2010A	\$770,200
83130	U/L Tax Sch Bldg Bds Ser 2014A	\$17,775,000	\$1,150,600	77829	88139	U/L Tax Sch Bldg & Ref Bds Ser 2016	\$10,018,450
83136	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-1 (Remarketed 08/15/2020)	\$18,980,000	\$759,200	77830	77830	U/L Tax Ref Bds Ser 2010B	\$1,027,400
83137	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-2 (Remarketed 08/15/2018)	\$18,690,000	\$747,600	78879	78879	U/L Tax Sch Bldg Bds Ser 2011	\$1,719,744
83138	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$25,650,000	\$1,026,000	79259	79259	U/L Tax Ref Bds Ser 2011	\$784,525
84800	U/L Tax Sch Bldg & Ref Bds Ser 2015	\$137,450,000	\$6,835,250	83130	83130	U/L Tax Sch Bldg Bds Ser 2014A	\$1,150,600
			\$28,632,274	83136	83136	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-1 (Remarketed 08/15/2020)	\$569,400
				83137	83137	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-2 (Remarketed 08/15/2018)	\$397,162
				83138	83138	Var Rate U/L Tax Sch Bldg Bds Ser 2014B-3 (Remarketed 08/15/2019)	\$282,150
				84800	84800	U/L Tax Sch Bldg & Ref Bds Ser 2015	\$6,835,250
Tomball ISD Annual Report 2019-2020				Page 31 of 37			526

\$57,164,724

Lesser of Original debt or New debt=>**\$28,632,274**

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run ID: 27791

There is no data available at this time.

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

EDA State Aid Report Using Property Value Calculated with \$25,000 Homestead Exemption			
Data Elements		LPE	Final
1.	2016-2017 I&S Tax Collection	\$29,258,195	\$29,258,195
2.	2016-2017 Local Share of EDA	\$14,495,205	\$14,495,205
3.	2016-2017 Local Share of IFA Awarded for Bonded Debt	\$0	\$0
4.	2016-2017 Excess I&S Tax Collection (line 1 - line 2 - line 3)	\$14,762,990	\$14,762,990
5.	2018-2019 Actual Eligible Debt Service Payment	\$27,109,374	\$26,827,224
6.	2018-2019 IFA State/Local Share of IFA Awarded for Bonded Debt	\$0	\$0
7.	Estimated 2018-2019 Total Refined ADA	15,979.956	16,204.965
8.	2017 State Certified District Property Value (DPV) Adjusted Property Value	\$10,227,349,868	\$10,227,349,868
9.	2015 State Certified District Property Value (DPV) Adjusted Property Value	\$8,977,875,186	\$8,908,101,622
Calculations		LPE	Final
10.	2016-2017 Rate to Determine Maximum EDA Limit (line 2 + line 4) / (line 9 / 100). if line 1 < line 2, then rate = (line 1 * 100) / line 9	0.3259	0.3284
11.	2018-2019 Rate Needed for All Eligible Debt ((line 5 - line 6) / \$36.75 / line 7 / 100)	0.4629	0.4505
12.	2018-2019 Allowed Rate (lesser of line 10 or line 11 or \$.29)	0.2900	0.2900
13.	State/Local Share of EDA (\$36.75 * line 7 * line 12 * 100)	\$16,984,296	\$17,270,441
14.	Local Share of EDA (line 12 * (line 8 / 100))	\$16,984,296	\$17,270,441
15.	State Share of EDA (line 13 - line 14)	\$0	\$0
16.	EDA Entitlement (line 15, unless I&S taxes are less than EDA local share)	\$0	\$0

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run ID: 27791

There is no data available at this time.

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

EDA State Aid Report Using Property Value Calculated with \$15,000 Homestead Exemption			
Data Elements		LPE	Final
1.	2016-2017 I&S Tax Collection	\$29,258,195	\$29,258,195
2.	2016-2017 Local Share of EDA	\$14,495,205	\$14,495,205
3.	2016-2017 Local Share of IFA Awarded for Bonded Debt	\$0	\$0
4.	2016-2017 Excess I&S Tax Collection (line 1 - line 2 - line 3)	\$14,762,990	\$14,762,990
5.	2018-2019 Actual Eligible Debt Service Payment	\$27,109,374	\$26,827,224
6.	2018-2019 IFA State/Local Share of IFA Awarded for Bonded Debt	\$0	\$0
7.	Estimated 2018-2019 Total Refined ADA	15,979.956	16,204.965
8.	2017 State Certified District Property Value (DPV) Adjusted Property Value	\$10,410,341,726	\$10,410,341,726
9.	2015 State Certified District Property Value (DPV) Adjusted Property Value	\$9,143,406,836	\$9,076,890,102
Calculations		LPE	Final
10.	2016-2017 Rate to Determine Maximum EDA Limit (line 2 + line 4) / (line 9 / 100). if line 1 < line 2, then rate = (line 1 * 100) / line 9	0.3200	0.3223
11.	2018-2019 Rate Needed for All Eligible Debt ((line 5 - line 6) / \$35 / line 7 / 100)	0.4847	0.4730
12.	2018-2019 Allowed Rate (lesser of line 10 or line 11 or \$.29)	0.2900	0.2900
13.	State/Local Share of EDA (\$35 * line 7 * line 12 * 100)	\$16,219,655	\$16,448,039
14.	Local Share of EDA (line 12 * (line 8 / 100))	\$16,219,655	\$16,448,039
15.	State Share of EDA (line 13 - line 14)	\$0	\$0
16.	EDA Entitlement (line 15, unless I&S taxes are less than EDA local share)	\$0	\$0

TOMBALL ISD (101921)

Last Update: MAY 27, 2020

Payment Cycle: Final

Payment Class: 3

Run Id: 27791

FSP Allocations and Adjustments		LPE	Final
Foundation School Fund			
1.	Current Allocation	\$5,325,239	\$7,074,627
2.	Adjustments to date	\$0	\$0
3.	Adjusted Allocation	\$5,325,239	\$7,074,627
4.	Total Paid to date	\$5,325,239	\$7,074,627
5.	Remaining Balance	\$0	\$0
6.	Total Projected Payments	\$5,325,239	\$7,074,627
7.	Projected Balance	\$0	\$0
Available School Fund			
8.	Current Allocation	\$7,409,862	\$7,409,862
9.	Adjustments to date	\$0	\$0
10.	Adjusted Allocation	\$7,409,862	\$7,409,862
11.	Total Paid to date	\$7,409,862	\$7,409,862
12.	Remaining Balance	\$0	\$0
13.	Total Projected Payments	\$7,409,862	\$7,409,862
14.	Projected Balance	\$0	\$0

Tax Rate Trend

Summary: Graphical representation of tax rate trend for most recent 5 years. Includes chart at the bottom of the graph and displays maintenance and operation, interest and sinking, and total tax rates.

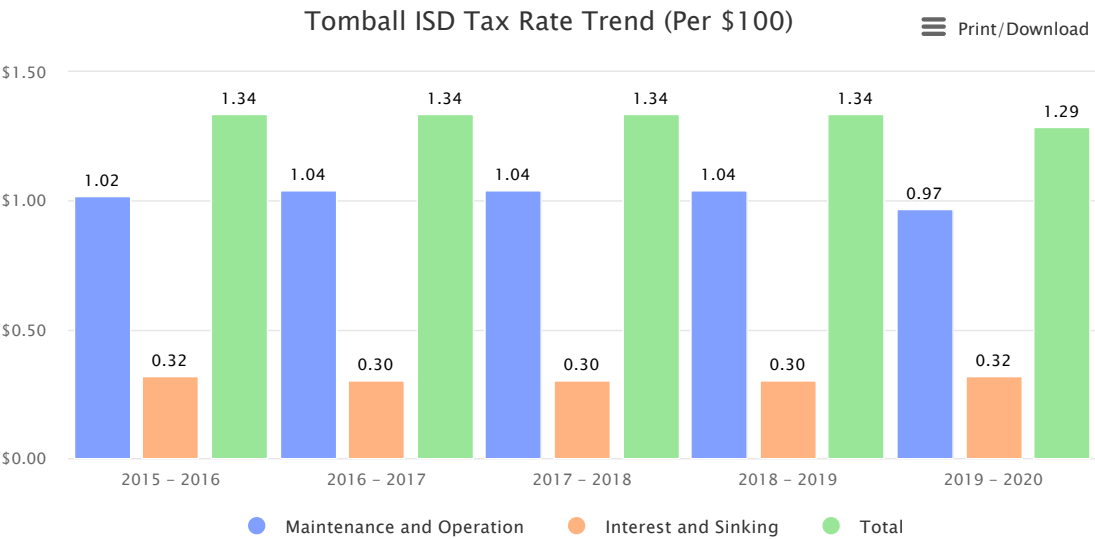
Usage: Report pulls published TEA tax rates based on comptroller tax information and can be printed or downloaded as an image for including in the district's financial transparency website area.

Resources for qualifications:

http://tea.texas.gov/Finance_and_Grants/State_Funding/Additional_Finance_Resources/School_District_Tax_Policy_and_Reports/

Data Sources:

Property Values and Tax Rates PTAD files



Financial Well Being- M&O Tax Rate and Ending Fund Balance in the General Fund by Fiscal Year

Financial Report - M&O Tax Rate and Ending Fund Balance in the General Fund by Fiscal Year

Summary: Displays M&O tax rate (Maintenance & Operations) across years as compared to ending general fund balance.

Usage: Review for accuracy. Compare tax rate relative to ending fund balance.

Data Sources: Mid-Year PEIMS submission and Texas State Comptroller.

Definitions:

Ending Fund Balance-PEIMS 20032 ActualExtension

Fund Code(E0316) Total for General Fund Codes 101, 102, 199, or 420 (Code Table C145).

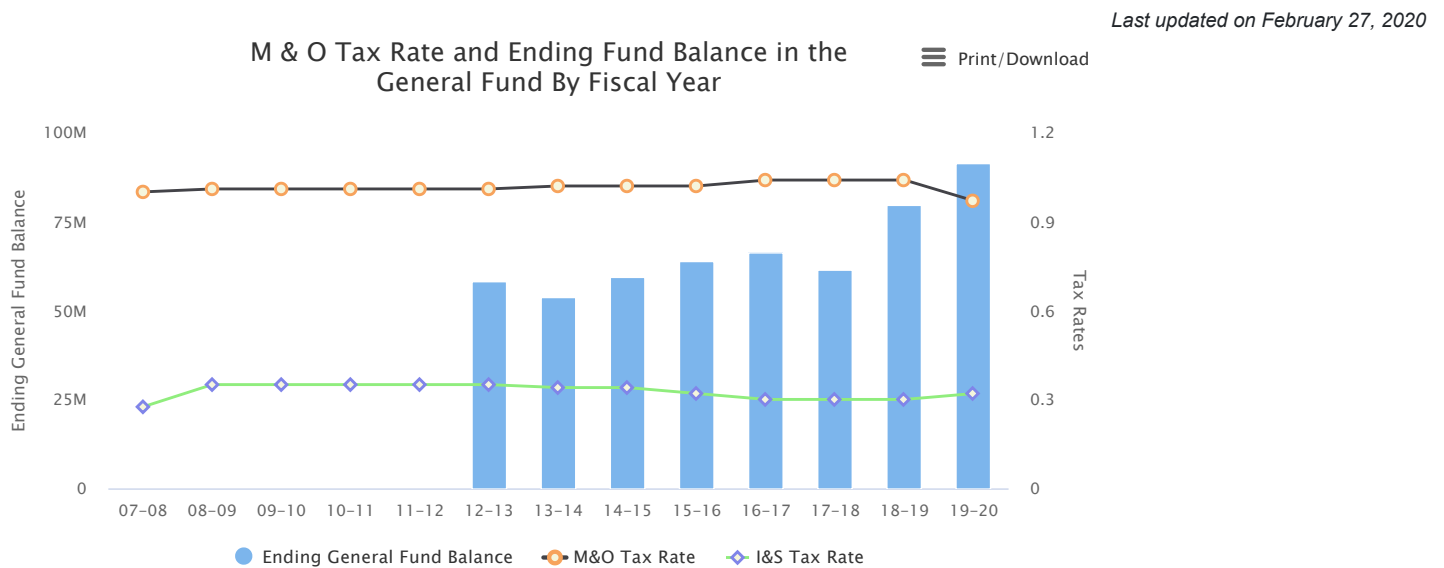
Object Codes(E0318) Total for codes 3400 through 3699 (Code Table C159).

Resources for definitions and calculations:

The Tax Rates are released annually and published on the Texas Comptrollers Web site.

Please note- Actual expenditures for a school year are submitted to TEA the following school year. Example; all revenue and expenditures for the 15-16 school year are reported to TEA in January 2017, during the 16-17 school year. Therefore, updated data for this report can only be generated by the district during the following year.

Mid-Year PEIMS files in OnDataSuite are associated with the year the data is reported (actual 2016-2017 data) as opposed to the year PEIMS collects (2017-2018). All reports reflect the use of the Mid-Year PEIMS data accurately upon the TEA PEIMS collections schedule. ♦ Years noted on these reports are the actual year the data is reported (2016-2017), not the PEIMS year collected (2017-2018).



IDEA-B MOE Expenditure Review for Years 2018, 2019, 2020

	2017 - 2018			2018 - 2019			2019 - 2020			
Function	23 - Special Education	33 - PreK Special Education	Total	23 - Special Education	33 - PreK Special Education	Total	23 - Special Education	33 - PreK Special Education	Total	Total Inc/Dec
11 - Instruction	11,172,988		11,172,988	11,740,626		11,740,626	12,121,364		12,121,364	948,376
12 - Instr Resources/media Services										
13 - Curriculum/instr Stf Devlpmt	160		160	70		70	185		185	25
21 - Instructional Leadership	360,511		360,511	367,660		367,660	446,015		446,015	85,504
23 - School Leadership										
31 - Guidance/counseling/eval Svcs	1,047,656		1,047,656	901,669		901,669	1,020,345		1,020,345	-27,311
32 - Social Work Services										
33 - Health Services										
34 - Student (Pupil) Transportation	1,062,411		1,062,411	919,122		919,122	998,637		998,637	-63,774
36 - Extracurricular Activities	7,718		7,718	8,034		8,034	7,582		7,582	-136
41 - General Administration										
51 - Facilities Maintenance And Operations										
53 - Data Processing Services										
-	13,651,444		13,651,444	13,937,181		13,937,181	14,594,128		14,594,128	942,684
Special Education Student Population			1,281			1,386			1,601	320
Per Special Education Student Expenditure of General Fund										

2019 - 2020 Budgeted Financial Data
Totals for TOMBALL ISD (101921)
Total Enrolled Membership: 18,234

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	\$118,383,420	88.24%	\$6,492	\$118,383,420	83.96%	\$6,492
State Operating Funds	\$11,643,014	8.68%	\$639	\$11,643,014	8.26%	\$639
Federal Funds	\$1,400,000	1.04%	\$77	\$4,200,000	2.98%	\$230
Other Local	\$2,738,904	2.04%	\$150	\$6,779,804	4.81%	\$372
Total Operating Revenue	\$134,165,338	100.00%	\$7,358	\$141,006,238	100.00%	\$7,733
Other Revenue						
Local Property Tax from I&S	\$0	0.00%	\$0	\$33,445,704	98.37%	\$1,834
State Assistance for Debt Service	\$0	0.00%	\$0	\$554,296	1.63%	\$30
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Revenue	\$0	0.00%	\$0	\$34,000,000	100.00%	\$1,865
Subtotal: Operating and Other Revenue	\$134,165,338	100.00%	\$7,358	\$175,006,238	100.00%	\$9,598
Recapture Revenue						
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Subtotal: Operating, Other and Recaptured Revenue	\$134,165,338	100.00%	\$7,358	\$175,006,238	100.00%	\$9,598
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Estimated State TRS Contributions	\$7,999,162	100.00%	\$439	\$8,184,162	100.00%	\$449
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$7,999,162	100.00%	\$439	\$8,184,162	100.00%	\$449
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$142,164,500	100.00%	\$7,797	\$183,190,400	100.00%	\$10,047
Expenditures						
Operating Expenditures by Object (61xx-64xx only)						
Payroll Expenditures (Object 61xx)	\$127,121,044	89.88%	\$6,972	\$130,291,734	87.81%	\$7,146
Professional & Contracted Services (Object 62xx)	\$8,005,768	5.66%	\$439	\$8,185,898	5.52%	\$449
Supplies & Materials (Object 63xx)	\$4,139,576	2.93%	\$227	\$7,721,017	5.20%	\$423

2019 - 2020 Budgeted Financial Data
Totals for TOMBALL ISD (101921)
Total Enrolled Membership: 18,234

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Other Operating Expenditures (Object 64xx)	\$2,167,218	1.53%	\$119	\$2,187,508	1.47%	\$120
Total Operating Expenditures by Object	\$141,433,606	100.00%	\$7,757	\$148,386,157	100.00%	\$8,138
Non-Operating Expenditures by Object						
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$36,000,000	98.94%	\$1,974
Capital Outlay(Object 66xx)	\$257,238	100.00%	\$14	\$387,126	1.06%	\$21
Total Non-Operating Expenditures by Object	\$257,238	100.00%	\$14	\$36,387,126	100.00%	\$1,996
Grand Total: Operating and Non-Operating Expenditures by Object	\$141,690,844	100.00%	\$7,771	\$184,773,283	100.00%	\$10,133
Operating Expenditures by Function (61xx-64xx only)						
Instruction(Function 11,95)	\$94,154,843	66.57%	\$5,164	\$94,154,843	63.45%	\$5,164
Instructional Resources & Media Services (Function 12)	\$1,545,018	1.09%	\$85	\$1,545,018	1.04%	\$85
Curriculum & Staff Development (Function 13)	\$1,298,373	0.92%	\$71	\$1,298,373	0.87%	\$71
Instructional Leadership (Function 21)	\$1,736,408	1.23%	\$95	\$1,736,408	1.17%	\$95
School Leadership (Function 23)	\$9,025,800	6.38%	\$495	\$9,025,800	6.08%	\$495
Guidance Counseling Services (Function 31)	\$4,480,227	3.17%	\$246	\$4,480,227	3.02%	\$246
Social Work Services (Function 32)	\$56,854	0.04%	\$3	\$56,854	0.04%	\$3
Health Services (Function 33)	\$1,544,034	1.09%	\$85	\$1,544,034	1.04%	\$85
Transportation (Function 34)	\$5,924,322	4.19%	\$325	\$5,924,322	3.99%	\$325
Food Services (Function 35)	\$0	0.00%	\$0	\$6,952,551	4.69%	\$381
Extracurricular (Function 36)	\$2,975,293	2.10%	\$163	\$2,975,293	2.01%	\$163
General Administration (Function 41,92)	\$4,256,722	3.01%	\$233	\$4,256,722	2.87%	\$233
Facilities Maintenance & Operations (Function 51)	\$11,785,135	8.33%	\$646	\$11,785,135	7.94%	\$646
Security & Monitoring Services (Function 52)	\$593,452	0.42%	\$33	\$593,452	0.40%	\$33
Data Processing Services (Function 53)	\$1,638,155	1.16%	\$90	\$1,638,155	1.10%	\$90
Community Services (Function 61)	\$418,970	0.30%	\$23	\$418,970	0.28%	\$23
Total Operating Expenditures by Function	\$141,433,606	100.00%	\$7,757	\$148,386,157	100.00%	\$8,138
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$36,000,000	98.94%	\$1,974
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$257,238	100.00%	\$14	\$387,126	1.06%	\$21

2019 - 2020 Budgeted Financial Data
Totals for TOMBALL ISD (101921)
Total Enrolled Membership: 18,234

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Function	\$257,238	100.00%	\$14	\$36,387,126	100.00%	\$1,996
Grand Total: Operating and Non-Operating Expenditures by Function	\$141,690,844	100.00%	\$7,771	\$184,773,283	100.00%	\$10,133
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	\$77,189,053	54.58%	\$4,233	\$77,189,053	52.02%	\$4,233
Gifted and Talented (PIC 21)	\$7,915,716	5.60%	\$434	\$7,915,716	5.33%	\$434
Career and Technical (PIC 22)	\$3,602,673	2.55%	\$198	\$3,602,673	2.43%	\$198
Students with Disabilities (PICs 23,33)	\$17,736,383	12.54%	\$973	\$17,736,383	11.95%	\$973
State Compensatory Education (PICs 24,26,28,29,30,34)	\$6,160,349	4.36%	\$338	\$6,160,349	4.15%	\$338
Bilingual (PICs 25,35)	\$1,232,337	0.87%	\$68	\$1,232,337	0.83%	\$68
High School Allotment (PIC 31)	\$1,345,436	0.95%	\$74	\$1,345,436	0.91%	\$74
PreKindergarten (PIC 32)	\$154,020	0.11%	\$8	\$154,020	0.10%	\$8
Athletics/Related Activities (PIC 91)	\$2,171,939	1.54%	\$119	\$2,171,939	1.46%	\$119
Un-Allocated (PIC 99)	\$23,925,700	16.92%	\$1,312	\$30,878,251	20.81%	\$1,693
Total Operating Expenditures by Program Intent Code (PIC)	\$141,433,606	100.00%	\$7,757	\$148,386,157	100.00%	\$8,138
Non-Operating Expenditures by PIC						
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$36,000,000	98.94%	\$1,974
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$257,238	100.00%	\$14	\$387,126	1.06%	\$21
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$257,238	100.00%	\$14	\$36,387,126	100.00%	\$1,996
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$141,690,844	100.00%	\$7,771	\$184,773,283	100.00%	\$10,133
Disbursements						
Total Disbursements						
Operating Expenditures	\$141,433,606	98.98%	\$7,757	\$148,386,157	79.79%	\$8,138
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$1,204,500	0.84%	\$66	\$1,204,500	0.65%	\$66
Debt Service (Object 6500)	\$0	0.00%	\$0	\$36,000,000	19.36%	\$1,974

2019 - 2020 Budgeted Financial Data
Totals for TOMBALL ISD (101921)
Total Enrolled Membership: 18,234

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Capital Projects (Object 6600)	\$257,238	0.18%	\$14	\$387,126	0.21%	\$21
Total Disbursements	\$142,895,344	100.00%	\$7,837	\$185,977,783	100.00%	\$10,200

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Canyon Pointe El Campus Number:101921111 Total Membership: 777		District:TOMBALL ISD		County:Harris		
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,878,792	100.00	7,566	5,962,712	100.00	7,674
Operating-Payroll	5,739,162	97.62	7,386	5,823,082	97.66	7,494
Other Operating	138,088	2.35	178	138,088	2.32	178
Non-Operating(Equipt/Supplies)	1,542	0.03	2	1,542	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,877,250	100.00	7,564	5,961,170	100.00	7,672
Instruction (11,95) *	4,961,345	84.42	6,385	4,961,345	83.23	6,385
Instructional Res/Media (12) *	80,710	1.37	104	80,710	1.35	104
Curriculum/Staff Develop (13) *	109,279	1.86	141	109,279	1.83	141
Instructional Leadership (21) *	77,878	1.33	100	77,878	1.31	100
School Leadership (23) *	348,368	5.93	448	348,368	5.84	448
Guidance/Counseling Svcs (31) *	211,949	3.61	273	211,949	3.56	273
Social Work Services (32) *	2,837	0.05	4	2,837	0.05	4
Health Services (33) *	84,713	1.44	109	84,713	1.42	109
Food (35) **	0	0.00	0	83,920	1.41	108
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) ***	171	0.00	0	171	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	5,877,079	100.00	7,564	5,877,079	100.00	7,564
Regular	3,223,432	54.85	4,149	3,223,432	54.85	4,149
Gifted & Talented	543,875	9.25	700	543,875	9.25	700
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	849,536	14.46	1,093	849,536	14.46	1,093
Accelerated Education	899,032	15.30	1,157	899,032	15.30	1,157
Bilingual	194,239	3.31	250	194,239	3.31	250
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Canyon Pointe El		District:TOMBALL ISD		County:Harris		
Campus Number:101921111		Total Membership: 777				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	166,965	2.84	215	166,965	2.84	215
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Creekside Forest El		District:TOMBALL ISD		County:Harris		
Campus Number:101921112 Total Membership:		571				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,894,353	100.00	6,820	3,957,443	100.00	6,931
Operating-Payroll	3,801,885	97.63	6,658	3,864,975	97.66	6,769
Other Operating	91,414	2.35	160	91,414	2.31	160
Non-Operating(Equipt/Supplies)	1,054	0.03	2	1,054	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,893,299	100.00	6,818	3,956,389	100.00	6,929
Instruction (11,95) *	3,221,361	82.74	5,642	3,221,361	81.42	5,642
Instructional Res/Media (12) *	72,927	1.87	128	72,927	1.84	128
Curriculum/Staff Develop (13) *	45,774	1.18	80	45,774	1.16	80
Instructional Leadership (21) *	53,033	1.36	93	53,033	1.34	93
School Leadership (23) *	321,389	8.25	563	321,389	8.12	563
Guidance/Counseling Svcs (31) *	115,136	2.96	202	115,136	2.91	202
Social Work Services (32) *	1,955	0.05	3	1,955	0.05	3
Health Services (33) *	61,724	1.59	108	61,724	1.56	108
Food (35) **	0	0.00	0	63,090	1.59	110
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	3,893,299	100.00	6,818	3,893,299	100.00	6,818
Regular	2,902,212	74.54	5,083	2,902,212	74.54	5,083
Gifted & Talented	253,434	6.51	444	253,434	6.51	444
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	574,202	14.75	1,006	574,202	14.75	1,006
Accelerated Education	163,351	4.20	286	163,351	4.20	286
Bilingual	100	0.00	0	100	0.00	0
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Creekside Forest EI District:TOMBALL ISD County:Harris Campus Number:101921112 Total Membership: 571						
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Creekside Park J H		District:TOMBALL ISD		County:Harris		
Campus Number:101921044		Total Membership: 879				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,495,445	100.00	5,114	4,586,555	100.00	5,218
Operating-Payroll	4,268,731	94.96	4,856	4,359,841	95.06	4,960
Other Operating	225,282	5.01	256	225,282	4.91	256
Non-Operating(Equipt/Supplies)	1,432	0.03	2	1,432	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,494,013	100.00	5,113	4,585,123	100.00	5,216
Instruction (11,95) *	3,346,767	74.47	3,807	3,346,767	72.99	3,807
Instructional Res/Media (12) *	85,200	1.90	97	85,200	1.86	97
Curriculum/Staff Develop (13) *	43,210	0.96	49	43,210	0.94	49
Instructional Leadership (21) *	66,494	1.48	76	66,494	1.45	76
School Leadership (23) *	488,090	10.86	555	488,090	10.65	555
Guidance/Counseling Svcs (31) *	212,510	4.73	242	212,510	4.63	242
Social Work Services (32) *	2,187	0.05	2	2,187	0.05	2
Health Services (33) *	87,084	1.94	99	87,084	1.90	99
Food (35) **	0	0.00	0	91,110	1.99	104
Extracurricular (36) ***	158,421	3.53	180	158,421	3.46	180
Plant Maint/Operation (51) ***	0	0.00	0	0	0.00	0
Security/Monitoring (52) ***	4,050	0.09	5	4,050	0.09	5
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,331,542	100.00	4,928	4,331,542	100.00	4,928
Regular	3,459,841	79.88	3,936	3,459,841	79.88	3,936
Gifted & Talented	238,938	5.52	272	238,938	5.52	272
Career & Technical	119,774	2.77	136	119,774	2.77	136
Students with Disabilities	512,989	11.84	584	512,989	11.84	584
Accelerated Education	0	0.00	0	0	0.00	0
Bilingual	0	0.00	0	0	0.00	0
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Creekside Park J H		District:TOMBALL ISD		County:Harris		
Campus Number:101921044		Total Membership: 879				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:CreekviewEI		District:TOMBALL ISD		County:Harris		
Campus Number:101921115		Total Membership: 818				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,336,594	100.00	5,301	4,412,224	100.00	5,394
Operating-Payroll	4,216,621	97.23	5,155	4,292,251	97.28	5,247
Other Operating	118,598	2.73	145	118,598	2.69	145
Non-Operating(Equipt/Supplies)	1,375	0.03	2	1,375	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,335,219	100.00	5,300	4,410,849	100.00	5,392
Instruction (11,95) *	3,500,735	80.75	4,280	3,500,735	79.37	4,280
Instructional Res/Media (12) *	80,342	1.85	98	80,342	1.82	98
Curriculum/Staff Develop (13) *	56,804	1.31	69	56,804	1.29	69
Instructional Leadership (21) *	68,671	1.58	84	68,671	1.56	84
School Leadership (23) *	387,066	8.93	473	387,066	8.78	473
Guidance/Counseling Svcs (31) *	148,684	3.43	182	148,684	3.37	182
Social Work Services (32) *	2,606	0.06	3	2,606	0.06	3
Health Services (33) *	82,258	1.90	101	82,258	1.86	101
Food (35) **	0	0.00	0	75,630	1.71	92
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) ***	8,053	0.19	10	8,053	0.18	10
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,327,166	100.00	5,290	4,327,166	100.00	5,290
Regular	2,819,215	65.15	3,446	2,819,215	65.15	3,446
Gifted & Talented	752,501	17.39	920	752,501	17.39	920
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	627,616	14.50	767	627,616	14.50	767
Accelerated Education	127,834	2.95	156	127,834	2.95	156
Bilingual	0	0.00	0	0	0.00	0
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:CreekviewEI		District:TOMBALL ISD		County:Harris		
Campus Number:101921115		Total Membership: 818				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Decker Prairie El Campus Number:101921102 Total Membership: 650		District:TOMBALL ISD		County:Harris		
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,248,826	100.00	6,537	4,359,966	100.00	6,708
Operating-Payroll	4,142,975	97.51	6,374	4,254,115	97.57	6,545
Other Operating	104,603	2.46	161	104,603	2.40	161
Non-Operating(Equipt/Supplies)	1,248	0.03	2	1,248	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,247,578	100.00	6,535	4,358,718	100.00	6,706
Instruction (11,95) *	3,514,678	82.75	5,407	3,514,678	80.64	5,407
Instructional Res/Media (12) *	76,048	1.79	117	76,048	1.74	117
Curriculum/Staff Develop (13) *	45,930	1.08	71	45,930	1.05	71
Instructional Leadership (21) *	62,390	1.47	96	62,390	1.43	96
School Leadership (23) *	343,538	8.09	529	343,538	7.88	529
Guidance/Counseling Svcs (31) *	186,727	4.40	287	186,727	4.28	287
Social Work Services (32) *	2,367	0.06	4	2,367	0.05	4
Health Services (33) *	15,900	0.37	24	15,900	0.36	24
Food (35) **	0	0.00	0	111,140	2.55	171
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	4,247,578	100.00	6,535	4,247,578	100.00	6,535
Regular	2,889,052	68.02	4,445	2,889,052	68.02	4,445
Gifted & Talented	189,731	4.47	292	189,731	4.47	292
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	679,352	15.99	1,045	679,352	15.99	1,045
Accelerated Education	379,870	8.94	584	379,870	8.94	584
Bilingual	70,606	1.66	109	70,606	1.66	109
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Decker Prairie El		District:TOMBALL ISD		County:Harris		
Campus Number:101921102 Total Membership:		650				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	38,967	0.92	60	38,967	0.92	60
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Lakewood EI		District:TOMBALL ISD		County:Harris		
Campus Number:101921103		Total Membership: 907				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,852,084	100.00	6,452	5,974,874	100.00	6,588
Operating-Payroll	5,717,123	97.69	6,303	5,839,913	97.74	6,439
Other Operating	133,409	2.28	147	133,409	2.23	147
Non-Operating(Equipt/Supplies)	1,552	0.03	2	1,552	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,850,532	100.00	6,450	5,973,322	100.00	6,586
Instruction (11,95) *	5,006,059	85.57	5,519	5,006,059	83.81	5,519
Instructional Res/Media (12) *	83,036	1.42	92	83,036	1.39	92
Curriculum/Staff Develop (13) *	56,959	0.97	63	56,959	0.95	63
Instructional Leadership (21) *	77,741	1.33	86	77,741	1.30	86
School Leadership (23) *	328,118	5.61	362	328,118	5.49	362
Guidance/Counseling Svcs (31) *	193,013	3.30	213	193,013	3.23	213
Social Work Services (32) *	2,919	0.05	3	2,919	0.05	3
Health Services (33) *	94,045	1.61	104	94,045	1.57	104
Food (35) **	0	0.00	0	122,790	2.06	135
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) ***	8,642	0.15	10	8,642	0.14	10
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,841,890	100.00	6,441	5,841,890	100.00	6,441
Regular	4,167,490	71.34	4,595	4,167,490	71.34	4,595
Gifted & Talented	469,978	8.04	518	469,978	8.04	518
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	724,967	12.41	799	724,967	12.41	799
Accelerated Education	271,998	4.66	300	271,998	4.66	300
Bilingual	0	0.00	0	0	0.00	0
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Lakewood El		District:TOMBALL ISD		County:Harris		
Campus Number:101921103		Total Membership: 907				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	207,457	3.55	229	207,457	3.55	229
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Northpointe Int		District:TOMBALL ISD		County:Harris		
Campus Number:101921109 Total Membership: 754						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,320,045	100.00	7,056	5,436,925	100.00	7,211
Operating-Payroll	5,206,573	97.87	6,905	5,323,453	97.91	7,060
Other Operating	112,303	2.11	149	112,303	2.07	149
Non-Operating(Equipt/Supplies)	1,169	0.02	2	1,169	0.02	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,318,876	100.00	7,054	5,435,756	100.00	7,209
Instruction (11,95) *	4,306,385	80.96	5,711	4,306,385	79.22	5,711
Instructional Res/Media (12) *	83,287	1.57	110	83,287	1.53	110
Curriculum/Staff Develop (13) *	39,371	0.74	52	39,371	0.72	52
Instructional Leadership (21) *	59,013	1.11	78	59,013	1.09	78
School Leadership (23) *	558,139	10.49	740	558,139	10.27	740
Guidance/Counseling Svcs (31) *	183,656	3.45	244	183,656	3.38	244
Social Work Services (32) *	2,151	0.04	3	2,151	0.04	3
Health Services (33) *	68,031	1.28	90	68,031	1.25	90
Food (35) **	0	0.00	0	116,880	2.15	155
Extracurricular (36) ***	10,292	0.19	14	10,292	0.19	14
Plant Maint/Operation (51) ***	0	0.00	0	0	0.00	0
Security/Monitoring (52) ***	8,551	0.16	11	8,551	0.16	11
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,300,033	100.00	7,029	5,300,033	100.00	7,029
Regular	3,604,974	68.02	4,781	3,604,974	68.02	4,781
Gifted & Talented	573,752	10.83	761	573,752	10.83	761
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	930,972	17.57	1,235	930,972	17.57	1,235
Accelerated Education	190,010	3.59	252	190,010	3.59	252
Bilingual	325	0.01	0	325	0.01	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Northpointe Int		District:TOMBALL ISD		County:Harris		
Campus Number:101921109		Total Membership: 754				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Oakcrest Int		District:TOMBALL ISD		County:Harris		
Campus Number:101921116 Total Membership:		793				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,669,149	100.00	4,627	3,760,059	100.00	4,742
Operating-Payroll	3,525,912	96.10	4,446	3,616,822	96.19	4,561
Other Operating	141,531	3.86	178	141,531	3.76	178
Non-Operating(Equipt/Supplies)	1,706	0.05	2	1,706	0.05	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,667,443	100.00	4,625	3,758,353	100.00	4,739
Instruction (11,95) *	2,889,673	78.79	3,644	2,889,673	76.89	3,644
Instructional Res/Media (12) *	107,267	2.92	135	107,267	2.85	135
Curriculum/Staff Develop (13) *	81,609	2.23	103	81,609	2.17	103
Instructional Leadership (21) *	88,624	2.42	112	88,624	2.36	112
School Leadership (23) *	259,603	7.08	327	259,603	6.91	327
Guidance/Counseling Svcs (31) *	126,239	3.44	159	126,239	3.36	159
Social Work Services (32) *	2,850	0.08	4	2,850	0.08	4
Health Services (33) *	75,007	2.05	95	75,007	2.00	95
Food (35) **	0	0.00	0	90,910	2.42	115
Extracurricular (36) ***	25,597	0.70	32	25,597	0.68	32
Plant Maint/Operation (51) ***	0	0.00	0	0	0.00	0
Security/Monitoring (52) ***	10,974	0.30	14	10,974	0.29	14
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,630,872	100.00	4,579	3,630,872	100.00	4,579
Regular	2,523,683	69.51	3,182	2,523,683	69.51	3,182
Gifted & Talented	179,291	4.94	226	179,291	4.94	226
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	734,761	20.24	927	734,761	20.24	927
Accelerated Education	85,572	2.36	108	85,572	2.36	108
Bilingual	107,565	2.96	136	107,565	2.96	136
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Oakcrest Int		District:TOMBALL ISD		County:Harris		
Campus Number:101921116		Total Membership: 793				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:RosehillEI		District:TOMBALL ISD		County:Harris		
Campus Number:101921110 Total Membership: 741						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,402,608	100.00	5,941	4,491,948	100.00	6,062
Operating-Payroll	4,276,913	97.14	5,772	4,366,253	97.20	5,892
Other Operating	124,232	2.82	168	124,232	2.77	168
Non-Operating(Equipt/Supplies)	1,463	0.03	2	1,463	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,401,145	100.00	5,939	4,490,485	100.00	6,060
Instruction (11,95) *	3,452,302	78.44	4,659	3,452,302	76.88	4,659
Instructional Res/Media (12) *	72,818	1.65	98	72,818	1.62	98
Curriculum/Staff Develop (13) *	104,098	2.37	140	104,098	2.32	140
Instructional Leadership (21) *	74,927	1.70	101	74,927	1.67	101
School Leadership (23) *	334,446	7.60	451	334,446	7.45	451
Guidance/Counseling Svcs (31) *	254,083	5.77	343	254,083	5.66	343
Social Work Services (32) *	2,558	0.06	3	2,558	0.06	3
Health Services (33) *	105,913	2.41	143	105,913	2.36	143
Food (35) **	0	0.00	0	89,340	1.99	121
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	4,401,145	100.00	5,939	4,401,145	100.00	5,939
Regular	2,330,411	52.95	3,145	2,330,411	52.95	3,145
Gifted & Talented	386,138	8.77	521	386,138	8.77	521
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	900,237	20.45	1,215	900,237	20.45	1,215
Accelerated Education	482,231	10.96	651	482,231	10.96	651
Bilingual	185,779	4.22	251	185,779	4.22	251
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:RosehillEI		District:TOMBALL ISD		County:Harris		
Campus Number:101921110		Total Membership: 741				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	116,349	2.64	157	116,349	2.64	157
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Summer School Campus Number:101921699 Total Membership: 0		District:TOMBALL ISD		County:Harris		
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	172,034	100.00	0	172,034	100.00	0
Operating-Payroll	167,034	97.09	0	167,034	97.09	0
Other Operating	5,000	2.91	0	5,000	2.91	0
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	172,034	100.00	0	172,034	100.00	0
Instruction (11,95) *	165,900	96.43	0	165,900	96.43	0
Instructional Res/Media (12) *	0	0.00	0	0	0.00	0
Curriculum/Staff Develop (13) *	0	0.00	0	0	0.00	0
Instructional Leadership (21) *	0	0.00	0	0	0.00	0
School Leadership (23) *	0	0.00	0	0	0.00	0
Guidance/Counseling Svcs (31) *	0	0.00	0	0	0.00	0
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	0	0.00	0	0	0.00	0
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) * **	6,134	3.57	0	6,134	3.57	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	165,900	100.00	0	165,900	100.00	0
Regular	0	0.00	0	0	0.00	0
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	0	0.00	0	0	0.00	0
Accelerated Education	165,900	100.00	0	165,900	100.00	0
Bilingual	0	0.00	0	0	0.00	0
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Summer School		District:TOMBALL ISD		County:Harris		
Campus Number:101921699 Total Membership:		0				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Timber Creek El		District:TOMBALL ISD		County:Harris		
Campus Number:101921113 Total Membership: 655						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,657,749	100.00	5,584	3,725,139	100.00	5,687
Operating-Payroll	3,552,082	97.11	5,423	3,619,472	97.16	5,526
Other Operating	104,504	2.86	160	104,504	2.81	160
Non-Operating(Equipt/Supplies)	1,163	0.03	2	1,163	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,656,586	100.00	5,583	3,723,976	100.00	5,685
Instruction (11,95) *	2,929,801	80.12	4,473	2,929,801	78.67	4,473
Instructional Res/Media (12) *	112,555	3.08	172	112,555	3.02	172
Curriculum/Staff Develop (13) *	40,433	1.11	62	40,433	1.09	62
Instructional Leadership (21) *	58,472	1.60	89	58,472	1.57	89
School Leadership (23) *	323,778	8.85	494	323,778	8.69	494
Guidance/Counseling Svcs (31) *	127,781	3.49	195	127,781	3.43	195
Social Work Services (32) *	2,161	0.06	3	2,161	0.06	3
Health Services (33) *	61,605	1.68	94	61,605	1.65	94
Food (35) **	0	0.00	0	67,390	1.81	103
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	3,656,586	100.00	5,583	3,656,586	100.00	5,583
Regular	2,858,535	78.17	4,364	2,858,535	78.17	4,364
Gifted & Talented	216,532	5.92	331	216,532	5.92	331
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	494,628	13.53	755	494,628	13.53	755
Accelerated Education	86,391	2.36	132	86,391	2.36	132
Bilingual	500	0.01	1	500	0.01	1
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Timber Creek El		District:TOMBALL ISD		County:Harris		
Campus Number:101921113		Total Membership: 655				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:TomballAlternative Education Cent District:TOMBALL ISD Campus Number:101921104 Total Membership: 0				County:Harris		
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	857,654	100.00	0	857,654	100.00	0
Operating-Payroll	831,979	97.01	0	831,979	97.01	0
Other Operating	25,415	2.96	0	25,415	2.96	0
Non-Operating(Equipt/Supplies)	260	0.03	0	260	0.03	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	857,394	100.00	0	857,394	100.00	0
Instruction (11,95) *	616,229	71.87	0	616,229	71.87	0
Instructional Res/Media (12) *	990	0.12	0	990	0.12	0
Curriculum/Staff Develop (13) *	8,378	0.98	0	8,378	0.98	0
Instructional Leadership (21) *	13,344	1.56	0	13,344	1.56	0
School Leadership (23) *	172,874	20.16	0	172,874	20.16	0
Guidance/Counseling Svcs (31) *	42,376	4.94	0	42,376	4.94	0
Social Work Services (32) *	453	0.05	0	453	0.05	0
Health Services (33) *	2,750	0.32	0	2,750	0.32	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	857,394	100.00	0	857,394	100.00	0
Regular	30,159	3.52	0	30,159	3.52	0
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	176,091	20.54	0	176,091	20.54	0
Accelerated Education	5,701	0.66	0	5,701	0.66	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	645,443	75.28	0	645,443	75.28	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:TomballAlternative Education Cent District:TOMBALL ISD Campus Number:101921104 Total Membership: 0				County:Harris		
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:TomballEI		District:TOMBALL ISD		County:Harris		
Campus Number:101921108		Total Membership: 711				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,537,452	100.00	7,788	5,660,792	100.00	7,962
Operating-Payroll	5,420,449	97.89	7,624	5,543,789	97.93	7,797
Other Operating	115,651	2.09	163	115,651	2.04	163
Non-Operating(Equipt/Supplies)	1,352	0.02	2	1,352	0.02	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,536,100	100.00	7,786	5,659,440	100.00	7,960
Instruction (11,95) *	4,629,712	83.63	6,512	4,629,712	81.81	6,512
Instructional Res/Media (12) *	90,938	1.64	128	90,938	1.61	128
Curriculum/Staff Develop (13) *	48,407	0.87	68	48,407	0.86	68
Instructional Leadership (21) *	67,990	1.23	96	67,990	1.20	96
School Leadership (23) *	427,212	7.72	601	427,212	7.55	601
Guidance/Counseling Svcs (31) *	180,059	3.25	253	180,059	3.18	253
Social Work Services (32) *	2,512	0.05	4	2,512	0.04	4
Health Services (33) *	88,470	1.60	124	88,470	1.56	124
Food (35) **	0	0.00	0	123,340	2.18	173
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) ***	800	0.01	1	800	0.01	1
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,535,300	100.00	7,785	5,535,300	100.00	7,785
Regular	3,511,678	63.44	4,939	3,511,678	63.44	4,939
Gifted & Talented	186,836	3.38	263	186,836	3.38	263
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	840,396	15.18	1,182	840,396	15.18	1,182
Accelerated Education	567,478	10.25	798	567,478	10.25	798
Bilingual	73,696	1.33	104	73,696	1.33	104
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:TomballEI		District:TOMBALL ISD		County:Harris		
Campus Number:101921108		Total Membership: 711				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	355,216	6.42	500	355,216	6.42	500
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:TomballH S		District:TOMBALL ISD		County:Harris		
Campus Number:101921001 Total Membership: 2,219						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	15,983,508	100.00	7,203	16,335,808	100.00	7,362
Operating-Payroll	15,126,554	94.64	6,817	15,478,854	94.75	6,976
Other Operating	851,919	5.33	384	851,919	5.22	384
Non-Operating(Equipt/Supplies)	5,035	0.03	2	5,035	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	15,978,473	100.00	7,201	16,330,773	100.00	7,360
Instruction (11,95) *	12,629,778	79.04	5,692	12,629,778	77.34	5,692
Instructional Res/Media (12) *	102,246	0.64	46	102,246	0.63	46
Curriculum/Staff Develop (13) *	127,191	0.80	57	127,191	0.78	57
Instructional Leadership (21) *	236,167	1.48	106	236,167	1.45	106
School Leadership (23) *	958,056	6.00	432	958,056	5.87	432
Guidance/Counseling Svcs (31) *	740,721	4.64	334	740,721	4.54	334
Social Work Services (32) *	6,407	0.04	3	6,407	0.04	3
Health Services (33) *	169,280	1.06	76	169,280	1.04	76
Food (35) **	0	0.00	0	352,300	2.16	159
Extracurricular (36) ***	953,911	5.97	430	953,911	5.84	430
Plant Maint/Operation (51) ***	0	0.00	0	0	0.00	0
Security/Monitoring (52) ***	54,716	0.34	25	54,716	0.34	25
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	14,969,846	100.00	6,746	14,969,846	100.00	6,746
Regular	10,466,569	69.92	4,717	10,466,569	69.92	4,717
Gifted & Talented	889,490	5.94	401	889,490	5.94	401
Career & Technical	1,228,216	8.20	553	1,228,216	8.20	553
Students with Disabilities	2,123,545	14.19	957	2,123,545	14.19	957
Accelerated Education	261,026	1.74	118	261,026	1.74	118
Bilingual	1,000	0.01	0	1,000	0.01	0
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:TomballH S		District:TOMBALL ISD		County:Harris		
Campus Number:101921001 Total Membership: 2,219						
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:TomballInt		District:TOMBALL ISD		County:Harris		
Campus Number:101921105 Total Membership:		791				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,439,353	100.00	6,877	5,531,603	100.00	6,993
Operating-Payroll	5,286,887	97.20	6,684	5,379,137	97.24	6,800
Other Operating	150,770	2.77	191	150,770	2.73	191
Non-Operating(Equipt/Supplies)	1,696	0.03	2	1,696	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,437,657	100.00	6,874	5,529,907	100.00	6,991
Instruction (11,95) *	4,424,112	81.36	5,593	4,424,112	80.00	5,593
Instructional Res/Media (12) *	82,655	1.52	104	82,655	1.49	104
Curriculum/Staff Develop (13) *	80,635	1.48	102	80,635	1.46	102
Instructional Leadership (21) *	87,043	1.60	110	87,043	1.57	110
School Leadership (23) *	437,991	8.05	554	437,991	7.92	554
Guidance/Counseling Svcs (31) *	229,358	4.22	290	229,358	4.15	290
Social Work Services (32) *	2,946	0.05	4	2,946	0.05	4
Health Services (33) *	82,182	1.51	104	82,182	1.49	104
Food (35) **	0	0.00	0	92,250	1.67	117
Extracurricular (36) ***	6,435	0.12	8	6,435	0.12	8
Plant Maint/Operation (51) ***	0	0.00	0	0	0.00	0
Security/Monitoring (52) ***	4,300	0.08	5	4,300	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	5,426,922	100.00	6,861	5,426,922	100.00	6,861
Regular	3,673,344	67.69	4,644	3,673,344	67.69	4,644
Gifted & Talented	151,778	2.80	192	151,778	2.80	192
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	1,198,838	22.09	1,516	1,198,838	22.09	1,516
Accelerated Education	287,375	5.30	363	287,375	5.30	363
Bilingual	115,587	2.13	146	115,587	2.13	146
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:TomballInt		District:TOMBALL ISD		County:Harris		
Campus Number:101921105		Total Membership: 791				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:TomballJ H		District:TOMBALL ISD		County:Harris		
Campus Number:101921042 Total Membership: 839						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,021,915	100.00	5,986	5,118,345	100.00	6,101
Operating-Payroll	4,780,149	95.19	5,697	4,876,579	95.28	5,812
Other Operating	239,900	4.78	286	239,900	4.69	286
Non-Operating(Equipt/Supplies)	1,866	0.04	2	1,866	0.04	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,020,049	100.00	5,983	5,116,479	100.00	6,098
Instruction (11,95) *	3,747,287	74.65	4,466	3,747,287	73.24	4,466
Instructional Res/Media (12) *	62,846	1.25	75	62,846	1.23	75
Curriculum/Staff Develop (13) *	52,671	1.05	63	52,671	1.03	63
Instructional Leadership (21) *	91,840	1.83	109	91,840	1.79	109
School Leadership (23) *	570,167	11.36	680	570,167	11.14	680
Guidance/Counseling Svcs (31) *	254,723	5.07	304	254,723	4.98	304
Social Work Services (32) *	2,580	0.05	3	2,580	0.05	3
Health Services (33) *	93,069	1.85	111	93,069	1.82	111
Food (35) **	0	0.00	0	96,430	1.88	115
Extracurricular (36) ***	140,516	2.80	167	140,516	2.75	167
Plant Maint/Operation (51) ***	0	0.00	0	0	0.00	0
Security/Monitoring (52) ***	4,350	0.09	5	4,350	0.09	5
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,875,183	100.00	5,811	4,875,183	100.00	5,811
Regular	3,259,154	66.85	3,885	3,259,154	66.85	3,885
Gifted & Talented	101,162	2.08	121	101,162	2.08	121
Career & Technical	126,814	2.60	151	126,814	2.60	151
Students with Disabilities	1,119,305	22.96	1,334	1,119,305	22.96	1,334
Accelerated Education	268,348	5.50	320	268,348	5.50	320
Bilingual	400	0.01	0	400	0.01	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Tomball J H		District:TOMBALL ISD		County:Harris		
Campus Number:101921042		Total Membership: 839				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:TomballMemorial H S		District:TOMBALL ISD		County:Harris		
Campus Number:101921002 Total Membership: 2,401						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	15,346,725	100.00	6,392	15,719,315	100.00	6,547
Operating-Payroll	14,428,390	94.02	6,009	14,800,980	94.16	6,165
Other Operating	913,196	5.95	380	913,196	5.81	380
Non-Operating(Equipt/Supplies)	5,139	0.03	2	5,139	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	15,341,586	100.00	6,390	15,714,176	100.00	6,545
Instruction (11,95) *	11,824,666	77.08	4,925	11,824,666	75.25	4,925
Instructional Res/Media (12) *	97,657	0.64	41	97,657	0.62	41
Curriculum/Staff Develop (13) *	131,757	0.86	55	131,757	0.84	55
Instructional Leadership (21) *	234,028	1.53	97	234,028	1.49	97
School Leadership (23) *	1,298,209	8.46	541	1,298,209	8.26	541
Guidance/Counseling Svcs (31) *	599,015	3.90	249	599,015	3.81	249
Social Work Services (32) *	6,180	0.04	3	6,180	0.04	3
Health Services (33) *	134,090	0.87	56	134,090	0.85	56
Food (35) **	0	0.00	0	372,590	2.37	155
Extracurricular (36) ***	965,574	6.29	402	965,574	6.14	402
Plant Maint/Operation (51) ***	0	0.00	0	0	0.00	0
Security/Monitoring (52) ***	50,410	0.33	21	50,410	0.32	21
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	14,325,602	100.00	5,967	14,325,602	100.00	5,967
Regular	10,684,002	74.58	4,450	10,684,002	74.58	4,450
Gifted & Talented	356,571	2.49	149	356,571	2.49	149
Career & Technical	1,418,090	9.90	591	1,418,090	9.90	591
Students with Disabilities	1,624,164	11.34	676	1,624,164	11.34	676
Accelerated Education	242,694	1.69	101	242,694	1.69	101
Bilingual	81	0.00	0	81	0.00	0
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:TomballMemorial H S		District:TOMBALL ISD		County:Harris		
Campus Number:101921002 Total Membership: 2,401						
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:TomballStar Academy		District:TOMBALL ISD		County:Harris		
Campus Number:101921005 Total Membership:		291				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	1,930,346	100.00	6,633	1,988,596	100.00	6,834
Operating-Payroll	1,733,948	89.83	5,959	1,792,198	90.12	6,159
Other Operating	196,001	10.15	674	196,001	9.86	674
Non-Operating(Equipt/Supplies)	397	0.02	1	397	0.02	1
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	1,929,949	100.00	6,632	1,988,199	100.00	6,832
Instruction (11,95) *	1,620,701	83.98	5,569	1,620,701	81.52	5,569
Instructional Res/Media (12) *	373	0.02	1	373	0.02	1
Curriculum/Staff Develop (13) *	19,807	1.03	68	19,807	1.00	68
Instructional Leadership (21) *	18,600	0.96	64	18,600	0.94	64
School Leadership (23) *	156,624	8.12	538	156,624	7.88	538
Guidance/Counseling Svcs (31) *	102,950	5.33	354	102,950	5.18	354
Social Work Services (32) *	894	0.05	3	894	0.04	3
Health Services (33) *	5,250	0.27	18	5,250	0.26	18
Food (35) **	0	0.00	0	58,250	2.93	200
Extracurricular (36) * **	4,750	0.25	16	4,750	0.24	16
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	1,925,199	100.00	6,616	1,925,199	100.00	6,616
Regular	515,838	26.79	1,773	515,838	26.79	1,773
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	64,326	3.34	221	64,326	3.34	221
Accelerated Education	0	0.00	0	0	0.00	0
Bilingual	0	0.00	0	0	0.00	0
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:TomballStar Academy		District:TOMBALL ISD		County:Harris		
Campus Number:101921005 Total Membership:		291				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	1,345,035	69.86	4,622	1,345,035	69.86	4,622
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Wildwood EI		District:TOMBALL ISD		County:Harris		
Campus Number:101921114 Total Membership: 1,147						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	7,006,661	100.00	6,109	7,131,721	100.00	6,218
Operating-Payroll	6,834,921	97.55	5,959	6,959,981	97.59	6,068
Other Operating	169,909	2.42	148	169,909	2.38	148
Non-Operating(Equipt/Supplies)	1,831	0.03	2	1,831	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	7,004,830	100.00	6,107	7,129,890	100.00	6,216
Instruction (11,95) *	6,124,437	87.43	5,340	6,124,437	85.90	5,340
Instructional Res/Media (12) *	72,079	1.03	63	72,079	1.01	63
Curriculum/Staff Develop (13) *	72,638	1.04	63	72,638	1.02	63
Instructional Leadership (21) *	90,511	1.29	79	90,511	1.27	79
School Leadership (23) *	414,955	5.92	362	414,955	5.82	362
Guidance/Counseling Svcs (31) *	142,050	2.03	124	142,050	1.99	124
Social Work Services (32) *	3,574	0.05	3	3,574	0.05	3
Health Services (33) *	77,886	1.11	68	77,886	1.09	68
Food (35) **	0	0.00	0	125,060	1.75	109
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) ***	6,700	0.10	6	6,700	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	6,998,130	100.00	6,101	6,998,130	100.00	6,101
Regular	3,818,937	54.57	3,330	3,818,937	54.57	3,330
Gifted & Talented	1,935,901	27.66	1,688	1,935,901	27.66	1,688
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	743,025	10.62	648	743,025	10.62	648
Accelerated Education	497,764	7.11	434	497,764	7.11	434
Bilingual	500	0.01	0	500	0.01	0
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Wildwood EI		District:TOMBALL ISD		County:Harris		
Campus Number:101921114 Total Membership: 1,147						
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	2,003	0.03	2	2,003	0.03	2
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Willow Creek El Campus Number:101921107 Total Membership: 790		District:TOMBALL ISD		County:Harris		
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,351,081	100.00	8,039	6,419,871	100.00	8,126
Operating-Payroll	6,223,864	98.00	7,878	6,292,654	98.02	7,965
Other Operating	125,858	1.98	159	125,858	1.96	159
Non-Operating(Equipt/Supplies)	1,359	0.02	2	1,359	0.02	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,349,722	100.00	8,038	6,418,512	100.00	8,125
Instruction (11,95) *	5,525,981	87.03	6,995	5,525,981	86.09	6,995
Instructional Res/Media (12) *	96,677	1.52	122	96,677	1.51	122
Curriculum/Staff Develop (13) *	53,261	0.84	67	53,261	0.83	67
Instructional Leadership (21) *	67,971	1.07	86	67,971	1.06	86
School Leadership (23) *	334,501	5.27	423	334,501	5.21	423
Guidance/Counseling Svcs (31) *	195,325	3.08	247	195,325	3.04	247
Social Work Services (32) *	2,559	0.04	3	2,559	0.04	3
Health Services (33) *	73,447	1.16	93	73,447	1.14	93
Food (35) **	0	0.00	0	68,790	1.07	87
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	6,349,722	100.00	8,038	6,349,722	100.00	8,038
Regular	5,258,219	82.81	6,656	5,258,219	82.81	6,656
Gifted & Talented	178,809	2.82	226	178,809	2.82	226
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	912,544	14.37	1,155	912,544	14.37	1,155
Accelerated Education	0	0.00	0	0	0.00	0
Bilingual	150	0.00	0	150	0.00	0
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Willow Creek EI		District:TOMBALL ISD		County:Harris		
Campus Number:101921107 Total Membership:		790				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
<p>*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.</p> <p>**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.</p>						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Willow Wood J H		District:TOMBALL ISD		County:Harris		
Campus Number:101921043 Total Membership: 1,499						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,974,398	100.00	4,653	7,138,958	100.00	4,762
Operating-Payroll	6,620,897	94.93	4,417	6,785,457	95.05	4,527
Other Operating	350,735	5.03	234	350,735	4.91	234
Non-Operating(Equipt/Supplies)	2,766	0.04	2	2,766	0.04	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,971,632	100.00	4,651	7,136,192	100.00	4,761
Instruction (11,95) *	5,666,090	81.27	3,780	5,666,090	79.40	3,780
Instructional Res/Media (12) *	84,276	1.21	56	84,276	1.18	56
Curriculum/Staff Develop (13) *	76,452	1.10	51	76,452	1.07	51
Instructional Leadership (21) *	131,198	1.88	88	131,198	1.84	88
School Leadership (23) *	561,656	8.06	375	561,656	7.87	375
Guidance/Counseling Svcs (31) *	228,538	3.28	152	228,538	3.20	152
Social Work Services (32) *	3,943	0.06	3	3,943	0.06	3
Health Services (33) *	80,057	1.15	53	80,057	1.12	53
Food (35) **	0	0.00	0	164,560	2.31	110
Extracurricular (36) ***	135,372	1.94	90	135,372	1.90	90
Plant Maint/Operation (51) ***	0	0.00	0	0	0.00	0
Security/Monitoring (52) ***	4,050	0.06	3	4,050	0.06	3
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	6,832,210	100.00	4,558	6,832,210	100.00	4,558
Regular	5,062,545	74.10	3,377	5,062,545	74.10	3,377
Gifted & Talented	299,406	4.38	200	299,406	4.38	200
Career & Technical	189,715	2.78	127	189,715	2.78	127
Students with Disabilities	999,341	14.63	667	999,341	14.63	667
Accelerated Education	281,203	4.12	188	281,203	4.12	188
Bilingual	0	0.00	0	0	0.00	0
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Budget Financial Data, Organized by Campus

School Campus:Willow Wood J H		District:TOMBALL ISD		County:Harris		
Campus Number:101921043		Total Membership: 1,499				
	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=50%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus. **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.						

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 (3 GOALS)

GOAL 1	<i>Provide a more rigorous professional development plan connected to teacher goals and needs</i>				
	STRATEGY	Goal Setting, Needs Assessment, Professional development			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Survey teachers for professional development needs	Asst. Supt. of Strategic Initiatives	Fall 20 / Spring 21 semester	Google Platform	Analysis of data and resulting catalog
	Enlist high performing teachers to design and deliver training to peers.	Asst. Supt. of Strategic Initiatives	7/2020-6/2021	Google Platform, Eduphoria	Analysis of data and resulting catalog
	Expand student-teacher opportunities and redesign program expectations	Chief of Human Talent	Fall 20 / Spring 21 semester	District guidance documents, partnerships with teaching colleges	Exit surveys, recruitment data, teacher preparedness
	Inviting student teachers to participate in special training and recognition	Chief of Human Talent	TBD	District guidance documents, partnerships with teaching colleges	Exit surveys, recruitment data, teacher preparedness

GOAL 2	<i>Increase pathways to teaching and leading</i>				
	STRATEGY	Coaching, Professional Development, Mentoring			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Coach teachers through the Master Teacher Cohort	Chief of Human Talent	10/20-5/21	Local and ESSA Funds	Completion of cohort, T-TESS
	Designate dates for districtwide professional development	Asst. Supt. of Strategic Initiatives	1/21	Calendar Committee, needs assessment	Alignment of DIP and CIPs to Professional development catalog.
	Motivate master teachers, mentors and coaches through stipends and the Teacher Incentive Allotment	Chief of Human Talent	May 2021	Local and ESSA Funds	STAAR Data, T-TESS

GOAL 3	<i>Increase administrator skill in coaching and effective feedback.</i>				
	STRATEGY	Professional Development			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Administrators will receive ongoing collective and individualized coaching through our revised walkthrough feedback protocols	Asst. Supts of Elementary and Secondary, School Support Officers	8/20-4/21	Online tools, Eduphoria appraisal	Analysis of feedback results, TTESS

PRIORITY 2: BUILD A FOUNDATION IN READING AND MATH (5 GOALS)

GOAL 1	<i>District Renaissance Learning STAR Math scale scores will increase by at least 116 in grade 1, 106 in grade 2, 84 in grade 3, 71 in grade 4, 62 in grade 5, and 34 in grade 6 for the 2020-2021 school year.</i>				
	STRATEGY	Planning, Observation and Feedback, Professional Development and Modeling			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	District Math Director and Specialists attend campus collaboratives and planning to support the design of high quality instruction	Director of Math, District Math Specialists	9/8/20 - 5/27/21	Google Drive, Eduphoria Forethought, Schoology	District support calendars and CIA Support Log
GOAL 2	District Math Director and Specialists visit classrooms to observe and provide feedback	Dir. of Math, District Math Specialists	9/8/20 - 5/27/21	District Math Walkthrough Form	District support calendars and Math Walkthrough Data

GOAL 2	<i>District 4th and 7th grade (including At-Risk) STAAR Writing scores will increase by 5% for the 2020-2021 school year and SpEd writing scores will narrow the gap to the average score.</i>				
	STRATEGY	Collaboration, consulting and coaching			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Dir. of ELA will provide one-on-one as well as group training and monitoring of effective practices in PLC for writing collaboratives and vertical teams K-12.	Dir. of ELA and Dir. Dyslexia/SS	9/20-2/21	ESSA Funds	2016-2020 STAAR data
GOAL 3	Writers in the Schools will provide coaching for 7th grade writing teachers.	Dir. of ELA	11/20-2/21	ESSA Funds	2016-2020 STAAR data

GOAL 3	<i>Improve CTE/SPED performance, and CTE/LEP, LEP, and SpED ELA EOC scores.</i>				
	STRATEGY	Academic Support, Infused Technology, Extended Learning Time			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Supplemental reading opportunities for PK-K students and K-5 students through web-based literacy programs. Increase campus support through class modeling	Dir. of ELA, Dir. of Dyslexia/SS, Dir. of Multilingual Programs and Asst. Supt. of Elementary Schools	8/20-5/21	Lexia Learning, MyOn, I-Station, Summit K-12, ESSA and local Funds	Program quarterly reports, CIRCLE, TX-KEA, STAAR data
	Increase the use of the universal district text-to-speech application from 62,858,362 to 90,000,000 words read	Dir. of Student Support, Asst. Supt. of Student Support	8/20 - 5/21	Don Johnston (Snap and Read), IDEA and local funds	Monthly Usage Report
	Develop a tracking dashboard to monitor use of curriculum access tools (i.e., text to speech, speech-to-text, etc.) by campus	Dir. of Student Support, Asst. Supt. of Student Support	8/20 - 5/21	Don Johnston (Curriculum Access Tools), IDEA and local funds	Monthly Usage Report
	Assure 100% of Special Education Reading teachers (grades K-6) are trained as dyslexia interventionist	Dir. of Student Support, Asst. Supt. of Student Support, Dir. of ELA/Dyslexia	8/20 - 5/21	Region 4 ESC Reading by Design, IDEA and local funds	Reading by Design certificate of completion

GOAL 4	<i>Improve Early Childhood Literacy and Math Proficiency</i>				
	STRATEGY	Academic Support, Infused Technology, Extended Learning Time			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Conduct Data analysis of Closing the Gaps domain reports, local assessment reports for PreK-2 to determine needs	Asst. Supt. of Accountability and Governmental Relations	8/20-5/21	Closing the Gaps domain reports, Circle K-2 and STAR Ren reports, dyslexia screeners K-1	Committee review of reports and needs assessment; BOY MOY, EOY
	Launch of full-time PK program at GOES	Asst. Supt. of Elementary Schools, PK Content Specialist	8/20-5/21	Content Specialist	BOY CIRCLE, Campus visits, teacher/admin feedback
	Develop Early Literacy and Math Board Outcome Goals and Progress Measures	Dir. of Elementary ELA and Dir. of Math	8/20-5/21	REN Learning Star	Monitor Progress: BOY, MOY, EOY STAAR (3rd)

GOAL 5	<i>Improve student performance and growth to meet Closing the Gaps performance targets at campuses identified for Additional Targeted Support</i>				
	STRATEGY	Improve student performance and growth to meet Closing the Gaps performance targets at campuses identified for Additional Targeted Support			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Conduct data analysis of Closing the Gaps domain reports for all campuses to assess needs	Asst. Supt. of Accountability and Governmental Relations, and Asst. Supe. of Elementary Schools	First 30 days of school year	Closing the gaps domain reports	Campus survey for next steps
	Develop system of district support for campuses identified for Additional Targeted Support	Asst. Supt. of Elementary Schools, Dirs. of ELA Curriculum, Dir. of Math Curriculum, School Support Officer	First 60 days of school	Closing the Gaps domain reports, STAAR item analysis, campus level needs assessment	Closing the Gaps domain reports, STAAR item analysis, campus level needs assessment

PRIORITY 3: CONNECT HIGH SCHOOL TO CAREER AND COLLEGE (4 GOALS)

GOAL 1	<i>District will increase overall CTE enrollment by 2% for the 2020-2021 school year</i>				
	STRATEGY	Innovative Staffing, Communications, Curriculum Design, PGP Guidance			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Placing non-traditional teachers in these classrooms. (i.e. Women in engineering, men in health science)	School Support Officer, Coord. of CTE, Campus principals	Fall semester	Teachers, Nontraditional course list	Individual teacher assignments
	Hosting STEAM conference	School Support Officer, Coord. of CTE, and STEAM Committee	Spring 2021	Committee, district facility, session materials	Conference participation, survey
	Campus counselors will meet with 8th grade students to guide them in selecting their Program of Study. Additionally, counselors will assist with 9th grade coding.	Counselors, School Support Officer, Coord. of CTE,	8th grade, course selection time, 8/20-6/21	PGP folders, EduThings	Snapshot percentages on district data program(ODS)
	Purchase additional technology to enhance our CTE programs.	School Support Officer, Coord. of CTE,	10/20-6/21	Perkins Federal Grant, CTE funding	Snapshot percentages on district data program(ODS), bi-annual audit
	Develop a plan to actively attract EL students in CTE courses and collaborate with counselors and career	School Support Officer, Dir. of CTE, Coord. of CTE, ESL Content Specialist	8/20-5/21	Program Review (Audit) Report and Recommendations	CLNA

GOAL 2	<i>Increase partnerships with area businesses and industries</i>				
	STRATEGY	Communication, Partnerships, Parent/Community Engagement			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Seek external funding and grant opportunities	Dir. of Federal Programs Coordinator of Community Engagement	8/20-5/21	Google platform	Individual evaluation of the district initiative
	District participation in the Dyslexia Collaborative Network Agreement	Asst. Supt. of Student Support, Coord. of Testing and Instructional Resources, Dir. of ELA/Dyslexia	7/1/20 - 8/30/21	TEA competitive grants, Region 4	Reports from Curriculum Access Tools , Progress Monitoring Tool, STAAR data
	Communication and parent training collaboration with Private Nonprofit schools participating in the district's federal programs	Dir. of Federal Programs	8/20-5/21	ESSA, Panorama Education	Constant feedback from PNPs, Annual survey
	Community Conversations	Superintendent, Coordinator of Community Engagement	8/20-5/21	District website	Survey
	Expand Dual Credit options via LSC partnership	Asst. Supt. of Secondary Schools	8/20-5/21	LSC	Increased DC course offerings

GOAL 3	<i>Increase TVS student participation in the PSAT assessment.</i>				
	STRATEGY	To provide a more conducive testing environment.			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Supplemental proctor extra duty pay to provide a separate opportunity for virtual students to take the PSAT.	Dir. Of ELA, Coord. Of Testing	10/17/20	Federal Funds	Student roster

PRIORITY 4: COLLABORATIVE PRACTICE (3 GOALS)

GOAL 1	<i>Increase effectiveness of teacher collaborations and quality of instructional design</i>				
	STRATEGY	Master Scheduling, teacher engagement, consulting and coaching			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Enhancing collaboratives to provide teachers adequate time to address instructional design, analyze data and plan high yield strategies for content and language needs in PK-12.	School Support Officers, Testing Coord., Asst. Supt. of Student Support	8/20 - 5/21	ESSA funds, local funds	STAAR data, T-TESS TELPAS, Teacher Surveys
	Support PK high-quality program through focused professional learning communities	Dir. of ELA/Dyslexia, ECC Content Specialist., Asst. Supt of Elementary Schools	8/20 - 5/21	PLC support materials	Change in collaborative practice

GOAL 2	<i>Increase collaborative learning opportunities for teachers.</i>				
	STRATEGY	Professional development			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Learn innovative coaching, mentoring, instructional and technology opportunities by attending professional development trainings and conferences	Chief Academic Officer	8/20-5/21	Local and ESSA Funds	Application of learned strategies through feedback and walkthroughs, collaborative meeting documentation
	Provide PD model lessons for DL teachers and support the implementation of instructional strategies	Dir. of Multilingual Dept, BIL Content Specialist, Campus BIL Specialist, Campus Administrators	8/20-5/21	Sandra Mercuri Consulting, ESSA Funds	Application of learned strategies through feedback and walkthroughs, collaborative meeting documentation

GOAL 3	<i>Build capacity of campus leadership and content specialists in coaching and effective feedback of teams.</i>				
	STRATEGY	Professional development (campus and district level)			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Provide training and guidance for leaders to support the effectiveness of collaboration teams	School Support Officer, Asst. Supt. of Elementary Schools, Asst. Supt. of Secondary Schools	8/20-6/21	PLC support materials	Application of learned strategies, STAAR data
	Development of training for content specialists in leadership and support of collaborative teams	CIA Dir.s and Chief Academic Officer	11/20-6/21		Documentation of classroom PLC involvement

PRIORITY 5: EFFECTIVE STUDENT SUPPORTS (5 GOALS)

GOAL 1	<i>Improve CTE/SpEd Science, Improve ESL and SpEd Social Studies. Improve STAAR Participation, instructional setting, removal rates and representation for SpEd students to acceptable scores. Improve STAAR outcomes for At-Risk students. Improve graduation rate of At-Risk Students.</i>				
	STRATEGY	Curriculum Access Tools; Accelerated Intensive Instruction; Dropout Prevention			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Increase the number of students with access to Bookshare and Learning Ally to 90% of eligible students.	Dir. of ELA/Dyslexia, Asst. Supt. of Student Support	9/20-5/21	Bookshare, Learning Ally	Program usage log, STAAR data
	Provide supplemental web-based programming for developmental English language acquisition skills for students with Dyslexia and in Bilingual programming.	Dir. of Multilingual Dept., Dir. of ELA/Dyslexia, Director of Student Support	9/20-5/21	Lexia Learning Don Johnston (Snap and Read translation) Summit K12	Program usage log, STAAR data, usage report

GOAL 2	<i>Improve writing interventions, supports, and instructions</i>				
	STRATEGY	Professional development, curriculum access tools			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Increase the use of the universal district text-to-speech application from 2,904,061 to 3,250,00 words written	Dir. of Student Support	8/20 - 5/21	Don Johnston (Co-Writer)	Monthly Usage Report
	Provide robust sheltered instruction PD, through a 3-layer model targeting specific audiences districtwide.	Dir. of Multilingual Dept, ESL Content Specialist, Campus Administrators	8/20-5/21	Seidlitz, ESSA and local funds	TELPAS scores, S STAR Ren, RDA

GOAL 3	<i>Decrease the disproportionate identification of Asian students identified with autism.</i>				
	STRATEGY	Professional development, curriculum access tools			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Decrease the risk-ratio associated to Asian students with Autism from 2.9 to 2.49	Asst. Supt. of Student Support	8/20 - 5/21	CCEIS IDEA funding	Monthly Usage Report
	Complete Comprehensive Team Based Evaluation (CTBE) training for 100% of evaluation multi-disciplinary teams.	Asst. Supt. of Student Support	8/20 - 5/21	AU Grant	CTBE certification of completion

GOAL 4	<i>Improve socio-emotional services, counseling, mental health programs, climate and safety. Decrease incidents of discipline removals. Increase alternatives to classroom removals (ISS/OSS).</i>				
	STRATEGY	Professional Development, administrative assignments, contracted services, partnerships			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Enroll students in RISE program for substance use assessment and intervention.	Asst. Supt. of Student Support	8/20 - 5/21	Grant: Tomball Regional Health Foundation	Quarterly report to Tomball Regional Health Foundation
	Provide supplemental web-based counseling to 100 students.	Asst. Supt. of Student Support	8/20 - 5/21	Telecounseling services, 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, Coord. of Federal Programs, Campus Administration	9/19-5/20	Panorama, Speak Up Survey, Grant: Tomball Regional Health Foundation, ESSA and Local Funds	Attendance, survey results, school and district climate report, ESSA compliance report
	Increase number of teachers, administrators and parents certified as Mental Health First Aid trained from 200 to 300	Asst. Supt. of Student Support	8/20 - 5/21	Harris Center Grant for materials, Region 4 ESC certification of trainers	Amount of people certified
	Teacher and administrative training in restorative practices	Dir. of District Support	7/19-6/20	TEA Restorative Model	TEA Implementation protocol

GOAL 5	<i>Increase the completion rate of district program assessments that remained from the 2019-2020 school year due to the COVID impact.</i>				
	STRATEGY	A comprehensive assessment plan for Bilingual and ESL, Gifted and Talented, Dyslexia, and Special Education programs			
	Action	Responsible	Timeline (yr)	Resource(s)	Evaluate
	Conduct special education identification assessments for students not complete in Spring 2020.	Dir. of Student Support	8/20 - 9/20	District assessment team	Completion Report
	Conduct bilingual and ESL identification assessments for students not completed in Spring 2020.	Dir. of Multilingual Programs	8/20-9/20	District assessment team	Completion Report
	Conduct dyslexia assessments for students that did not get completed in Spring 2020.	Dir. of ELA/Dyslexia	8/20-9/20	District assessment team	Completion Report
	Conduct gifted and talented identification assessments for students that did not get completed in Spring 2020.	Dir. of Advanced Academics	8/20-9/20	District assessment team	Completion Report
	Coordinating visit with campus leadership to review TELPAS data, scoring, impact on accountability, programming for ESL/Bilingual students, and support.	Asst Supt. of Accountability, Director of Multilingual Programs.	12/20-1/21	TELPAS data 2020, Accountability Manual	Completion 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	Student and staff safety, morale and school operations						
	Goal 1	Ensure student and staff safety through procedures and protocols are in place and communicated					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Develop and communicate campus procedures for student's in common areas including exit/entry, passing period and lunch.	Association principal for Operations and admin team	August	Time and communication with colleagues of other schools/districts , signage, training time with staff	Teacher and student feedback on procedure process, implementation and ongoing evaluation
			Each day expectations for hallway and lunch conduct for safety related to mask weaning, social distancing, and handwashing are reinforced	Association principal for Operations	September - May	Admin time	Teacher and student feedback on procedure process, implementation and ongoing evaluation
Weekly segments during advisory highlighted healthy practices including the why of what we	Tomball HS video production crew with teacher support and faculty input	September - May	Advisory time, student and teacher production time	Teacher and student feedback on procedure process, implementation and ongoing evaluation			

			are doing to promote understanding				
			Monitor COVID Student Tracking Fall 2020_THS to be aware of confirmed cases and those in quarantine to identify trends and support student cases.	Campus admin, school nurses	September - May	Daily monitoring, communication between nurse and admin, counseling/adm in support for positive cases and quarantined students	# of cases and # quarantined, validity of data in tracker.

Goal 2	Create pattern of activities to engage and boost student and teacher morale/education						
	Strategies						
		Action	Responsible	Timeline	Resource(s)	Evaluate	
		Twice a month have faculty food/drink surprises delivered to classrooms	Climate Cadre	September - May	Budget, time to prepare and deliver	SEL survey data	
		Use shout-outs once a week to highlight great teachers and what they are doing for students	Admin and dept. leads	September - May	Budget, time to prepare and deliver	SEL survey data	
		Provide themed spirit days for F2F students to show pride in their school and support worth causes	Student Council, Climate cadre, dept. Leads and admin team	September - May	Budget, time to prepare and deliver	SEL survey data	
		Every Wednesday teachers provide a character strong lesson through advisory including a faculty dare to connect students and staff together in the process.	Teachers, admin support	September - May	Budget, time to prepare and deliver	SEL survey data	

Goal 3	Maintain school operations during changes related to COVID-19					
	Strategies					
		Action	Responsible	Timeline	Resource(s)	Evaluate
		Place students on quarantine list when self-quarantined so they can maintain access to education.	Counseling and administrative team	October - May	Time to coordinate and communicate with nurse, teachers and families	Student performance measures including grades.
		Hire 3 extra subs per day for unanticipated teacher shortages so that classes can continue to operate	Principal	October - December	Campus budget	Classrooms filled with qualified substitutes, amount of unfilled substitute positions
	Pay teachers to take on extra classes during their conference period so that all classrooms have the best quality instruction possible.	Principal	October - December	Campus budget	Classes not covered by a qualified teacher or substitute	

Priority 2	Students are successful in both F2F and TVS environments						
	Goal 1	Decrease the failure rates for F2F and TVS to less than 5%					
		Strategies	Identify and communicate with families of students not being successful in the TVS environment.				
			Action	Responsible	Timeline	Resource(s)	Evaluate
		Identify TVS students who have failed two or more classes in the first marking period	Administrative and counseling teams with teacher input.	Each marking period except MP4	Report runs, analysis	Identified list per MP	

			For identified students, send home notification letter requesting parent to send student back for face to face instruction	Administrative and counseling teams with teacher input.	Each marking period except MP4	Report runs, analysis and contact time for communication about change or action plan	% of students failing in TVS setting, changes in identified student's performance
			For those identified students choosing not to return, develop an action plan with parents for improvement.	Administrative and counseling teams with teacher input.	Each marking period except MP4	Time for plan development and follow up to ensure it is being done.	Improvement in student performance.
	Goal 2	Develop teacher skills to address students who are not being successful in TVS environment					
	Strategies						
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Meet bi-weekly with teachers who had greater than 10% failure rate for TVS learners to monitor student performance and action plans.	Admin over dept.	Implement 2nd MP and continue bi-weekly through the remainder of the year.	Teacher and admin time, possible	Decrease in failure rate, written plans from teachers
			Develop teacher proficiency with google meets and communication via schoology	Work with instructional technologists and debt leads	September - May	Dept. leadership support, Schoology master trainers, IT support personnel	Walk throughs, teacher conferences, feedback from IT support personnel
			Explore ideas and possibilities with teachers of failing TVS students to be creative in activities to address the need.	Dept. leaders, admin over dept. Associate principal for C&I	November - May	Teacher/admin time, budget resources depending on idea/strategy.	Develop list of strategies with timeline/resources needed for implementation

Priority 3 Academic growth for students in math**Goal 1**

Increase all students growth in math from 64 to 73 as measured on Algebra I EOC

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Alg. 1 will PLC twice a week with a focus on the four guiding questions and data analysis.	Math Administrator, District level support	Weekly <i>September-first week of May</i>	Agenda, DLT, Lesson Plans, Formative and Informative Assessments	Benchmarks, teacher created assessments, STAAR, interim assessments
Alg 1 will administer weekly checkpoints that will be used to monitor student progress on readiness standards.	Math Administrator, District level support	Weekly beginning in September and on-going throughout the year.	Build into natural part of unit exams but could also incorporate through exit tickets/warm-ups	Weekly data digs of results, verification of checkpoint product and alignment with readiness TEKS.
Alg. 1 will track individual student progress through continuous assessments and spiraling TEKS that are not being met.	Math Administrator, Assoc. of C & I, District level support	Weekly <i>August-first week of May</i>	Agenda, DLT, Lesson Plans, Formative and Informative Assessments. Student data tracker	Benchmarks, Teacher created assessments, STAAR, Interim assessments, Student data tracker
Student data and growth measure goals will be calculated and provided to team for targets to reach	Math Administrator, Assoc. of C & I, District level support	October	Math Director time to put data together, campus admin and teacher time to interpret and act on data	Product

Priority 4	Increase TELPAS progress rate						
	Goal 1	Increase English Language Learner student progress rate from 38% to 50% as measured on TELPAS.					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Cluster beginner/intermediate students in schedule so that support staff schedules can be designed for efficiency	Associate Principal for C&I, Assistant principal over TELPAS	August 2020	Scheduling time for students and teachers, teacher/para training on how to work within schedule to maximize support/learning.	Feedback from teachers on support, student performance.
			Assign a designated teacher to support TVS ELL learners	Associate Principal for C&I, Assistant principal over TELPAS	September 2020	Devoted classroom and resources for TVS teacher	Feedback from teachers on support, student performance.
			Administrators will use targeted rubric to provide evidence and feedback that SIOP and ELPS strategies are being implemented.	Administrative team and district support personnel	6 week reviews of data and evidence.	Rubric, Admin time	Monthly data review with Associate Principal to look at trends in effective practices being implemented. Evaluation of this population's performance on data gathered through nine weeks, benchmark and check-point assessments.

Priority 5	Reduce student placements in ISS/OSS and increase restorative practices						
	Goal 1	Decrease the percentage of student discipline placements in ISS/OSS from 13.5% to 10%					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Update the discipline sheet to reflect a reduction in OSS/ISS placements and increase in restorative options for major infractions.	Admin team	September 2020	Updated sheet	Weekly reviews of discipline placement data in operations meetings with the admin team.
			Characterstrong training with representative introducing new relationship building and COVID stress curriculum content	All staff	August 2020	Budget for professional development, implementation time and follow	Discipline data, SEL surveys
			Use ASPIRE 2.0 for infractions involving tobacco/vaping to include restorative activities for students with these violations	Admin staff, ISS staff	All year	Training for admin team and ISS staff	Discipline data, SEL surveys

Priority 5	<i>Reduce student placements in ISS/OSS and increase restorative practices</i>					
	Goal 2	Increase restorative and restitution actions from 2.2% to 20%				
	Strategies					
		Action	Responsible	Timeline	Resource(s)	Evaluate
		Generate and share restorative practices and practical applications of these during discipline situations	Admin team	Ongoing throughout the year	Admin meeting time to review and analyze data, education of staff on restorative practices	Weekly reviews of discipline placement data in operations meetings with the admin team
		Use of restorative circles with students and staff so that alternative ways to work through discipline situations can be explored	Admin and counseling team with trained teacher support	November - May	Time to implement	Discipline data and decreases in ISS/OSS/DAEP placements
		Ensure proper coding of discipline actions so that restorative practices are documented when used	Admin and their assistance	Review monthly to verify accuracy	Time to review	Discipline data and tracking of # of restorative actions monthly.

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Priority 1	Collaborative Culture						
	Goal 1	Administrators will attend, participate, and support collaborative meetings 100% of the time.					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Follow-up communication (email) including celebration of GOOD THINGS, and providing the team with critical data/resources needed as a result of the meeting.	Administrator	weekly	Data as needed	Admin notes, calendars, action items
			.Administrators discuss collaborative teams, best practices, aha moments at weekly admin meetings.	Administrators	weekly	Agenda	Celebrations, action items

	Goal 2	Administration will celebrate at least ONE collaborative team per week (campus wide) on achievement of a short-term goal, or a conceptual breakthrough.				
	Strategies					
		Action	Responsible	Timeline	Resource(s)	Evaluate
		TMHS has established <u>ALL STAFF</u> weekly communication emails for important information. The above celebration will be the highlight of this communication!	Metz & Teagues	weekly	Friday Focus	Friday Focus
		We will begin sharing this celebration on social media	Metz & Admin	2 per month	Social media platforms	posts
	Goal 3	Provide key data to critical teaching areas, and establish a culture of data collection and sharing.				
	Strategies					
		Action	Responsible	Timeline	Resource(s)	Evaluate
		Provide <u>FOCUSED</u> CCMR data to CTE teachers (ex: Financial Math teacher KNOWS which students are not CCMR, and creates individualized learning opportunities using TSI Math skills).	Admin - Bruton	Quarterly	On point DataSuite	CCMR list completion

			Gather teacher input and feedback to support TVS students and families.	Administrators	Each marking period	Teachers, counselors, paraprofessionals	Failure rate and TVS student engagement
Priority 2	High Quality Instruction						
	Goal 1	Administrators use walkthroughs to coach and support collaborative teams, individual teachers, and HQI.					
				Responsible	Timeline	Resource(s)	Evaluate
		Administrators know how to support HQI because they are committed to the collaborative process. "We're all in this together."	Administrators	weekly	Learning by Doing, George Flores		
	Goal 2	Support, Encourage, and Cheer-on teachers as FREQUENTLY as possible.					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Administrators are visible, and ALWAYS go the extra mile to support teachers	Administrators	Daily	N/A	Survey
			Intentionally scheduling campus-wide treats, etc.	Office support staff - Jolly Trolley	Monthly	Various snacks & drinks - purchased and donated	Feedback & social media postings
			Co-Seat teachers have advisory period to connect with TVS students	Department Chairs & Admin	Initial start of year		Master Schedule for 5th period

			#TISDShoutOUTs & Jeans	Metz	Weekly / Monthly		Social Media posts	
	Goal 3	Identify teacher, team, and department trends through 3-week data meetings.						
		Strategies						
			Action	Responsible	Timeline	Resource(s)	Evaluate	
			Administrators, department chairs, and team leads meet every 3 weeks to discuss failure rates, class averages, grade distribution, student attendance, and TVS engagement	Hayes & Metz	Submission dates	Various data reports	Meeting notes	
			Action steps from meetings are determined, and implemented over the following 3 weeks.	Administrators & Dept Chairs	Every 3-4 weeks			
Priority 3	Social Emotional Learning							
	Goal 1	Teacher Lead Community Circles during advisory (Mondays)..						
		Strategies						
			Action	Responsible	Timeline	Resource(s)	Evaluate	
	Goal 2	Systematically support student wellbeing.						
		Strategies						
Action			Responsible	Timeline	Resource(s)	Evaluate		

			Advisory built into extended 5th period, allows for student “brain break” or time for homework/studying	Admin, counselors	daily		
			“No Homework” night before PSAT	Admin	Oct. 13		
			No Projects over major holidays (Thanksgiving, Christmas, Spring Break)	Admin	TISD Holiday dates		
			Mental Health Weekend scheduled for February 12-15	Admin	Feb 12-15		
			Increased focus on understanding student circumstances, and COVID related obstacles.				
	Goal 3	Counseling Team Check-Ins					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Counselors work with AP and connect with at risk, and failing students.				

			Increased focus on TVS students with low engagement or failing grades. - opened the door to honest conversations about student emotional health				
			Through introduction of community circles and established relationships, counselors have been instrumental in supporting staff well-being				
	Goal 4	Weekly communication with parents.					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Wildcat Weekly distributed on Saturday mornings - Averaging 4,623 views per week				Review data by users

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Priority 1	Academic Growth in Math					
	Goal 1	100% of Students will Meet Grade Level on the Algebra I EOC.				
	Strategies	Collaboration				
		Action	Responsible	Timeline	Resource(s)	Evaluate
		The Algebra I teacher will meet with the district content teacher in math weekly.	Algebra I Teacher and Math Content Specialist	Weekly		Lesson Plans, Test Scores, Nine Week Averages, EOC Scores
		Biology will increase the use of graphing data to predict trends and create linear regressions to allow students to make predictions.	Biology and Algebra Teachers	Weekly		Lesson plans, Test Scores, Nine Week Averages, EOC Scores
		Targeted instruction in Path College Career (PCC) for Algebra I.	All 9th Grade Teachers	Weekly		Lesson plans, Test Scores, Nine Week Averages, EOC Scores
	Goal 2	50% of Students will Master Grade Level on the Algebra I EOC.				

		Strategies	Collaboration and Lesson Planning				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			The Algebra I teacher will meet with the district content teacher in math weekly.	Algebra I Teacher and Math Content Specialist	Weekly		Lesson Plans, Test Scores, Nine Week Averages, EOC Scores
			Biology will increase the use of graphing data to predict trends and create linear regressions to allow students to make predictions.	Biology and Algebra Teachers	Weekly		Lesson plans, Test Scores, Nine Week Averages, EOC Scores
			Targeted instruction in PCC for Algebra I.	All 9th Grade Teachers	Weekly		Lesson plans, Test Scores, Nine Week Averages, EOC Scores
			Stations will be utilized to differentiate instruction for the varied learning levels in each class.	Algebra I Teacher, Math Content Specialist, Campus Administrator	Weekly		Lesson plans, Test Scores, Nine Week Averages, EOC Scores
Priority 2	Consistent Focus on Academic Rigor Through our PLC Process.						
	Goal 1	<i>Increase PLC time focused on Question 3 and 4 across all curriculums to improve Masters level scores on the Algebra I EOC, Biology EOC, English I EOC, English II EOC and US History EOC.</i>					
		Strategies	Collaborative (PLC) Practice				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Utilize a weekly data action plan that focuses on data. Teachers will work together to support each other across the curricula through the PLC process.	9th Grade Team, 10th Grade Team, 11th Grade Team, Campus Administration	Weekly		PLC Agenda Minutes, Student Retention Rate, Test Scores, Nine Week Averages, EOC Scores

	Goal 2	<i>Through the PLC process, the 9th, 10th and 11th grade teams will each complete at least one Project Based Learning activity that encompasses the entire team.</i>				
	Strategies					
		Action	Responsible	Timeline	Resource(s)	Evaluate
		Utilize a weekly data action plan that focuses on data. Teachers will work together to support each other across the curriculums through the PLC process.	9th Grade Team, 10th Grade Team, 11th Grade Team, Campus Administration	Weekly		PLC Agenda Minutes, Student Retention Rate, Test Scores, Nine Week Averages, EOC Scores
Priority 3	<i>Intentional Recruiting and Retention.</i>					
	Goal 1	<i>Recruitment at the Junior High level will include one full day at each junior high. We will meet with small groups each class period and include Student Ambassadors to talk with each group of eighth grade students.</i>				
	Strategies	Intentional Recruitment in Smaller Groups.				
		Action	Responsible	Timeline	Resource(s)	Evaluate
		Spend one day at each Junior High with small groups of 8th grade students to recruit the incoming 9th grade class. Utilize student ambassadors that are current Tomball Star Academy students in this process.	Campus Administration	November through January		Number of Applications received
		Utilized Social Media as a means of communicating about Tomball Star Academy and the application process.	Campus Administration, Communication Staff	Yearly		Number of Applications Received
		Conduct at least two parent meetings before the close of the application process.	Administration	Yearly		Meeting Sign In Sheets, Number of Applications Received

Priority 4	Social-Emotional Learning					
	Goal 1	Implement Restorative Circles in PCC once a week by integrating Character Strong SEL competencies and character development traits.				
	Strategies	Character Development and Social-Emotional Well-Being				
		Action	Responsible	Timeline	Resource(s)	Evaluate
		Highlight one character trait per month school wide. Use this character trait to develop questions/topics for the restorative circles in PCC.	Counselor, Teachers	Weekly		Student Surveys
	Goal 2	Develop a committee to determine how to properly scaffold academic and social-emotional skills needed for students to demonstrate success each year of school from 9th grade through 12th grade.				
	Strategies	Academic and Social-Emotional Growth				
		Action	Responsible	Timeline	Resource(s)	Evaluate
		Develop a committee of two teachers from each grade level, one student from each grade level, the counselor, and an administrator to determine how to scaffold academic and social/emotional skills in a way that students continue to demonstrate success academically and emotionally as they progress through high school.	Campus Administration, Counselor, Teachers, Students	Yearly		Student grades at TSA and LSC

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Priority 1	Initial Instruction						
	Goal 1	Math & Reading STAAR Progress Measure - at least a 5% increase in students achieving expected growth and at least a 5% increase in students achieving accelerated growth					
		Strategies	Professional Development, Supervision, Collaboration, Planning				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Cougar Walks	Administrators, Counselors, Instructional Coach, Teachers	Weekly (August 2020 - May 2021)	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 2020 - May 2021)	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 2020 - May 2021)	PD Lesson Plans, Training Materials,	Evidence of strategies being used routinely and effectively in classrooms		

Goal 2 *Social Studies STAAR - at least 80% AGL, 45% Meets, & 30% Masters
Science STAAR - at least 95% AGL, 60% Meets, & 35% Masters*

Strategies	Professional Development, Supervision, Collaboration, Planning				
	Action	Responsible	Timeline	Resource(s)	Evaluate
	Cougar Walks	Administrators, Counselors, Instructional Coach, Teachers	Weekly (August 2020 - May 2021)	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 2020 - May 2021)	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 2020 - May 2021)	PD Lesson Plans, Training Materials,	Evidence of strategies being used routinely and effectively in classrooms

Goal 3 *STAAR scores of EcoDis. will increase by at least 5% for AGL and at least 5% for Meets for all subjects*

Strategies	Professional Development, Supervision, Collaboration, Planning				
	Action	Responsible	Timeline	Resource(s)	Evaluate
	Cougar Walks	Administrators, Counselors, Instructional Coach, Teachers	Weekly (August 2020 - May 2021)	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 2020 - May 2021)	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 2020 - May 2021)	PD Lesson Plans, Training Materials,	Evidence of strategies being used routinely and effectively in classrooms
Priority 2	Rigor in Instructional Design						
	Goal 1	<i>Math & Reading STAAR Progress Measure - at least a 5% increase in students achieving expected growth and at least a 5% increase in students achieving accelerated growth</i>					
		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 2020 - May 2021)	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 2020 - May 2021)	lead4ward Analysis, District Curriculum, TEKS, student performance data	DLT forms in Google Drive, observed use in planning
			Professional Development over DLT (Phase II)	Administrators	August 2020	DLTs, Instructional Design + DLT Blueprint	Routine and effective use of DLTs in collaborative process

Goal 2 *Social Studies STAAR - at least 80% AGL, 45% Meets, & 30% Masters
Science STAAR - at least 95% AGL, 60% Meets, & 35% Masters*

Strategies Collaborative Meetings, Supervision, Professional Development

Action	Responsible	Timeline	Resource(s)	Evaluate
Designing Learning Template used in Professional Learning Community / Collaborative Team Planning Sessions	Administrators, Instructional Coach, Teachers	Weekly (August 2020 - May 2021)	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 2020 - May 2021)	lead4ward Analysis, District Curriculum, TEKS, student performance data	DLT forms in Google Drive, observed use in planning
Professional Development over DLT (Phase II)	Administrators	August 2020	DLTs, Instructional Design + DLT Blueprint	Routine and effective use of DLTs in collaborative process

Goal 3 *STAAR scores of EcoDis. will increase by at least 5% for AGL and at least 5% for Meets for all subjects*

Strategies Collaborative Meetings, Supervision, Professional Development

Action	Responsible	Timeline	Resource(s)	Evaluate
Designing Learning Template used in Professional Learning Community / Collaborative Team Planning Sessions	Administrators, Instructional Coach, Teachers	Weekly (August 2020 - May 2021)	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 2020 - May 2021)	lead4ward Analysis, District Curriculum, TEKS, student performance data	DLT forms in Google Drive, observed use in planning	
			Professional Development over DLT (Phase II)	Administrators	August 2020	DLTs, Instructional Design + DLT Blueprint	Routine and effective use of DLTs in collaborative process	
Priority 3	Formative Assessments							
	Goal 1	Math & Reading STAAR Progress Measure - at least a 5% increase in students achieving expected growth and at least a 5% increase in students achieving accelerated growth						
		Strategies	Data Analysis, Planning, Re-teaching, Monitoring, Supervision					
			Action	Responsible	Timeline	Resource(s)	Evaluate	
			Common Formative Assessments used to determine student growth	Administrators, Teachers, Instructional Coach	After instruction over Essential Learning Targets (August 2020 - May 2021)	Designing Learning Template, Aware data, lead4ward analysis	Aware data, CFAs in Google Drive	
			Data Digs to assess student growth	Administrators, Teachers, Instructional Coach	After every assessment (August 2020 - May 2021)	Aware data, TEKS, DLTs, assessments	Analysis of data, collaboration on results of alignment of assessment to essential learning targets	
			TEKS Intervention	Administrators, Teachers, Instructional Coach	Weekly (10/2020 - 5/2021)	CFA and summative assessment data, Tier I Intervention data	TEKS intervention lists data, student performance on CFAs and summative assessments	

Goal 2 *Social Studies STAAR - at least 80% AGL, 45% Meets, & 30% Masters
Science STAAR - at least 95% AGL, 60% Meets, & 35% Masters*

Strategies	Data Analysis, Planning, Re-teaching, Monitoring, Supervision				
	Action	Responsible	Timeline	Resource(s)	Evaluate
	Common Formative Assessments used to determine student growth	Administrators, Teachers, Instructional Coach	After instruction over Essential Learning Targets (August 2020 - May 2021)	Designing Learning Template, Aware data, lead4ward analysis	Aware data, CFAs in Google Drive
	Data Digs to assess student growth	Administrators, Teachers, Instructional Coach	After every assessment (August 2020 - May 2021)	Aware data, TEKS, DLTs, assessments	Analysis of data, collaboration on results of alignment of assessment to essential learning targets
	TEKS Intervention	Administrators, Teachers, Instructional Coach	Weekly (10/2020 - 5/2021)	CFA and summative assessment data, Tier I Intervention data	TEKS intervention lists data, student performance on CFAs and summative assessments

Goal 3 *STAAR scores of EcoDis. will increase by at least 5% for AGL and at least 5% for Meets for all subjects*

Strategies	Data Analysis, Planning, Re-teaching, Monitoring, Supervision				
	Action	Responsible	Timeline	Resource(s)	Evaluate
	Common Formative Assessments used to determine student growth	Administrators, Teachers, Instructional Coach	After instruction over Essential Learning Targets (August 2020 - May 2021)	Designing Learning Template, Aware data, lead4ward analysis	Aware data, CFAs in Google Drive
	Data Digs to assess student growth	Administrators, Teachers, Instructional Coach	After every assessment (August 2020 - May 2021)	Aware data, TEKS, DLTs, assessments	Analysis of data, collaboration on results of alignment of assessment to essential learning targets

			TEKS Intervention	Administrators, Teachers, Instructional Coach	Weekly (10/2020 - 5/2021)	CFA and summative assessment data, Tier I Intervention data	TEKS intervention lists data, student performance on CFAs and summative assessments
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Priority 1	Student Growth					
	Goal 1	<i>Student passing rate on the STAAR assessment will increase (8 ELA +7%, 7 ELA +10%, 8 Math +13%, and 7 Math +10) performance from the Fall BOY assessments for all students.</i>				
	Strategies					
		Action	Responsible	Timeline	Resource(s)	Evaluate
		Fundamental 5 Instructional Strategies	Bob Frost, Assistant Principals, and Department Chairs	2020-2021 School Year	General Budget	Weekly F5 Walk-throughs by Administrators
		Academic word walls	All administrators, PLC, and Department Chairs	2020-2021 School Year	General Budget	Walkthroughs and PLC Discussions
		Provide Math Labs to identified students.	Chris Penny and Math Department Chair	2020-2021 School Year	Title Budget	Math PLC, Departmental Walkthroughs
		ELA and Math Intervention for Students during Advisory Period	Bob Frost, Jennifer Foley, Chris Penny and ELA/Math Department Chairs	2020-2021 School Year	General Budget	Walkthroughs and PLC Data Discussions
		Curriculum Access Tools/Snap and Read	Bob Frost, Jennifer Foley, Chris Penny and ELA/Math/Sped Department Chairs	2020-2021 School Year	General Budget	Walkthroughs/PLC Discussions/Snap and Read Counts

Priority 2	Campus Safety						
	Goal 1	WWJHS is dedicated to ensuring that student safety is a top priority. We will conduct a monthly safety meeting with the administrative staff, department chairs, the campus nurse, and the campus SRO. The monthly meeting will be held throughout the school year, and the focus will concentrate on Covid protocol, fire/safety drill data, and safety and security data. The goal is to ensure that WWJHS provides a safe and secure learning environment.					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
		Monthly Safety Meeting	All Administrators, SRO, Nurse, Department Chairs	2020-2021 School Year	General Budget	Agendas Minutes Progress Monitoring Component	
	Goal 2	The WWJHS Threat Assessment Team will complete training that will enhance the teams knowledge base and approach to threat assessment which will create a more secure/safe environment.					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
		Campus Safety Training: School Threat Behavioral Assessment Training	All Administrators, Counselors, SRO, and Nurs	2020-2021 School Year	General Budget	Training Certificate, Action Planning	
Priority 3	WWJHS Communication						
	Goal 1	Communication is important to the learning environment for students, parents and teachers. WWJHS will send out at least one email per week to keep our families up to date with important information about our school, students, and district.					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
		Parents will receive either an email, phone message, or campus newsletter a minimum of once per week from the campus.	The administrative team	2020-2021 school year	General Budget, S'more communication program.	Parent survey (Mid Year and End of Year)	

	Goal 2	Faculty and Staff will receive one campus newsletter each week and one faculty meeting will be held once a month, to keep them current with campus information.					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
			S'more newsletter will be created for the faculty. Faculty meetings will be established (one per month)	Administration	2020-2021 school year	General Budget	Surveys being sent out to all faculty to evaluate effectiveness.
Priority 4	Teacher Instructional Coaching						
	Goal 1	To ensure that student instruction and teacher coaching is maintained throughout the school year, WWJHS administrators will conduct a minimum of 5 instructional walkthroughs per week/per administrator.					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Each WWJHS Administrator will complete a minimum of 5 walks/per week.	Bob Frost, Jennifer Foley, Chris Penny, Terrance Slaughter, Collin Nicholas	2020-2021 School Year	General Budget	Walkthrough Data, Coaching Feedback, Coaching Conferences, Thrive Forms

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Priority 1	ELA Instructional Design					
	Goal 1	Increase 6th grade ELA Masters level to at least 53%.				
	Strategies	Master Schedule Design, PLC focus, Emphasis on Backwards Design, and Coaching and Feedback, Use of the Instructional Coaching Model				
		Action	Responsible	Timeline	Resource(s)	Evaluate
		Weekly collaboratives with campus administration	Administration	Weekly August through May	Agendas Design Learning Templates Curriculum Documents Data when appropriate	Shared Agenda/DLT (DLT minimum is one per unit, high leverage standard) Assessment Data - CFA (minimum 85% passing)
		Assessment Check points for every Readiness Standard	Collaborative Team with Administration	CFA's every 7-8 days	Scope and sequence Unit Tests	Unit Test (minimum of 55% of students to reach master level at 79%)
		Intentional feedback based on Tiered Teachers	Administration	Weekly August and continue as needed for individual tiered teachers	Strive walkthrough data	Strive Appraisal document

Goal 2 Increase 7th grade ELA Masters level to at least 70%.

Strategies	Master Schedule Design, PLC focus, and Coaching and Feedback, Use of the Instructional Coaching Model				
	Action	Responsible	Timeline	Resource(s)	Evaluate
	Weekly collaboratives with campus administration	Administration	Weekly August through May	Agendas Design Learning Templates Curriculum Documents Data when appropriate	Shared Agenda/DLT (DLT minimum is one per unit, high leverage standard) Assessment Data - CFA (minimum 85% passing)
	Assessment Check points for every Readiness Standard	Collaborative Team with Administration	CFA's every 7-8 days	Scope and sequence Unit Tests	Unit Test (minimum of 55% of students to reach master level at 83%)
	Intentional feedback based on Tiered Teachers	Administration	Weekly August and continue as needed for individual tiered teachers	Strive walkthrough data	Strive Appraisal document

Goal 3 Increase 8th grade ELA Masters level to at least 60%.

Strategies	Master Schedule Design, PLC focus, and Coaching and Feedback, Use of the Instructional Coaching Model				
	Action	Responsible	Timeline	Resource(s)	Evaluate
	Weekly collaboratives with campus administration	Administration	Weekly August through May	Agendas Design Learning Templates Curriculum Documents Data when appropriate	Shared Agenda/DLT (DLT minimum is one per unit, high leverage standard) Assessment Data - CFA (minimum 85% passing)
	Assessment Check points for every Readiness Standard	Collaborative Team with Administration	CFA's every 7-8 days	Scope and sequence Unit Tests	Unit Test (minimum of 55% of students to reach master level at 86%)

			Intentional feedback based on Tiered Teachers	Administration	Weekly August and continue as needed for individual tiered teachers	Strive walkthrough data	Strive Appraisal document
Priority	Science Instructional Design						
2	Goal 1	Increase 8th grade Science Masters level to at least 67%.					
		Strategies	Master Schedule Design, PLC focus, and Coaching and Feedback, Use of the Instructional Coaching Model				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Weekly collaboratives with campus administration	Administration	Weekly August through May	Agendas Design Learning Templates Curriculum Documents Data when appropriate	Shared Agenda/DLT (DLT minimum is one per unit, high leverage standard) Assessment data : Minimum of 67% of students to reach master level at 83%
			Intentional feedback based on Tiered Teachers	Administration	Weekly August and continue as needed for individual tiered teachers	Strive walkthrough data	Strive Appraisal document
			Vertical Collaboration	All Science Collaborative Teams	Monthly August through May	Curriculum Documents (6th, 7th and 8th grade)	Growth in Aligned standards. Assessment data : Minimum of 67% of students to reach master level at 83%
			Assessment Check points for every Readiness Standard	Collaborative Team with Administration	CFA's every 7-8 days	Scope and sequence Unit Tests	Unit Test (minimum of 55% of students to reach master level at 85%)

	Goal 2	Increase 8th grade Science Meets level by 10% for SpEd and LEP Students.					
	Strategies	Advisory period interventions, Professional Development, Check Points					
		Action	Responsible	Timeline	Resource(s)	Evaluate	
		Provide training on how to increase vocabulary in the classroom	Administration Campus ESL Specialist	August January	Seidlitz Resources/book	ClassRoom Observation PLC planning	
		Provide time for Special Education teachers to meet with students	Administration	All year	Paw Period Intervention PLC Time	Special Education Accommodation Logs	
			Assessment Check points for every Readiness Standard	Collaborative Team with Administration	CFA's every 7-8 days	Scope and sequence Unit Tests	Unit Test (minimum of 55% of students to reach master level at 65%)
Priority 3	Collaborative (PLC) Process						
	Goal 1	Increase the PLC focus on the Design Learning Template and its impact on learning to increase 7th grade writing Masters Scores to 45%.					
	Strategies	Professional Development, Supervision, Peer Review, Re-training on backwards design and an emphasis on the 4 questions, use of the Instructional Coaching Model					
		Action	Responsible	Timeline	Resource(s)	Evaluate	
		Weekly collaboratives with campus administration	Administration	Weekly August through May	Agendas Design Learning Templates Curriculum Documents Data when appropriate	Shared Agenda/DLT (DLT minimum is one per unit, high leverage standard) Assessment Data - CFA (minimum 85% passing)	
7th Grade ELA collaborative will develop a list of norms and team goals for year related to CIP goals.		7th grade collaborative	August through May	PLC material on norms and goal setting	Monthly review of norms and goals to gauge expectations.		

	Goal 2	Increase the PLC focus on the Design Learning Template and its impact on learning to increase 8th grade Masters Scores in Social Studies to 58%.					
	Strategies	Professional Development, Supervision, Peer Review, Use of Instructional Coaching Model					
		Action	Responsible	Timeline	Resource(s)	Evaluate	
		Weekly collaboratives with campus administration	Administration	Weekly August through May	Agendas Design Learning Templates Curriculum Documents Data when appropriate	Shared Agenda/DLT (DLT minimum is one per unit, high leverage standard) Assessment data : Minimum of 67% of students to reach master level at 83%	
			8th Grade Science collaborative will develop a list of norms and team goals for the year related to CIP goals.	8th grade collaborative	August through May	PLC material on norms and goal setting	Monthly review of norms and goals to gauge expectations.

	Goal 3	Achieve all A's on the TEA accountability index for the 2020-2021 year					
		Strategies	Break down professional development content to specifically address learning gaps within all core content areas, provide feedback to teachers on their instruction through walk throughs and data.				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Effective monitoring through admin walk throughs and instructional coaching for both F2F and TVS classes	Administrative Team and Leadership Team	Weekly	TTESS walkthrough and instructional walkthrough forms	Weekly at admin meetings and bi-weekly at Leadership team meetings
		Breakdown and discussion of data for both F2F and TVS classes	Leadership Team	Weekly	Data Presentations, CFA's, Interim assessments, BOY, Star Ren, District and	Weekly at admin meetings and bi-weekly at Leadership team meetings	

						Teacher created assessments	
			Provision of actionable feedback for both F2F and TVS classes	Administrative Team	Weekly	TTESS walkthrough and instructional walkthrough forms	Weekly at admin meetings
			Effectively monitor and provide intervention for TVS students	Counseling team and Administrative Team	Weekly	Assessment data, progress reports, daily work	Weekly at Admin meetings, Counseling meetings, PLCs

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

The Campus will implement the following campus-wide reform strategies to address campus needs and provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English learners, and at-risk students) to meet the challenging State academic standards. The Campus will particularly address the needs of those at-risk of not meeting the challenging State academic standards. This Campus will use methods and instructional strategies to strengthen the academic program in the Campus, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education.

Priority 1	PLC Process Refined						
	Goal 1	3rd grade will increase STAAR Reading meets expectations to 60%, 4th grade will increase meets expectations to 65% on the STAAR Reading Assessment.					
		Strategies	Implementation of Learning Management System to support Blended learning and Virtual School, Further Development of PLC process, Flexible Grouping and Refinement of RtI processes, Supplemental Instruction in Phonemic Awareness, and continued implementation of Vertical Team strategies.				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Refine Design Learning Template and Common Formative Assessments through Collaborative Process.	Classroom Teachers, Specialists, Administration	August - May 2021	Design Learning Template, RTI Professional Development	Lesson Plans, Guiding Coalition, Team Agendas, Common Formative and Summative Assessments, Teacher Evaluations
	Utilize data from Common Formative Assessments to develop Flexible groups focused on TEKS specific skills across grade levels.	Classroom Teachers, Specialists, Administration, District Support Staff	October- May 2021	Student Performance on Common Formative Assessments, Eduphoria, Frontline, Star Renaissance	Guiding Coalition, Team Agendas, Common Formative and Summative Assessments		

			Articulate early Literacy Skills Focus - Intentional, Explicit Instruction in the area of Phonemic Awareness daily for grades PreK-2nd grade.	Classroom Teachers, Specialists	October - May 2021	Continued implementation and refinement of Phonemic Awareness Supplement	Classroom Teacher Star Ren Data and Common Formatives Assessments, Specialists Tier Movement, Lesson Plans, Teacher Evaluations
			Create vertical Teams to establish Campus Rigor, Alignment, Accountability, and Consistency, and Fidelity.	Classroom Teachers, Specialists, Administration, District Support Staff	October - May 2021	Student Performance on Common Formative Assessments and Summative Assessments, Frontline, Eduphoria, Star Renaissance	Team and Campus Common Formative and Summative Assessments Data
			Use Book Study to refine vertical strategies as determined by Vertical Team - Patterns of Power.	Classroom Teachers, Specialists, Administration	August - July 2020 - 21	Patterns of Power	Classroom Observations, Design Learning Template, Vertical Team Share-out
			Continue refinement of Response to Intervention Campus Process.	Classroom Teachers, Specialists, Administration	August - May 2021	Frontline, Grade level data spreadsheets, Star Renaissance, Eduphoria, Coach observations	Frontline reports (Tier Movement), Team and Campus Common Formative and Summative Assessments Data, Star Renaissance, Coach observations
			Increase usage of Online Learning Platforms such as; Lexia, Renaissance Learning Applications.	Classroom Teachers, Specialists, Administration	October - May 2021		

	Goal 2	3rd grade will increase STAAR Math meets expectations to 60%, 4th grade will increase meets expectations to 70% on the STAAR Mathematics Assessment.				
	Strategies	Implementation of Learning Management System to support Blended learning and Virtual School, Further Development of PLC process, Flexible Grouping, Refinement of RtI process, Refinement of Guided Math, and Vertical Teams				
		Action	Responsible	Timeline	Resource(s)	Evaluate
		Refine Design Learning Template and Common Formative Assessments through Collaborative Process.	Classroom Teachers, Specialists, Administration	August - May 2021	Design Learning Template, RTI Professional Development	Guiding Coalition, Team Agendas, Common Formative and Summative Assessments, Lesson Plans, Teacher Evaluations
		Utilize data from Common Formative Assessments to develop Flexible groups focused on TEKS specific skills across grade levels.	Classroom Teachers, Specialists, Administration, District Support Staff	October - May 2021	Student Performance on Common Formative Assessments, Eduphoria, Frontline	Guiding Coalition, Team Agendas, Common Formative and Summative Assessments
		Create vertical Teams to establish Campus Rigor, Alignment, Accountability, and Consistency and Fidelity.	Classroom Teachers, Specialists, Administration, District Support Staff	October - May 2021	Student Performance on Common Formative Assessments and Summative Assessments	Team and Campus Common Formative and Summative Assessments Data
		Use Book Study to refine vertical strategies as determined by Vertical Team - Clothesline Math.	Classroom Teachers, Specialists, Administration	August - July 2020 - 21	Clothesline Math	Classroom Observations, Design Learning Template, Vertical Team Share-out

			Refine Guided Math instruction through Guided Math Book Study.	Classroom Teachers, Specialists, Administration, District Support Staff	October - May 2020	Guided Math Book purchased through Title Funds	Guiding Coalition, Vertical Teams, Team Agendas, Common Formative and Summative Assessments
			Refine Response to Intervention Campus Process.	Classroom Teachers, Specialists, Administration	August - May 2021	Frontline, Grade level data spreadsheets, Star Renaissance, Eduphoria, Coach observations	Frontline reports (Tier Movement), Team and Campus Common Formative and Summative Assessments Data, Star Renaissance. Coach observations
		Goal 3	4th grade will increase STAAR Writing meets expectations to 53%.				
		Strategies	Implementation of Learning Management System to support Blended learning and Virtual School, Collaboration, Further Development of PLC process, Flexible Grouping, Vertical Teams, and Supplemental Handwriting manipulatives and Phonemic Awareness practice				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Refine Design Learning Template and Common Formative Assessments through Collaborative Process.	Classroom Teachers, Specialists, Administration	August - May 2021	Design Learning Template, RTI Professional Development	Guiding Coalition, Team Agendas, Common Formative and Summative Assessments, Lesson Plans, Teacher Evaluation
			Utilize data from Common Formative Assessments to develop Flexible groups focused on TEKS specific skills across grade level.	Classroom Teachers, Specialists, Administration, District Support Staff	October - May 2021	Student Performance on Common Formative Assessments	Guiding Coalition, Team Agendas, Common Formative and Summative Assessments, Star Renaissance, Schoolzilla

			Create vertical Teams to establish Campus Rigor, Alignment, Accountability and Fidelity.	Classroom Teachers, Specialists, Administration, District Support Staff	October - May 2021	Student Performance on Common Formative Assessments and Summative Assessments	Guiding Coalition, Vertical Teams, Team Agendas, Common Formative and Summative Assessments
			Use Book Study to refine vertical strategies as determined by Vertical Team - Patterns of Power.	Classroom Teachers, Specialists, Administration	August - July 2020 - 21	Patterns of Power	Classroom Observations, Design Learning Template, Vertical Team Share-out
			Refine Response to Intervention Campus Process.	Classroom Teachers, Specialists, Administration	August - May 2021	Frontline, Grade level data spreadsheets, Star Renaissance, Eduphoria, Coach observations	Frontline reports (Tier Movement), Team and Campus Common Formative, and Summative Assessments Data, Star Renaissance. Coach observations
			Ensure supplemental handwriting instruction utilizing manipulatives and daily practice of Phonemic Awareness for encoding for Prek-2nd to support Early Literacy Skills.	Classroom Teachers, Specialists, Administration	October - May 2021	Handwriting Manipulatives and Phonemic Awareness supplements purchased through Title I funds	Classroom Teachers, Specialists, Administration, Vertical Team, Teacher Evaluations
Priority 2	Effective Implementation and Refinement of Great Expectations						
	Goal 1	Decrease office referrals by 15% as compared to 2019-2020 Data.					
		Strategies	Collaboration, Restorative Practices, Vertical Team				
			Action	Responsible	Timeline	Resource(s)	Evaluate

			Develop capacity of teams to address behavior through the collaborative process.	Classroom Teachers, Specialists, Administration, District Support	August - May 2021	District Support, District Behavior Rtl webpage, Great Expectations Coach, Frontline	Classroom Teacher Referral Data, Vertical Teams and campus-wide referral data, Frontline
			Implement Restorative Practices and Reflection Corners across campus.	Classroom Teachers, Specialists, Administration	September - May 2021	Restorative Practices research, District Behavior Rtl webpage, Counselor and LSSP.	Classroom Teacher Referral Data, Vertical Teams and campus-wide referral data, Schoolzilla
			Use Book Study to refine vertical strategies as determined by the Vertical Team - The Little Book of Restorative Discipline for Schools.	Classroom Teachers, Specialists, Administration	August - July 2020 - 21	The Little Book of Restorative Discipline for Schools	Classroom Observations, Design Learning Template, Vertical Team Share-out
			Implement routine brain breaks and mindfulness practices.	Classroom Teachers, Specialists, Administration	September - May 2021	District Support, Great Expectations Coach	Classroom Teacher reflections and schedules, Referral Data, Vertical Teams and campus-wide referral data
			Refine Behavior Response to Intervention process.	Classroom Teachers, Specialists, Administration	October - May 2021	District Support, District Behavior Rtl webpage, Great Expectations Coach, Frontline	Classroom Teacher Referral Data, Vertical Teams and campus-wide referral data, Frontline, Schoolzilla

			Offer online Counseling for Tier III Behavior,	Admin	October - May 2021	Rtl, Frontline	Classroom Observations, Referral Data, Frontline
Priority 3	Increase Attendance						
	Goal 1	Improve average daily attendance from 96.99 to 97%.					
		Strategies	Attendance Team, Campus Process, Parent Contact and Education				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Refine campus process for attendance.	Classroom Teachers, Specialists, Administration	August 2020	Previous Years' Attendance Data	Vertical Team through attendance data, Schoolzilla
			Plan strategic events before and after breaks to promote attendance.	Classroom Teachers, Specialists, Administration	September - May 2020	Past Attendance Data	Vertical Team through attendance data
			Increase teacher communication on the importance of attendance.	Classroom Teachers, Specialists, Administration	August - May 2020	Attendancework s.org, Data collection, missed minutes accrual, letters home	Vertical Team through attendance data
			Increase communication of attendance concerns between school and home through phone calls, emails, conferences and attendance contracts.	Classroom Teachers, Specialists, Administration	September-May 2021	Attendancework s.org, Data collection, missed minutes accrual, letters home, ARC meetings, Parent contact, Parent contracts	Vertical Team through attendance data

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

The Campus will implement the following campus wide 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

Priority 1 Math Instructional Design				
Goal 1 By May 2021, LES Students will increase their STAR Renaissance Math scaled scores by one year's growth (at least 116 points in grade 1, 106 points in grade 2, 84 points in grade 3, & 71 points in grade 4).				
Strategies Collaboration, Data Analysis, Training, Goal Setting				
Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020- May 2021	TEKS, Lead4ward Resources, TISD Curriculum	Designing Learning Templates, flexible groups based upon data, increased student achievement
Develop a schoolwide goal-setting culture based upon data & track student growth (school, team, teacher, student goals).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020 - May 2021	TEKS, Lead4ward Resources; data; goal sheets for team & students	Alignment of goals; goal setting documentation; collaborative team agenda with goals; student performance increases

Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels (virtual, reading, writing, math, GE / SEL).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Staff members share best practices through different methods: Faculty Share meetings (staff choose sessions to attend based upon their individual needs), staff newsletter (ILT members add articles / videos), Schoology teacher classrooms (GT enrichment, math, technology, STEAM, eBooks, extensions).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	Results from previous surveys; feedback from staff to decide next Faculty Share topics; staff newsletter resources	Faculty Share Surveys; Data from Smore newsletter

Goal 2: LES will improve the Masters GL standard on the 2021 Math STAAR test by 5% (2019=48%).

Strategies: Collaboration, Data Analysis, Master Scheduling, Training, Goal Setting

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020- May 2021	TEKS, Lead4ward Resources, TISD Curriculum	Designing Learning Templates, flexible groups based upon data, increased student achievement
Develop a schoolwide goal-setting culture based upon data & track student growth (school, team, teacher, student goals).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020 - May 2021	TEKS, Lead4ward Resources; data; goal sheets for team & students	Alignment of goals; goal setting documentation; collaborative team agenda with goals; student performance increases

Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels (virtual, reading, writing, math, GE / SEL).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Staff members share best practices through different methods: Faculty Share meetings (staff choose sessions to attend based upon their individual needs), staff newsletter (ILT members add articles / videos), Schoology teacher classrooms (GT enrichment, math, technology, STEAM, eBooks, extensions).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	Results from previous surveys; feedback from staff to decide next Faculty Share topics; staff newsletter resources	Faculty Share Surveys; Data from Smore newsletter

Goal 3: LES will improve the Meets GL standard on the 2021 Math STAAR test for specific sub-pops by 5% (2019 Scores: Hispanic: 62%, Asian: 89%, African American: 73%, Economically Disadvantaged: 62%, LEP: 69%, Special Education: 53%).

Strategies: Collaboration, Data Analysis, Master Scheduling, Training, Goal Setting

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020- May 2021	TEKS, Lead4ward Resources, TISD Curriculum	Designing Learning Templates, flexible groups based upon data, increased student achievement
Develop a schoolwide goal-setting culture based upon data & track student growth (school, team, teacher, student goals).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020 - May 2021	TEKS, Lead4ward Resources; data; goal sheets for team & students	Alignment of goals; goal setting documentation; collaborative team agenda with goals;

				student performance increases
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels (virtual, reading, writing, math, GE / SEL).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Staff members share best practices through different methods: Faculty Share meetings (staff choose sessions to attend based upon their individual needs), staff newsletter (ILT members add articles / videos), Schoology teacher classrooms (GT enrichment, math, technology, STEAM, eBooks, extensions).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	Results from previous surveys; feedback from staff to decide next Faculty Share topics; staff newsletter resources	Faculty Share Surveys; Data from Smore newsletter

Priority 2: Reading Instructional Design

Goal 1: By May 2021, all students will grow at least one year on their reading level according to the reading inventories or Fountas & Pinnell Running Records.

Strategies: Collaboration, Data Analysis, Master Scheduling, Training, Goal Setting

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020- May 2021	TEKS, Lead4ward Resources, TISD Curriculum	Designing Learning Templates, flexible groups based upon data, increased student achievement

Develop a schoolwide goal-setting culture based upon data & track student growth (school, team, teacher, student goals).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020 - May 2021	TEKS, Lead4ward Resources; data; goal sheets for team & students	Alignment of goals; goal setting documentation; collaborative team agenda with goals; student performance increases
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels (virtual, reading, writing, math, GE / SEL).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Staff members share best practices through different methods: Faculty Share meetings (staff choose sessions to attend based upon their individual needs), staff newsletter (ILT members add articles / videos), Schoology teacher classrooms (GT enrichment, math, technology, STEAM, eBooks, extensions).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	Results from previous surveys; feedback from staff to decide next Faculty Share topics; staff newsletter resources	Faculty Share Surveys; Data from Smore newsletter
<i>Goal 2: LES will improve the Masters GL standard on the 2021 Reading STAAR test by 5% (2019 score=32%).</i>				
Strategies: Collaboration, Data Analysis, Master Scheduling, Training, Goal Setting				
Action	Responsible	Timeline	Resource(s)	Evaluate

Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020- May 2021	TEKS, Lead4ward Resources, TISD Curriculum	Designing Learning Templates, flexible groups based upon data, increased student achievement
Develop a schoolwide goal-setting culture based upon data & track student growth (school, team, teacher, student goals).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020 - May 2021	TEKS, Lead4ward Resources; data; goal sheets for team & students	Alignment of goals; goal setting documentation; collaborative team agenda with goals; student performance increases
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels (virtual, reading, writing, math, GE / SEL).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Staff members share best practices through different methods: Faculty Share meetings (staff choose sessions to attend based upon their individual needs), staff newsletter (ILT members add articles / videos), Schoology teacher classrooms (GT enrichment, math, technology, STEAM, eBooks, extensions).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	Results from previous surveys; feedback from staff to decide next Faculty Share topics; staff newsletter resources	Faculty Share Surveys; Data from Smore newsletter

Goal 3: LES will improve the Meets GL standard on the 2021 Reading STAAR test for specific sub-pops by 5% (2019 Scores: Hispanic: 42%, Asian: 63%, African American: 73%, Economically Disadvantaged: 42%, LEP: 25%, Special Education: 28%).

Strategies: Collaboration, Data Analysis, Master Scheduling, Training, Goal Setting

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020- May 2021	TEKS, Lead4ward Resources, TISD Curriculum	Designing Learning Templates, flexible groups based upon data, increased student achievement
Develop a schoolwide goal-setting culture based upon data & track student growth (school, team, teacher, student goals).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020 - May 2021	TEKS, Lead4ward Resources; data; goal sheets for team & students	Alignment of goals; goal setting documentation; collaborative team agenda with goals; student performance increases
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels (virtual, reading, writing, math, GE / SEL).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration
Staff members share best practices through different methods: Faculty Share meetings (staff choose sessions to attend based upon their individual needs), staff newsletter (ILT members add articles / videos), Schoology teacher classrooms (GT enrichment, math, technology, STEAM, eBooks, extensions).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	Results from previous surveys; feedback from staff to decide next Faculty Share topics; staff newsletter resources	Faculty Share Surveys; Data from Smore newsletter

Priority 3: Writing Instructional Design

Goal 1: By May 2021, all students will show one year's growth in writing in the areas of development of ideas and use of language / conventions as determined by district writing rubrics.

Strategies:

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020- May 2021	TEKS, Lead4ward Resources, TISD Curriculum	Designing Learning Templates, flexible groups based upon data, increased student achievement
Develop a schoolwide goal-setting culture based upon data & track student growth on digital scoreboard (school, team, teacher, student goals)	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020 - May 2021	TEKS, Lead4ward Resources; data; goal sheets for team & students; digital writing scoreboard	Alignment of goals; goal setting documentation; collaborative team agenda with goals; student performance increases
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels (virtual, reading, writing, math, GE / SEL)	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration

Staff members share best practices through different methods: Faculty Share meetings (staff choose sessions to attend based upon their individual needs), staff newsletter (ILT members add articles / videos), Schoology teacher classrooms (GT enrichment, math, technology, STEAM, eBooks, extensions)	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	Results from previous surveys; feedback from staff to decide next Faculty Share topics; staff newsletter resources	Faculty Share Surveys; Data from Smore newsletter
<i>Goal 2: LES will improve the Masters GL standard on the 2021 Writing STAAR test by 5% (2019 score:12%).</i>				
Strategies:				
Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020- May 2021	TEKS, Lead4ward Resources, TISD Curriculum	Designing Learning Templates, flexible groups based upon data, increased student achievement
Develop a schoolwide goal-setting culture based upon data & track student growth on digital scoreboard (school, team, teacher, student goals).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020 - May 2021	TEKS, Lead4ward Resources; data; goal sheets for team & students; digital scoreboard	Alignment of goals; goal setting documentation; collaborative team agenda with goals; student performance increases
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels (virtual, reading, writing, math, GE / SEL).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration

Staff members share best practices through different methods: Faculty Share meetings (staff choose sessions to attend based upon their individual needs), staff newsletter (ILT members add articles / videos), Schoology teacher classrooms (GT enrichment, math, technology, STEAM, eBooks, extensions).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	Results from previous surveys; feedback from staff to decide next Faculty Share topics; staff newsletter resources	Faculty Share Surveys; Data from Smore newsletter

Goal 3: LES will improve the Meets GL standard on the 2021 Writing STAAR test for specific sub-pops by 5% (2019 Scores: Hispanic: 42%, Asian: 62%, African American: 40%, Economically Disadvantaged: 41%, LEP: 0%, Special Education: 8%).

Strategies:

Action	Responsible	Timeline	Resource(s)	Evaluate
Collaborative Teams meet weekly to analyze data to plan effective instruction & implement best practices. Types of data include district, team, teacher, individual student. Best practices include, but are not limited to identifying essential learning targets, designing learning templates, common formative assessments, flexible groups, project based learning, extension activities.	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020- May 2021	TEKS, Lead4ward Resources, TISD Curriculum	Designing Learning Templates, flexible groups based upon data, increased student achievement
Develop a schoolwide goal-setting culture based upon data & track student growth on digital scoreboard (school, team, teacher, student goals).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	August 2020 - May 2021	TEKS, Lead4ward Resources; data; goal sheets for team & students; digital scoreboard	Alignment of goals; goal setting documentation; collaborative team agenda with goals; student performance increases
Teachers meet in vertical teams to analyze learning standards & further develop alignment between grade levels (virtual, reading, writing, math, GE / SEL).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	TEKS, Lead4ward Resources, data	Information from vertical teams is shared with grade level teams & used in team planning / collaboration

Staff members share best practices through different methods: Faculty Share meetings (staff choose sessions to attend based upon their individual needs), staff newsletter (ILT members add articles / videos), Schoology teacher classrooms (GT enrichment, math, technology, STEAM, eBooks, extensions).	Principal; Assistant Principal; Instructional Leadership Team; Teachers	September 2020 - May 2021	Results from previous surveys; feedback from staff to decide next Faculty Share topics; staff newsletter resources	Faculty Share Surveys; Data from Smore newsletter
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Priority 4: Use of Tier I & Tier II Behavior Interventions

Goal 1: 100% of LES students will feel that they have a teacher or school staff member that they can count on to help them as determined by the district student SEL survey.

Strategies:

Action	Responsible	Timeline	Resource(s)	Evaluate
Expand implementation of GE Practices.	Principal; Assistant Principal; Counselor; Teachers	August 2020 - May 2021	GE Coach visits; staff newsletter articles & pictures	Increased implementation of GE Practices as evidenced by feedback from GE Coach
Refine & deepen implementation of Green / Restorative Circles.	Principal; Assistant Principal; Counselor; Teachers	August 2020 - May 2021	Training given by TISD staff; restorative circles articles / ideas; staff newsletter articles, videos, & pictures	Green Circles documented in lesson plans
Further expand use of mindfulness practices.	Principal; Assistant Principal; Counselor; Specials & Special Education Teachers	August 2020 - May 2021	Mindfulness websites; articles in staff newsletter	Evidence of mindfulness practices in classrooms (lesson plans, feedback from teachers)
Teacher led behavior team problem solve Tier II behavior interventions.	Teachers	September 2020 - May 2021	LSSP; Behavior Specialist	List of students supported & strategies implemented

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

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Priority 1	Instructional Design focused on Student Growth						
	Goal 1	Increase percentage of students At/Above Benchmark level in reading on STAR Renaissance by 15%.					
		Strategies	PLC, Data Analysis, Collaboration				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Analyze data for all assessments (i.e. district, campus, state) to identify essential learning targets to enhance Tier I instruction with PLCs weekly for 5th and 6th grade ELA teams.	5th and 6th grade ELA teams, Specialists, Administrators	November 2020-May 2021	laptops, spreadsheets, graphs or other charts, Data Analysis form, Eduphoria (AWARE), Global PD online, benchmarks, checkpoint assessments, unit assessments, Schoolzilla	Review PLC agenda for Data Analysis form link after each assessment. Review TISD Instructional Improvement Walkthrough forms monthly for data analysis implementation.
	Provide vertical alignment PLCs for 5th and 6th grade ELA teams to enhance intervention/enrichment, and small group instruction across 5th and 6th grade ELA teams.	5th and 6th grade ELA teams, Specialists, Administrators	November 2020-May 2021	PLC agenda template, laptops, professional learning (i.e. STAR Renaissance, Lexia Learning, intervention, Global PD online, HMH)	Professional learning and PLC alignment offered during Campus PD Days: Nov. 3, 2020 Jan. 4-5, 2021 Feb. 15, 2021 Review TISD Instructional Improvement		

							Walkthrough forms monthly for PLC alignment between teams.
			Utilize Sibme as a video-coaching and collaboration tool to enhance cross-curricular instructional support for teachers and students.	All Teachers, All Administrators, All Specialists, GT and/or TAP students	December 2020-May 2021	Sibme, laptop, professional learning for Sibme, Chromebooks	Coaching session feedback from administrators and campus content specialists GT Specialist provides opportunities twice per month for students to record strategies to share with teachers to use as a resource for students having difficulty mastering essential learning standards.

Priority 2 Collaborative Culture for PLC

Goal 1 Increase PLC of culture of collaboration as evidenced by an increase in one level in the areas of essential learning, goals, interventions, and overall collaborative nature of the team.

Strategies

PLC, Collaboration

Action	Responsible	Timeline	Resource(s)	Evaluate
Complete Team Self Assessment and Evaluative Team Summary Tool	All PLC Teams	May 2021	PLC Team Self Assessment and Evaluative Team Summary	One level of growth in the following areas: essential learning, goals, interventions, overall collaborative nature of the team

			Utilize Global PD Online to identify support for areas of growth, based on the survey.	All Teachers, All Administrators, All Specialists	May 2021	Global PD Online, PLC Self Assessment and Evaluative Team Summary Results, laptop	Coursework completed in Global PD Online Growth on PLC Team Self Assessment and Evaluative Team Summary	
			Provide professional learning opportunities based on survey results.	All Teachers, All Administrators, All Specialists (campus and district)	May 2021	laptops, professional learning resources for content specific areas, aligned with curriculum	Weekly feedback and participation by admin team for PLCs	
Priority 3	Campus Behavior Management and Social and Emotional Learning							
	Goal 1	Implement 70% of Great Expectations Teaching Practices by the end of the 2020-2021 school year.						
		Strategies	Social and Emotional Learning					
			Action	Responsible	Timeline	Resource(s)	Evaluate	
			Campus leaders will complete walkthroughs via Google Form or Strive, based on the teaching practices highlighted each month.	All Administrators, All Specialists	May 2021	Great Expectations Teaching Practices Look-For document, laptop, Eduphoria (Strive), Google Forms	Walkthrough feedback via Google Forms indicating areas for Look-Fors weekly for Administrative Team and twice per month for specialists team Great Expectations coaching sessions indicate improvement in number of Look-Fors for each month	

			Participate in Great Expectations coaching sessions through Great Expectations professional development program for virtual and face to face teachers.	All TIS staff (i.e. administrators, teachers, counselor, specialists)	May 2021	Chromebooks, Great Expectations program rubrics for Look Fors, classroom coverage for coaching sessions, Google Spreadsheet for calendar of teaching practices to be highlighted each month Great Expectations binder, training, coach, and website	70% of Great Expectations Teaching Practices implemented at the end of the 2020-2021 school year 100% staff participation in Great Expectations program coaching sessions
			Highlight implementation of Great Expectations Life Principles for virtual and face to face learners.	All TIS staff (i.e. administrators, teachers, counselor, specialists)	May 2021	Great Expectations binder, training, coach, and website, Google Form for student nominations, Chromebooks, laptops, leaves for Great Expectations tree, recording software (i.e. Google Recorder, Loom, Screencastify, etc.)	Campus leaders (i.e. administrators, team leaders, specialists) nominate students each month for displaying the Life Principle of the week via Google Form, featuring their names on a leaf for the Great Expectations tree. Face to Face and Tomball Virtual School students participate in Call to Excellence each day, led by homeroom classes via pre-recorded

							presentations and videos.
			Focus on Social and Emotional Learning through lessons featuring Great Expectations and Life Principles and character education topics for virtual and face to face learners.	Counselor, Teachers	May 2021	Laptops, Chromebooks, Google Slides, Google Meet	Counselor created calendar of lessons and resources for each month featuring Life Principles and character education topics

Priority 3	Campus Behavior Management and Social and Emotional Learning						
	Goal 2	Increase parent engagement opportunities by 20% by the end of the 2020-2021 school year.					
		Strategies	Community Collaboration, Social and Emotional Learning				
			Action	Responsible	Timeline	Resource(s)	Evaluate
		Use Campus Improvement Team (CIT) feedback to plan parent engagement events for virtual and face to face learners.	CIT Members, Campus Leaders, Leaders in Training	May 2021	laptops, projectors, Campus Improvement Plan, Panorama Survey, CIT meeting notes	Review Panorama Survey results during fall and spring semester for feedback. Review CIT minutes from December and January meetings for feedback for parent engagement events.	

			Communicate with parents monthly via newsletter about upcoming parent engagement events for virtual and face to face learners.	Principal, All Teachers, Librarian	May 2021	Laptop, School Messenger, Edlio webpages	<p>Parent newsletters emailed via School Messenger 1-2 times per month featuring a flyer about upcoming parent engagement events with text message reminders to view emails.</p> <p>Parent engagement events posted on the school marquee.</p>
			Document number of parents participating in parent engagement events to establish a baseline for parent attendance.	Administrative Team	May 2021	Laptops, video-conferencing platform (i.e. Zoom, Google Meet), Google Form for check in	<p>Digital sign in via Google Form</p> <p>Registration forms for parent engagement events</p>

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

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Priority 1	Reading Instructional Design						
	Goal 1	During the 2020-2021 school year, the performance of all K-4 students will show continuous improvement in reading based on campus assessment, district assessments, and STAAR.					
		Strategies	Strategic Collaboration, progress monitoring, instructional technology, instructional design				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Measure students' growth in reading over the course of the school year.	ELA teachers, reading specialist, administrative team	Monthly beginning in October 2020 through end of May 2021	common formative assessments, unit assessments, progress reports, Fountas and Pinnell reading levels, report cards, Star Renaissance	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the reading growth goal
		Collaborate with grade level teams in refining the PLC process.	Teachers, specialist, administrative team	Weekly beginning of September 2020 to end of May 2021	PLC material/videos on focusing on the right work	Design Learning Templates, Common Formative Assessment, campus created pacing calendar	

			Students will be flex grouped to address specific skill deficits.	Teachers and specialists	Four days per week beginning the end of September 2020	recent assessment data, Flex group student lists	Data collected on students participating in flex groups. Common formative assessments and benchmarks.
			Monitor reading progress of sub-populations including Asian, Special Education and Economically Disadvantaged.	ELA teachers, specialist, administrative team	monthly	Flex group data, formative assessments, unit assessments, progress reports, reading levels, Star Renaissance, report cards	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the reading growth goal
			Use Curriculum Assess Tools to support students as needed.	All classroom teachers	Training for teachers at the end of October 2019; Weekly beginning November 2020 - May 2021	CAT Training	monitor monthly usage
	Goal 2	During the 2020-2021 school year, the performance of sub populations including Asian, Economically Disadvantaged, and At-Risk will show continuous improvement in reading based on campus assessments, district assessments, and STAAR.					
		Strategies	Strategic Collaboration, progress monitoring, instructional technology, instructional design				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Measure students' growth in reading over the course of the school year.	ELA teachers, reading specialist, administrative team	Monthly beginning in October 2020 through end of May 2021	common formative assessments, unit assessments, progress reports, Fountas and Pinnell reading levels, report cards, Star Renaissance	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the reading growth goal

			Collaborate with grade level teams in refining the PLC process.	Teachers, specialist, administrative team	Weekly beginning of September 2020 to end of May 2021	PLC material/videos on focusing on the right work	Design Learning Templates, Common Formative Assessment,
			Students will be flex grouped to address specific skill deficits.	Teachers and specialists	Four days per week beginning the end of September 2020	recent assessment data, Flex group student list	Data collected on students participating in flex groups. Common formative assessments and benchmarks.
			Monitor reading progress of sub-populations including Asian, Special education and Economically Disadvantaged.	ELA teachers, specialist, administrative team	monthly	Flex group data, formative assessments, unit assessments, progress reports, reading levels, Star Renaissance, report cards	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the reading growth goal
			Use Curriculum Assess Tools for support when needed.	All classroom teachers	Training for teachers at the end of October 2020; Weekly beginning November 2020 - May 2021	CAT Training	monitor monthly usage
			Actively participate in the Texas Reading Academy,	All K-2 teachers, ESL Specialist, Reading Specialist, Asst. Principal and Principal.	September 2020-May 2021	Texas Reading Academy	Evaluation is built into the Texas Reading Academy

			Implement the usage of Lexia for all K-2 students and ESL students.	All K-2 teachers, ESL Specialist, Reading Specialist, Asst. Principal and Principal.	January 2021-May 2021	Lexia license for all K-2 students and all ESL students.	Data collected on students participating in flex groups. Common formative assessments and benchmarks
	Goal 3	During the 2020-2021 school year, the performance of second grade students will show continuous improvement in reading based on campus assessments and district assessments.					
		Strategies	Strategic Collaboration, progress monitoring, instructional technology, instructional design				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Utilize the Leveled Literacy Intervention kits for a systematic and research based intervention system.	Teachers, specialists and administrators.	September 2020-May 2021	Leveled Literacy Intervention Kits	Running records. STAR Renaissance, Daily Intervention logs
			Students will be flex grouped to address specific skill deficits.	Teachers, specialists and administrators.	Four days per week beginning the end of September 2020	Recent assessment data, Flex group student lists	Data collected on students participating in flex groups. Common formative assessments and benchmarks.
			All 2nd grade students will be sent home with home readers on their independent reading level and reading logs.	Teachers and specialists	Weekly beginning September 2020	Recent assessment data, Flex group student lists	Data collected on students participating in flex groups. Common formative assessments and benchmarks.
			Utilize Words Their Way Word Study program as a targeted Word study program.	Second Grade Teachers	Weekly beginning September 2020	Words Their Way materials	Weekly individualized spelling tests
Priority 2							

	Goal 1	During the 2020-2021 school year, the performance of all K-4 students will show continuous improvement in math based on campus assessments, district assessments, screeners, and STAAR.				
	Strategies	Strategic Collaboration, progress monitoring, instructional technology				
		Action	Responsible	Timeline	Resource(s)	Evaluate
		Measure students' growth in math over the course of the school year.	Math teachers, administrative team	Monthly beginning in October 2020 through end of May 2021	Common formative assessments, Star Renaissance, Unit assessments, progress reports, report cards	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the math growth goal
		Collaborate with grade level teams in refining the PLC process.	Teachers, specialist, administrative team	Weekly beginning of September 2019 to end of May 2020	PLC material/videos on focusing on the right work	Design Learning Templates, Common Formative Assessment,
		Monitor math progress of sub-populations including Asian, Special education and Economically Disadvantaged.	Math teachers, specialist, administrative team	monthly	Flex group data, formative assessments, unit assessments, progress reports, reading levels, Star Renaissance, report cards	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the math growth goal
	Goal 2	During the 2020-2021 school year, the performance of sub populations including Asian, Economically Disadvantaged, and At-Risk will show continuous improvement in math based on campus assessments, district assessments, and STAAR.				
	Strategies	Strategic Collaboration, progress monitoring, instructional technology				
		Action	Responsible	Timeline	Resource(s)	Evaluate

			Measure students' growth in math over the course of the school year.	Math teachers, Math Specialist administrative team	Monthly beginning in October 2020 through end of May 2021	Common formative assessments, Star Renaissance, Unit assessments, progress reports, report cards	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the math growth goal
			Collaborate with grade level teams in refining the PLC process.	Teachers, specialist, administrative team	Weekly beginning of September 2019 to end of May 2020	PLC material/videos on focusing on the right work	Design Learning Templates, Common Formative Assessment,
			Monitor math progress of sub-populations including Asian, Special education and Economically Disadvantaged.	Math teachers, specialist, administrative team	monthly	Flex group data, formative assessments, unit assessments, progress reports, reading levels, Star Renaissance, report cards	monthly review of most recent student data to determine the effectiveness of instruction towards reaching the math growth goal

Priority 3 *Writing Instructional Design*

Goal 1 *Increase 4th grade writing Meet Expectations scores by 10% for all students, and 10% for Asian, economically disadvantaged students and SpEd students.*

Strategies

Strategic Collaboration, progress monitoring, formative assessments

Action	Responsible	Timeline	Resource(s)	Evaluate
Teachers will use the beginning of the year writing samples to establish areas of need.	ELA teachers and reading specialist	September 2020	rubric	Writing samples will be analyzed in PLC groups using the writing rubric
Collaborative teams will establish regular monitoring periods for writing.	ELA teachers, reading specialist, administrators	Quarterly October 2020 January 2021 March 2021 April 2021	rubric	Writing samples will be analyzed in PLC groups using the writing rubric

		Writing rubrics will be used to determine progress.	ELA teachers, reading specialist,	Quarterly October 2020 January 2021 March 2020 April 2020	rubric, curriculum guide	Individual student results based on rubric analysis
		Common formative assessments will be written to address revising and editing.	ELA Teachers and reading specialist	Monthly	Common Formative Assessments written in collaboratives	Individual student results from Common Formative Assessments
		Writing pieces from across the curriculum will be collected each nine weeks, then reviewed in collaboratives.	All teachers and specialist	Quarterly October 2020 January 2021 March 2021 April 2021 At the end of each grading period	grammar checklist, rubric	Quarterly review of writing samples from across the curriculum

Priority 4 Social Emotional Learning

Goal 1	During the 2020-2021 school year, 85-90% of the teachers will be able to identify the social, emotional, and behavioral needs of students.					
Strategies	Student engagement, communication, campus culture development					
	Action	Responsible	Timeline	Resource(s)	Evaluate	
	Improve student-teacher relationships, student engagement, and school climate.	teachers, administrative team	August 2020	Survey	End of year student survey	
	Identify 2nd, 3rd, & 4th grade students to serve on a Principal Advisory group to provide feedback on school culture.	principal	Meet quarterly	Activities planned for quarterly meetings with the Principal Advisory	End of year student survey	
	Great Expectations leadership team will focus on implementing GE with fidelity.	GE Leadership Team; grade level teams; administrative team	Meet monthly	GE consultant	Become a GE Model school	

			Make positive weekly phone calls home.	teachers, administrative team	September 2020 - May 2021	Documentation of calls	End of year student survey
			Create extraordinary moments in the campus lives of students and staff.	Administrative Team	September 2020 - May 2021	Power of Moments book study	End of year Student survey
			Provide continued professional development for staff on social emotional needs including restorative circles.	Counselor	September 2020	Training steps of Restorative Circles	

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Priority 1	Become a Model Professional Learning Community and continue to use the collaborative process to ensure high levels of learning for all students.						
	Goal 1	Develop and build strong problems solving skills (focusing on Reporting Categories 1 and 2) in math in grades PK-4. The goal is to have at 90% meeting learning standards on all assessments and 35% mastering learning standards for all assessments.					
		Strategies	Collaborative time, Assessments, Coaching cycles, Admin Support				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Use the Lesson Design Template to bridge the gap between the work in the collaborative time and the planning and initial instruction.	Teachers, Administrators, Instructional Leaders, Team Leaders, District Support Staff	Collaboratives begin August 2020 and On-going with collaborative schedule September - May 2021.	Master Schedule, Collaborative agendas, Student assessment data	Student growth as measured by BOY, MOY, and EOY data with STAR Ren, F&P assessments and Summative assessments such as STAAR and district benchmarks.
	Designate Tier 1 time in which no students are pulled from initial instruction.	Administrators, Team Leaders, Teachers	August 2020 - May 2021	Master Schedule, Sp. Ed. Schedule, Intervention schedule, Collaborative time.	Student data for CFAs and district assessments.		

			Provide professional Development and support through Specific coaching cycles from admin and district support staff.	Administrators, Math Coaches, Teachers, Academic Specialist	Monthly beginning in Sept 2020 - May 2021	ILT Coaching and Goal Setting Conferences	Collaborative feedback, Student performance on CFAs, District and State assessments.
			Align Math Common Formative Assessments and District assessments, and diagnostic assessments to drive goal setting and monitor progress of learning.	Math Instructional Leaders and Teachers, Administrators	September 2020 - May 2021	Pacing and Assessment Calendars, Assessment data, Collaborative time, STAR Ren Math	Student data and comparison for campus, district and state assessments.
			Schedule conferencing and goal setting with students already meeting expectations for learning within standards and subjects to extend and enrich their learning and ensure depth and rigor to their learning.	Teachers, Instructional Leaders, and Administration, GT Specialist, Academic Specialist	January 2020 - May 2021	Master Schedule for Tier 1 Instruction Times, Vertical alignment in collaboratives,, GT Pull-out, Conferencing times	STAAR, CFAs, Benchmarks, District Assessments, Math notebooks, Schoology assignments and work
	Goal 2	Develop and build strong readers in grades PK-4. The goal is to have at 90% meeting learning standards on all assessments and 35% mastering learning standards for all assessments.					
		Strategies	Collaborative time, Assessments, Coaching cycles, Admin Support				
			Action	Responsible	Timeline	Resource(s)	Evaluate

			Use the Lesson Design Template to bridge the gap between the work in the collaborative time and the planning and initial instruction.	Teachers, Administrators, Instructional Leaders, Team Leaders, District Support Staff	Collaboratives begin August 2020 and On-going with collaborative schedule September - May 2021.	Master Schedule, Collaborative agendas, Student assessment data	Student growth as measured by BOY, MOY, and EOY data with STAR Ren, F&P assessments and Summative assessments such as STAAR and district benchmarks.
			Designate Tier 1 time in which no students are pulled from initial instruction.	Administrators, Team Leaders, Teachers	August 2020 - May 2021	Master Schedule, Sp. Ed. Schedule, Intervention schedule, Collaborative time.	Student data for CFAs and district assessments.
			Provide professional Development and support through specific coaching cycles with admin, Instructional Leadership Teams and district support staff.	Administrators, Reading Coaches, Dyslexia Specialist, Academic Specialist, Teachers	Monthly beginning in Sept 2020 - May 2021	ILT Coaching and Goal Setting Conferences	Collaborative feedback, Student performance on CFAs, District and State assessments.
			Align Reading Common Formative Assessments, District assessments, and diagnostic assessments to drive goal setting and monitor progress of learning.	Reading and Dyslexia Instructional Leaders and Teachers, Administrators	September 2020 - May 2021	Pacing and Assessment Calendars, Assessment data, Collaborative time, STAR Ren Reading, F&P assessments	Student data and comparison for campus, district, F&P Assessments and state assessments.

			Schedule conferencing and goal setting with students already meeting expectations for learning within standards and subjects to extend and enrich their learning and ensure depth. and rigor to their learning.	Teachers, Instructional Leaders, and Administration, GT Specialist, Academic Specialist	September 2020 - May 2021	Master Schedule for Tier 1 Instruction Times, Vertical alignment in collaboratives, GT Pull-out, Conferencing times	STAAR, CFAs, Benchmarks, Reading and Writing Notebooks and journals, Schoology assignments, Lexia growth
Priority 2	<i>Meet Model School Status for Great Expectations for the 3rd straight year by continued implementation of GE Practices that strengthen the learning environment, support SEL, and advance student achievement.</i>						
	Goal 1	<i>Provide differentiated coaching with Great Expectations Coaches to ensure 90% of TES teachers are using Great Expectations 100% of the time.</i>					
		Strategies	Peer review and support, Great Expectations Walkthroughs with differentiated coaching, GE Collaborative, Counselor support.				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Provide weekly Great Expectations updates to support the program throughout the campus.	Counselor, Admin	Weekly beginning September 8, 2020 - May 2021	GE Calendar, Great Expectations Collaborative, Great Expectations Collaborative time, GE Training and Coaching	GE Walkthroughs, GE Model School Evaluation
			Ensure full participation in Call 2 Excellence with call backs, reinforcement of the program and school-wide celebrations.	Counselor, Teachers and Admin	Daily at 7:35 September 8, 2020- May 2021	LiveStreamTechnology, iPad, and Class Schedule for Call2Excellence Zoom Recording Call 2 Excellence for virtual students	Student and class participation, Student Leader participation, positive office referral connected to GE Life Principles, Connection to Guidance Lessons

	Goal 2	<i>Provide a scheduled time for the counselor to meet with all students (face to face and virtual) on a regular basis and to support the students with both Great Expectations implementation and their social and emotional learning and well being.</i>					
		Strategies	Peer review, GE Walkthroughs, GE Collaborative, Counselor support				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Create a Master Schedule with all collaborative times aligned and guidance taken out of the specials' rotation.	Administrators, Counselor, ILT, and Special Education Staff	August 2020 - May 2021	Master Schedule, Collaborative Schedule, Special Education Schedule, District SEL Surveys, Guidance lessons	District SEL Surveys, Panorama Surveys, Guidance participation
			Use Title 1 Funding to support the counselor and hire a 504 and Rtl Specialist to allow the counselor to work with every student in the building to support SEL.	Counselor, Rtl Specialist, GT Specialist, Administrators, Academic Specialist	August 2020 - May 2021	Title 1 Funding, Personnel Approval, Admin and Counselor training and support	Title 1 Audit and Review, SEL Surveys, Panorama Surveys, Rti Processes and structure audit, T-TESS evaluations
Priority 3	<i>Authentic reading and writing in all areas with a focus on student goals and conferencing</i>						
	Goal 1	<i>4th Grade Writing will increase to 80% approaches, 40% Meets and 20% Masters.</i>					
		Strategies	Goal setting conferences, Writing collaborative times, Writing Portfolios				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Provide goal setting conferences with all students focused on improving their writing skills.	Teachers, Instructional Leaders, ESL Specialist, GT Specialist and Administration	September 8, 2020 - May 2021	Master Schedule for Tier 1 Instruction Times, Writing Portfolio Reviews, Vertical alignment in collaborative times	STAAR, TELPAS Results, Writing Portfolio evaluations and scoring, CFAs, Benchmarks

			Score and rate in writing samples in collaboratives.	Teachers, ILTs, Support staff, Administrators	September 2020- May 2021	Collaborative time and schedule, Writing rubrics, ILT coaching and support	STAAR, TELPAS Results, Writing Portfolio evaluations and scoring
			Teachers will use the collaborative process to provide quality initial instruction focused on continuous growth and the evaluation of past and current assessment data as they prepare students for summative assessments.	Teachers, Specialists, Support staff, Administrators	August 2020 - May 2021	Collaborative schedule, Master Schedule, CFAs, District Assessment Calendar, State Assessment Calendar	Student achievement in writing on compositions, CFAs, Benchmarks, writing samples, and STAAR Writing.
			Provide clear handwriting instruction for PK-4th grades using Handwriting Without Tears.	Dyslexia Specialist, Reading Specialist, Teachers	September 8, 2020 - May 2021	HWOT Tears Consumables, Master Schedule, Training and support as needed.	Student achievement in the program, student writing samples
	Goal 2 96% of all students will be reading at or above grade level by the end of the year as measured by Fountas and Pinnell assessment.						
		Strategies	Goal setting conferences, Protected Tier 1 Instruction Time, Specific student support and intervention.				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Conduct goal setting conferences with all students focused on increasing their reading levels.	Teachers, Instructional Leaders, and Administration	September 8, 2020 - May 2021	STAR Ren, Master Schedule, Collaborative Data Digs, Tracking Chart in PLC Room	EOY Fand P Levels for all students, STAR Ren Data, STAAR

			Provide reading support and coaching in Kindergarten-4th grades with Reading Specialists and support staff within the collaborative structure.	Instructional Leadership Team, Teachers, District Support Staff, Administrators	September 8, 2020 - May 2021	Master schedule, Collaborative schedule with norms and agendas each week	BOY, MOY and EOY Assessment data (STAR Ren, F&P, Benchmarks, CFAs), student growth and tracking of that growth.
			Identify and provide dyslexia services to students using a dedicated dyslexia specialist.	Dyslexia Specialist, Academic Specialist, Administrators	September 8, 2020 - May 2021	Title 1 Funding, Master schedule, Dyslexia Specialist Schedule	Number of students identified, Number of students supported in the program, student achievement in reading, summative assessment data for students served.

STAFF DEVELOPMENT NEEDS

Summary of Needs:

The district addresses the Excellent Educators for All Initiative (Title I, Part A under the Every Student Succeeds Act) by developing goals and strategies to decrease the equity gaps as they relate to low-income students and students of color being taught at higher rates than other students by inexperienced, out-of-field, and ineffective teachers. It does not matter what classroom these students walk into – in Tomball ISD, an effective teacher awaits them. Tomball ISD submits the Equity Plan annually. In order to successfully implement the DIP for 2019-2020, professional development, including teacher-led training is required for teachers and administrators in the major areas of collaboration, infused technology, multiple pathways to teaching and leading, meaningful evaluation and support, strong teacher leadership, mentoring, instructional leadership.

The campus continues to work to grow in their understanding and building of our Professional Learning Community. The focus within the PLC process is to bridge the gap between the collaborative processes and high levels of learning for students in the classroom. Staff will be provided time to align professional goals to school goals as they conference and set learning goals with students. The ELA staff needs support and time to work with new ELA standards and continue to work to align all grade levels to the learning expectations with

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Priority 1	Instructional Design						
	Goal 1	Increase 6th reading growth score 18 points from a campus score of 52 to 70. ----> shift to 80% of students F2F and TVS in reading will perform at the meets and/or masters level.					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Increased communication between TVS parents and TVS teachers of struggling students.	All teachers, specialists, administration	Sept.-May with Quarterly Updates	Failure response log mid-quarter	Improvement of grades from mid quarter to end of quarter
				Vertical alignment of intentional reading strategies	ELA teachers, reading spec., admin	Sept.-May with Quarterly Updates	research-based strategies from various sources
		Small grouping within the 90 min. block	ELA teachers, reading spec., admin	Sept.-May with Quarterly Updates	PLC Collaborative discussion and block design based on Workshop Model	student performance on STAAR aligned formative and summative assessments, benchmarks, STAAR	

			Individual student performance tracking	ELA teachers, reading spec., admin	Sept.-May with Quarterly Updates	Grade level performance spreadsheets, AWARE, StarRen Reports	student performance on STAAR aligned formative and summative assessments, benchmarks, STAAR
			Targeted essential learning goals	ELA teachers, reading spec., admin	Sept.-May with Quarterly Updates	Design Learning Template, New TEKs & Vertical Alignment, DLT Cheat Sheet, PLC Collaboratives, T90 notes, TTESS WalkThroughs & Evaluations, Lesson Plans	student performance on STAAR aligned formative and summative assessments, benchmarks, STAAR
			Co-teach support for EL classrooms 3 days a week in reading and 2 days a week in math.	ESL Specialist	Sept.-May with Quarterly Updates	Reading A to Z license, coteach and in class support from the ESL Specialist	Student performance/growth on PLC Student Tracking Sheets (by content area), Interim Assessments/Benchmarks, TELPAS, and performance data from Reading A to Z and STAR Ren
			Campus expectation for the implementation and monitoring the use of ELPS and sentence stems	Classroom Teachers	Spring 2020 with Quarterly Updates	ELPS, Siedlitz, Reading A to Z	Lesson Plans and walkthroughs

Goal 2 *Increase the academic growth score 6 points from a campus score of 82 to 88.*
----> shift to
80% of students F2F and TVS in math will perform at the meets and/or masters level.

Strategies

Action	Responsible	Timeline	Resource(s)	Evaluate
Increased communication between TVS parents and TVS teachers of failing and/or non-engaged students.	All teachers, specialists, administration	Sept.-May with Quarterly Updates	Failure response log mid-quarter	Improvement of grades from mid quarter to end of quarter
Vertical alignment of intentional mathematics strategies	Math teachers, math spec., admin	Sept.-May with Quarterly Updates	research-based strategies from various sources	student performance on STAAR aligned formative and summative assessments, benchmarks, STAAR
Small grouping within the 90 min. block	Math teachers, reading spec., admin	Sept.-May with Quarterly Updates	PLC Collaborative discussion focused around DLT	student performance on STAAR aligned formative and summative assessments, benchmarks, STAAR
Individual student performance tracking	Math teachers, math spec., admin	Sept.-May with Quarterly Updates	Grade level performance spreadsheets, AWARE, StarRen Reports	student performance on STAAR aligned formative and summative assessments, benchmarks, STAAR
Targeted essential learning goals	Math teachers, math spec., admin	Sept.-May with Quarterly Updates	Design Learning Template, New TEKs & Vertical	student performance on STAAR aligned formative and

						Alignment, DLT Cheat Sheet, PLC Collaboratives, T90 notes, TTESS WalkThroughs & Evaluations, Lesson Plans	summative assessments, benchmarks, STAAR
			Campus expectation for the implementation and monitoring the use of ELPS and sentence stems	Classroom Teachers	Spring 2020 with Quarterly Updates	ELPS, Education Galaxy	Lesson Plans and walkthroughs
Priority 2	Culturally Responsive Teaching						
	Goal 1	<p><i>Reduce the number of ISS/OSS consequences by 20%</i></p> <p><i>----> shift to</i></p> <p><i>Systematic professional development around the implementation of restorative practices to address behavioral concerns and replace punitive consequences both in and out of the classroom.</i></p>					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
			The implementation of EverFI modules for disciplinary actions and restorative practices.	Assistant Principal, office para support for implementation	Quarterly	EverFI modules, Technology	Review of quarterly behavior reports
			Implementation of the NIS mentor program	Counselor and participating staff	Quarterly	Restorative Practices and SEL	Review of quarterly behavior reports

			Implementation of community circles and SEL instruction during 6th grade Skills	Counselor, teachers	Quarterly	Tribes Learning Communities	Review of quarterly behavior reports
Priority 3 <i>Quality Feedback and Coaching</i>							
		Goal 1 <i>Increase the coaching feedback provided to teachers regarding Tier 1 instruction and planning to obtain Masters scores in ELA, Math and Science at 50% or higher</i>					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Administration to provide professional development to campus specialists to develop coaching skills through questioning, active listening, and professional goal setting and monitoring.	Administrative Team	September-December with Quarterly Updates	TTESS	TTESS
			Walkthrough feedback for specialists done during grade level collaboratives to provide feedback around coaching.	Administrative Team	September-December with Quarterly Updates	TTESS	TTESS

			Faculty meetings will target 2-3 campus focus dimensions from domains 2 and 3, and we will dissect the rubric for what it looks like, self evaluate where teachers currently are and how they can strengthen in this dimension.	Administrative Team	August-February with Quarterly Updates	TTESS Rubrics	TTESS goals and action plan feedback cycle
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CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

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Priority 1	High quality instruction						
	Goal 1	Reading: By May 2021, all students will demonstrate at least one year's growth in reading levels as measured by Star Renaissance data.					
		Strategies	Instructional Coaching, Supervision, PD				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Utilize reading data consistently to plan for small group instruction and analyze progress in order to and improve reading fluency.	Teachers	5x/year including BOY/MOY/EOY	Literacy Continuum Lakeshore Sound phones, Mirrors ESSA Funds	Data updated on the data wall in PLC room with progress monitoring Grade Level Skittles Data
			Students will set individual goals with the teacher to increase reading targets.	Teachers	5x/year	Goal setting template, Myon	Progress on goal setting
	Support grade level agreement on Essential Reading Targets through collaborative work.	Grade Level Teams	September	TEKS, Lead4ward Document, Mentoring Minds resources Laptops ESSA Funds	Star Ren data		

			Use digital subscriptions to increase reading comprehension .	Teachers	ongoing	A to Z Subscription, Lexia, Brainpop ESSA Funds	Star Ren data
			Support Tomball Virtual School reading instruction through Collabs, planning small group instruction in order to increase reading levels.	Admin Teachers	ongoing	Schoology, A to Z Subscription, Lexia, Brainpop, Laptops ESSA Funds	Star Ren data
	Goal 2 Writing: By May 2021, all students will demonstrate one year's growth in writing as measured by district assessment rubrics.						
		Strategies	Collaboratives,				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Support grade level agreement on Essential Writing Targets through collaborative work.	Grade Level Teams	September	TEKS, Lead4ward Document Patterns of Power in Spanish ESSA Funds	Improvement on writing benchmarks
			Plan and maintain flexible group instruction.	Teachers	Weekly, August through May	Benchmark data	Progress on benchmark data

			Support Tomball Virtual School writing instruction through Collabs, planning small group instruction in order to increase writing benchmark data.	Admin Teachers	ongoing	Schoology, A to Z Subscription, Lexia, Brainpop, Laptops ESSA Funds	Benchmark data
	Goal 3	Math: By May 2021, all students will demonstrate one year's growth in math as measured by Star Renaissance data.					
		Strategies	Flexible grouping, improve Tier 1 instruction, PD				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Each grade level will plan for flexible groups in Math.	Teachers	After each math benchmark	Math benchmark results EAI Education Math Manipulatives ESSA Funds	Progress on STAR Ren from fall to spring.
			Work collaboratively to plan instruction for flexible grouping.	Teachers	After each math benchmark	Mentoring Minds: Think Up Math Laptops ESSA Funds	Progress on STAR Ren from fall to spring

			Support Tomball Virtual School math instruction through Collabs, planning small group instruction in order to increase math Benchmark data	Admin Teachers	ongoing	Schoology, Brainpop, Laptops ESSA Funds	Star Ren data
Priority 2 Collaborative practice (PLC)							
		Goal 1 By May 2021, teachers will improve efficacy by providing targeted and intentional small group instruction to improve formative and summative assessment data.					
		Strategies	PLC Training, Observations				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Plan and maintain flexible group instruction.	Teachers	Weekly, August through May	Benchmark data	Progress on benchmark data
			Visit other campuses' Collaboratives to enhance lesson design development.	Administrators	August-May	Substitutes Smartboard Panel ESSA Funds	Increased progress on knowledge and implementation of PLC process
			Attend PLC Institute to strengthen collaborative work.	Administrators	June	Registration, Hotel and travel expenses	Improved collaboration as measured by Learning by Doing assessments.
			Design appropriately aligned formative and summative assessments.	Teachers	August- May	Agendas Lead4Ward Resources	Rigorous assessments which align with grade level TEKS

			Align Collaborative practices vertically through Guiding Coalition.	Administrators and Specialists	Monthly	Book: <i>Learning by Doing</i> Agendas	Progress on Benchmark data
	Goal 2	By May 2021, campus culture will improve including staff morale, inclusion and collaboration as measured by Panorama data.					
		Strategies	Teambuilding, positive feedback, celebrations				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Hold Staff Meetings to increase a positive culture among staff members.	Admin	ongoing	Supplies for Fun activities PEG Bucks	Panorama survey
			Ensure Culture Building through positive feedback.	Principal and Assistant Principals	ongoing	Notes TTESS PEG Bucks	Feedback on Walkthroughs
			Facilitate staff in Pop-In Visits to highlight effective classroom instruction among peers once per semester.	All Staff	1x/nine weeks	Pop In Notes	Panorama survey
			Highlight staff accomplishments through ABCD Celebrations during monthly staff meetings.	Principal/APs	Once/month	Staff pictures, lapel pins	Panorama survey
Priority 3	Quality feedback & coaching						
	Goal 1	Reading: By May 2021, all students will demonstrate at least one year's growth in reading levels as measured by Star Renaissance data.					
		Strategies	Coaching, individual student goal-setting				

			<i>Action</i>	<i>Responsible</i>	<i>Timeline</i>	<i>Resource(s)</i>	<i>Evaluate</i>
			Use a coaching model to provide feedback in reading instruction.	Specialists	Monthly		Walkthrough feedback
			Administrators conduct walkthroughs with specific feedback and follow-up.	Principal/APs	Weekly	Notes TTESS	Walkthrough feedback
			Students develop Goals with frequent feedback from teachers.	Teachers	Following common formative assessments		Growth on common formative assessments
			Use consultants to facilitate feedback and coaching.	Admin	Quarterly	Seidlitz Mercuri Consultant fees ESSA Funds	Increased use of effective instructional strategies
		Goal 2	Math: By May 2021, all students will demonstrate one year's growth in math as measured by Star Renaissance data.				
		Strategies	Peer observations and coaching/reflection; video coaching				
			<i>Action</i>	<i>Responsible</i>	<i>Timeline</i>	<i>Resource(s)</i>	<i>Evaluate</i>
			Use a coaching model to provide feedback in math instruction.	Specialists	Monthly		Walkthrough feedback
			Administrators conduct walkthroughs and specific feedback and follow-up.	Principal/APs	Weekly	Notes TTESS	Walkthrough feedback
			Students develop goals with frequent	Teachers	Following common formative assessments		Growth on common formative assessments

			feedback from teachers.				
			Use consultants to facilitate feedback and coaching.			Seidlitz Mercuri Consultant fees ESSA Funds	Increased use of effective instructional strategies
	Goal 3	Writing: By May 2021, all students will demonstrate one year's growth in writing as measured by district assessment rubrics.					
		Strategies	Peer observations and coaching/reflection; video coaching				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Use a coaching model to provide feedback in math instruction.	Specialists	Monthly		Walkthrough feedback
			Administrators conduct walkthroughs and specific feedback and follow-up.	Principal/APs	Weekly	Notes TTESS	Walkthrough feedback
			Students develop goals with feedback from teachers.	Teachers	Following common formative assessments		Growth on common formative assessments
			Use consultants to facilitate feedback and coaching.	Administration	Fall and Spring	Seidlitz Mercuri Consultant fees ESSA Funds	Increased use of effective instructional strategies
Priority 4	Two Way Dual Language Academy						
	Goal 1	By May 2021, students in the dual language program will improve language acquisition (biliteracy, bilingual, bicultural) as measured by increased reading levels, IPT, and screeners.					
		Strategies	Provide purposeful language acquisition strategies through ongoing professional learning and support				
			Action	Responsible	Timeline	Resource(s)	Evaluate

			Provide professional learning opportunities through consultants experience with Two Way Dual Language model.	Administration	September-May	Vivian Pratts and Dr. Laurie Weaver consultant fees ESSA Funds	Progress of Language acquisition for Two Way Dual Language based on IPT.
			Provide professional learning opportunities through visits with schools with Two Way Dual Language model.	Administration	Once in the fall and once in spring	Travel Expenses, Substitutes	Walkthrough feedback
			Use the Mercuri and Seidlitz consultants to facilitate feedback and coaching with Two Way Dual Language classrooms.	Administration	Fall and spring	Seidlitz Mercuri Consultant fees ESSA Funds	Increased use of effective instructional strategies
			Increase cultural awareness of Spanish and English students.	Teachers	Fall and spring family nights	Supplies for Family Nights FAPE Funds	Discipline referrals

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

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Priority 1 Increase student achievement for ALL students through high quality instructional design.

Goal 1 Reading: By May, 2021, all students will demonstrate at least one year of growth in the area of reading accuracy and fluency as measured by Fountas & Pinnell Running Records or reading inventories.

Strategies Align the work of the collaborative & vertical teams to improve instruction.

Action	Responsible	Timeline	Resource(s)	Evaluate
Establish and Align team SMART Reading Goals that are Strategic, Measureable, Attainable, Result Oriented and Time Bound focused on student growth and achievement in reading.	Administrators, Content Teachers, Instructional Specialists	Nine week period to check on planned action steps and reflection of progress	SMART Goal Template, Data Resources	SMART Goals articulated in writing and submitted to grade level team (Readily available for team review and reflection) STAAR Reading Results for 2021

Develop Master Schedule to provide a TIER II block of uninterrupted time for reading or writing skill support and an additional TIER III block of uninterrupted time for closing the gaps. No new instruction will take place during these designated times of day.	Administrators, Guiding Coalition Team, Instructional Specialists, Content Teachers	Weekly collaborative time to identify students in need of intervention or extensions	Master Schedule, Resources for the intervention	Data analysis of student growth in terms of fluency, accuracy, comprehension, phonological awareness and vocabulary
Collaborative Grade Level Teams will meet weekly to identify Essential Learning Targets (ELT), create Common Formative Assessments (CFA), pace the student learning, analyze assessment results and identify strategies for re-engagement and extensions.	Administrators, Guiding Coalition Team, Instructional Specialists, Content Teachers	Weekly	TEKS Standards, Curriculum Guides, Lead4ward Documents, Pacing Calendars, Learning Design Templates, Common Formative Assessments, Data Reflections, AWARE Documentation, Student Specific Data, Intervention, and Extension Plans	Data analysis of student growth and examine the growth of specific student subpopulations

Utilize Lexia: Personalized Learning *Identify instructional groups and tiers of instruction *Prioritize students at the greatest risk of reading failure *Support independent student learning with scaffolded support.	Administrators, Weekly Specialists, Content Teachers, Library	Online Subscription \$8, 250.00	Weekly Data Report of Usage and Student Success
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Goal 2 Writing: *By May, 2021, all students will demonstrate at least one year of growth in writing in the area of focus, organization and conventions as measured by district assessment rubrics.*

Strategies Align the work of the collaborative & vertical teams to improve instruction

Action	Responsible	Timeline	Resource(s)	Evaluate
Establish and Align team SMART Writing Goals that are Strategic, Measureable, Attainable, Result Oriented, and Time Bound focused on student growth and achievement in writing.	Administrators, Content Teachers, Instructional Specialists	Weekly check in of planned action steps and reflection of progress	SMART Goal Template, Data Resources	SMART Goals articulated in writing and submitted to team (Readily available for team review and reflection) STAAR Reading Results for 2021

Develop Master Schedule to provide a TIER II block of uninterrupted time for writing skill support and an additional TIER III block of uninterrupted time for closing the gaps. No new learning will take place during these designated times of day.	Administrators, Guiding Coalition Team, Instructional Specialists, Content Teachers	Weekly collaborative time to identify students in need of intervention or extensions	Master Schedule, Resources for the intervention	Data analysis of student growth
Collaborative Grade Level Teams will meet weekly to identify Essential Learning Targets (ELT), create Common Formative Assessments (CFA), pace the learning, analyze assessment results and identify strategies for re-engagement and extensions.	Administrators, Guiding Coalition Team, Instructional Specialists, Content Teachers	Weekly	TEKS Standards, Curriculum Guides, Lead4ward Documents, Pacing Calendars, Learning Design Templates, Common Formative Assessments, Data Reflections, AWARE Documentation, Student Specific Data, Intervention, and Extension Plans	Data analysis of student growth

Goal 3 Math: By May, 2021, all students will demonstrate at least one year of growth in the area of math as measured by the Star Renaissance Math Test.

Strategies Align the work of the collaborative & vertical teams to improve instruction

Action	Responsible	Timeline	Resource(s)	Evaluate
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Establish and Align SMART team Math Goals that are Strategic, Measureable, Attainable, Result Oriented and Time Bound focused on student growth and achievement in math.	Administrators, Content Teachers, Instructional Specialists	Weekly check-in of planned action steps and reflection of progress	SMART Goal Template, Data Resources	SMART Goals articulated in writing and submitted to grade level team (Readily available for team review and reflection) STAAR Reading Results for 2021
Develop Master Schedule to provide a TIER II block of uninterrupted time for math skills support and an additional TIER III block of uninterrupted time for closing the gaps. No new instruction will take place during these designated times of day.	Administrators, Guiding Coalition Team, Instructional Specialists, Content Teachers	August-May 2021	Master Schedule, Resources for the intervention determined by the collaborative teams based on student need	Data analysis of student growth

Collaborative Grade Level Teams will meet weekly to identify Essential Learning Targets (ELT), create Common Formative Assessments (CFA), pace the instructional objectives, analyze assessment results and identify strategies for re-engagement and extensions.	Administrators, Weekly Guiding Coalition Team, Instructional Specialists, Content Teachers	TEKS Standards, Curriculum Guides, Lead4ward Documents, Pacing Calendars, Learning Design Templates, Common Formative Assessments, Data Reflections, AWARE Documentation, Student Specific Data, Intervention, and Extension Plans	Data analysis of student growth
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Priority 2 Instructional Design (PLC Collaborative Teamwork)

Goal 1 During the 2020-2021 School Year, progress monitoring data shows sustained improvement through successful implementation of the PLC Collaborative Culture to maintain Model PLC School.

Strategies Provide high quality professional development, set goals and analyze data.

Action	Responsible	Timeline	Resource(s)	Evaluate
Guiding Coalition will meet 2 times per month to analyze data and provide guidance and support for collaborative teams.	Administrators, Guiding Coalition Team, Instructional Specialists	August 2020-May 2021	Agendas, Data Analysis (Common Formative Assessments, Reading Inventories and Running Records, STAR Renaissance Reports etc.)	Guiding Coalition Team Agendas, Data analysis of student growth

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

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Priority 1 Student Progress & Achievement

Goal 1 95% of students will show 100% growth in the area of reading and math from BOY assessments to EOY assessments.

Strategies Through the PLC process student data will be carefully monitored and instruction will be adjusted as needed

Action	Responsible	Timeline	Resource(s)	Evaluate
Refine and add components to the existing LDT.	- PLC teams in grades K-5 - Instructional Specialists	August	LDT models provided by Solution Tree and other TISD campus PLC documents	Use of LDTs in planning for instruction
Require teams to collaboratively complete LDT's for Essential skills in reading and math.	- PLC teams in grades K-5 - Instructional Specialists & Administration	September- May	Campus LDT Guided Coalition Grade Level PLC folders in Google drive	Student progress, student performance on CCA and Benchmarks
Create and utilize student data trackers for ELA and math.	- PLC teams in grades K-5 - Instructional Specialists	August-May	Data Trackers, Instructional specialists provide training, overview of data trackers	Data tracker

Create and/or utilize common assessments in ELA & math.	- PLC teams in grades K-5 - Instructional Specialists	August -May	Solution Tree articles, TISD curriculum, outside resources	Student data from assessments
Utilize common intervention time with flexible intervention groups.	- PLC teams in grades K-5 - Instructional Specialists	August -May	Master schedule containing common intervention times, records of flexible groups in response to data in grade level.	-Effectiveness based on student monitoring

Focus on Professional Learning Communities Question 4	- PLC teams in August-May grades K-5 - Instructional Specialists -Guiding Coalition	GT Specialists	Years progress for all students (including high achieving and GT) Records of intervention provided for students not in intervention, lesson plans
Campus wide Implementation of extensions used during Intervention time..	GT Specialists		Walk Through Data and weekly schedule
Creative Campsite opportunity is provided for K-5 students during their intervention block Monday-Thursday .	GT Specialists, AP, Teachers		Names of committee members and agendas from meetings
Professional Learning Community Question 4 committee collaboration on campus to oversee implementation of Q4 components during Intervention time classrooms.	GT Specialist All Grade Level Teachers	GT Specialist, PBL, Choice Boards, DOK, Blooms Activities, Critical Thinking Activities, Compacting.	Walk through data, Teacher Feedback, Student Feedback, and Admin observation.
Provide Standards based extensions to teachers through Schoology Groups and			

Collaborative Meetings.

Create a Guiding Coalition on campus.	Principal	July- August	Book: Starting a Movement for book study	Meeting dates: Meeting minutes: outcome of decisions made by guided coalition.
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Goal 2 Reduce the number of students reading below grade level (based on BOY reading levels) from 55 to 30.

Strategies Through the PLC process the student data will be carefully monitored adjusted as needed

Action	Responsible	Timeline	Resource(s)	Evaluate
Careful data analysis monitoring reading levels quarterly in grades 1-5.	Administration & Instructional Specialists	September-Maty	Data wall Data Trackers F & P BOY, MOY, EOY assessments	EOY progress for the 55 identified students
Create and utilize student data trackers for ELA and math.	- PLC teams in grades K-5 - Instructional Specialists	August-May		Data tracker
Utilize common intervention time with flexible intervention groups.	- PLC teams in grades K-5 - Instructional Specialists	August-May	Observations, walk throughs, Participation in grade level PLC's	Student progress

Refine and add components to the existing LDT Require teams to collaboratively complete LDT's for Essential skills in reading and math.	- PLC teams in August grades K-5 - Instructional Specialists	LDT models provided by Solution Tree and other TISD campus PLC documents	Use of LDTs for planning of instruction
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Goal 3 95% of all EL students will make one years progress in overall composite scores as measured by TELPAS.

Strategies Through the PLC process the student data will be carefully monitored and instruction will be adjusted as needed

Action	Responsible	Timeline	Resource(s)	Evaluate
Data track previous TELPAS scores (PLDs) and current assessments to determine student needs.	- PLC teams in grades 1-5 - Instructional Specialists - Admin Teachers with EL's	all year Monitored quarterly.	-TEKS based tracking sheets - Ongoing Assessments - Individual Reading Levels	- Campus and District Assessments - TELPAS scores (Measured by Growth Measure)
Implement listening/speaking activities in general education classrooms.	- PLC teams in grades 1-5 - Instructional Specialists	all year	-TEKS based tracking sheets - Ongoing Assessments - Individual Reading Levels -MyOn Lexia Learning usage	- Campus and District Assessments - TELPAS scores (Measured by Growth Measure)
Educate staff on the importance of TELPAS domains (PLDs).	TELPAS admin and ESL Specialist	all year	-TELPAS trainings - SIOP re-training/refresher	- Campus and District Assessments - TELPAS scores (Measured by Growth Measure)

Priority 2 Establish the fidelity of Great Expectations practices campus wide

Goal 1 Campus wide implementation of the Life Principles in 25% of the walk-throughs during the first semester and 50% during the second semester.

Strategies Documented campus walks centered on Great Expectations

Action	Responsible	Timeline	Resource(s)	Evaluate
100% staff trained in GE Summer Institute for new and returning staff.	All staff	Summer 2020	GE Institute	Staff sign in sheets and certificates of training
GE committee collaboration on campus to oversee implementation of GE components during Call to Greatness and in classrooms.	GE Committee	August	People	Names of committee members and agendas from meetings
Staff Development collaboration centered on Life Principles.	GE Committee	August	time	Back to School PD agenda Agendas for GE Committee meetings Agenda for campus PD meeting
Provide teacher feedback and coaching focused on Great Expectations Life Principles.	All Staff	Throughout school year Minimum of each teacher once a quarter	Great Expectation program and coaching dates	Walk through data, GE Coach feedback, GE committee meetings, Implementation results

Goal 2 Earn Great Expectations Model School Distinction by May 2022.

Strategies ***Engage in Great Expectations professional development***

<i>Action</i>	<i>Responsible</i>	<i>Timeline</i>	<i>Resource(s)</i>	<i>Evaluate</i>
Develop a coaching schedule and process with the assigned GE coach.	Trammell, Killam, Parson	August 2020	Regina Farquar, Coach	Schedule
Provide peer observation, Individual coaching and reflection and feedback opportunities for all teachers.	Admin Team	Each semester	Regina Farquar, Coach	Schedules; notes from observations and debriefing sessions, Admin calendars showing targeted walks and coaching sessions with GE Coach.

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Priority 1	Increase student performance in targeted areas						
	Goal 1	100% of all students will gain one year's growth from BOY data baseline to the EOY data reporting, for each content assessed. Teachers will develop individual goals and tracking systems to ensure 100% success rate for all students.					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Administer and analyze BOY assessments to establish baseline data.	Classroom content teachers	September through October 2020	TEA BOY Assessments, BOY reading levels, BOY STAR Ren	Formative and summative assessments
				Create tools for summative assessment data tracking.	Instructional Leadership Team	September 2020	Google sheets and AWARE data
		Develop and implement individual student goals.	Instructional Leadership Team	October 2020	Campus goal setting tool	Individual student data	

			Guide and support teacher goal setting process focused on individual student growth.	Administration	September 2020 to May 2021	TTESS	Summative evaluation
			Create and distribute MOY/EOY individual student progress checks toward goal attainment.	Classroom content teachers	January 2021 and May 2021	Materials generated by teacher	Student Goal Setting Sheets and Parent Signatures
Priority 2	Improve campus social, emotional, and academic culture						
	Goal 1	Through intentional practices, campus will ensure 100% of all students have a connection to an adult on campus who will support his or her SEL development during this unconventional year.					
		Strategies					
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Administer and analyze TISD SEL Student Survey Baseline Data.	Campus Administration	October 2020	Survey results	Survey completed/ shared with staff November 2020
			Implement Monday Meetings/SEL check ins in all homeroom classes (F2F/TVS).	Classroom teachers	September 2020 to May 2021	Counselor generated topics and support resources	MOY and EOY response and feedback google form for progress monitoring.
			Provide ongoing staff development and practice related to 65 Restorative Circles for all staff.	Counselor	September 2020 to May 2021	Restorative Circle curriculum	Weekly/ bi-weekly evidence of staff participation

			Incorporate Restorative Circles in classrooms (F2F/TVS) as needed.	Classroom teachers	September 2020 to May 2021	Restorative Circle curriculum	MOY and EOY response and feedback google form for progress monitoring.
			Establish and assign staff mentors to students identified as in need of support.	Counselor	November 2020 to May 2021	TISD mentor training	EOY google form to collect mentor reflections
			Implement individual and group counseling sessions.	Counselor	September 2020 to May 2021	Journals, <i>Small Group Counseling</i> , <i>ASCA National Model Framework for Counseling Program</i>	End of counseling cycle survey
			Incorporate GE Magic Triad with adjustments based upon current F2F and TVS environments (Smile/Kind words/ Gentle Touch).	All Staff	September 2020 to May 2021	GE Coaching	GE walk through form
			Administer and analyze TISD SEL Student Survey EOY Data.	Campus Administration	May 2020	Survey results	Survey completed/ shared with staff May 2020

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

The Campus will implement the following campus wide 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	Improve Tier I Instruction						
	Goal 1	Improve the quality of instruction based on walkthrough data and classroom observations by building teacher capacity in high quality instructional strategies.					
		Strategies	professional development, instructional coaching				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Establish relationships and observe classroom instruction.	Administration and specialists/instructional coaches	Sept 2020-May 2021	The Trust Factor, and The Impact Cycle, book studies	Walkthrough data and student performance data
			Provide instructional feedback and modeling, as needed.	Administration and specialists/instructional coaches	Sept 2020-May 2021	Reading Strategies by Jennifer Serravallo	Walkthrough data and student performance data
	Goal 2	Increase mastery level of all students, with a focus on the Asian population.					
		Strategies	professional development, supervision				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Monitor progress of mastery data.	Administration and specialists/instructional coaches	Sept 2020-May 2021	Ren Star, F&P, CPA data	Student performance
			Support teachers with instructional rigor.	Administration and specialists/instructional coaches	Sept 2020-May 2021	Barbara Blackburn, Rigor	Student performance
	Priority 2	Collaborative Practice					
Goal 1		Ensure student learning expectations by clarifying the PLC process .					
		Strategies	professional development, supervision				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Define PLC and CFA processes and purpose.	Administration, Specialists	Sept 2020-May 2021	Learning by Doing, Results Now - books from Solution Tree	Survey data

			Initiate 15 day challenge to monitor progress of essential learning targets.	Specialists	Sept 2020-May 2021	Solution Tree	Walkthrough data
			Focus on learning data to drive instructional decisions .	Administration, Specialists	Sept 2020-May 2021	F&P, Star Ren, CFA	Student growth
	Goal 2	<i>Increase family engagement to support student learning.</i>					
		Strategies	professional development, supervision				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Provide Academic Parent Teacher Teams (APTT).	Administration, Teachers	January - May	APTT format, tools	Family Engagement
			Offer Parent Book Study for home support..	Administration	January - May	The Formula by Ronald Ferguson	Student growth

STAFF DEVELOPMENT NEEDS

Summary of Needs:

The district addresses the Excellent Educators for All Initiative (Title I, Part A under the Every Student Succeeds Act) by developing goals and strategies to decrease the equity gaps as they relate to low-income students and students of color being taught at higher rates than other students by inexperienced, out-of-field, and ineffective teachers. It does not matter what classroom these students walk into – in Tomball ISD, an effective teacher awaits them. Tomball ISD submits the Equity Plan annually. In order to successfully implement the DIP for 2020-2021, professional development, including teacher-led training is required for teachers and administrators in the major areas of collaboration, infused technology, multiple pathways to teaching and leading, meaningful evaluation and support, strong teacher leadership, mentoring, instructional leadership.

To strengthen instruction with academic rigor, our teachers need to understand how to do the work within a Professional Learning Community (PLC). Wildwood Elementary will work through the PLC process each week to support and guide teaching and learning.

Wildwood Elementary will be focusing on building instructional strategies and tools to increase the teacher's professional capacity. In turn, the enhanced teacher's instruction will improve student learning.

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

The Campus will implement the following campus wide 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 Great Expectations/Social Emotional Learning (SEL)

Goal 1

90-100% of teachers will successfully implement 100% of the classroom practices on a daily basis to maintain Great Expectations Model School status.

Strategies Professional Learning through Great Expectations/SEL, Walkthroughs & Quality Feedback

Action	Responsible	Timeline	Resource(s)	Evaluate
Ensure GE Guiding Coalition Meetings.	GE Guiding Coalition Members	Aug-May	GE Website, GE TVS (CIA Budget)	Walkthroughs, Surveys
Incorporate GE Practices into Design Learning Templates.	Teachers, ILT	Aug-May	DLTs, GE Website, GE Trainings	Lesson Plans, Walkthroughs
Incorporate GE best practices into weekly Smores.	Principal and Counselor	Sep-May	Smores, GE Website, GE Trainings	Walkthroughs, Surveys
Provide GE Coaching Sessions (WTs and Feedback).	Admin Team, GE Coach	Sep-May	GE practices	Walkthroughs

Priority 2 PLC Collaborative Culture

Goal 1

In 2020-21, progress monitoring data shows sustained improvement through successful implementation of the PLC Collaborative Culture to maintain Model PLC School.

Strategies Professional Learning through PLC Process, Schedule Collaborative Time

Action	Responsible	Timeline	Resource(s)	Evaluate
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Design Master Schedule to protect planning time.	Admin Team	Ongoing	Master Schedule	Survey, TL Feedback
The Instructional Leadership Team attends all collabs to support and assist with the learning design process.	ILT	Aug-May	Master Schedule	Daily Attendance
Provide 75 min sessions for professional learning collaboratives.	Admin Team, ILT	Nov-May	Solution Tree Website, CIA Budget	PLC Collabs
Flex group for ALL.	Admin Team, ILT, Teachers	Sep-May	Skittles Charts, Rtl Tracking	Formative and Summative Assessments
Ensure PLC Guiding Coalition Meetings.	PLC Guiding Coalition Members	Aug-May	Solution Tree Website (articles/videos)	Walkthroughs, Surveys

Priority 3 English Language Learners (ELLs)

Goal 1

Performance of our English Language Learners (ELLs) will show continuous improvement based on campus assessments, district assessments, screeners, TELPAS, and STAAR.

Strategies Professional Learning on Strategies for ELLs, Data Analysis

Action	Responsible	Timeline	Resource(s)	Evaluate
Ensure ELPS to TELPAS Training.	ESL Specialist, ESL Teachers	October 2020	Schoology	Walkthroughs
Require ELLs Accommodations Tracking.	ESL Specialist, ESL Teachers	Sep-May	Google Forms	Anecdotal Notes from Observations
Analyze data following assessments.	Teachers, ILT, Admin Team	Sep-May	Aware, STAR Ren, Schoolzilla	Formative and Summative Assessments

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

The Campus will implement the following campus-wide 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.

Campus Priority 1	Professional Learning Community (PLC)						
	Goal 1	100% of teams will identify essential learning targets that align with the rigor of state assessments.					
		Strategies	Teacher teams will examine design learning templates for alignment to ensure daily rigor of Tier 1 instruction.				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			1. Teams will utilize learning design templates in each PLC collaborative.	Teams	2020-2021	Learning Design Document, TEA TEKS Guide (ELA/SLA only)	Assessment data, walk through data, lesson plans
			2. Teams will revisit, adjust, and add to the document as the unit progresses to ensure rigor and alignment.	Teams	2020-2021	Learning Design Document, TEA TEKS Guide (ELA/SLA only)	Assessment data, walk through data, lesson plans

		Goal 2	Improve alignment and rigor of Tier 1 instruction to improve student learning outcomes and close gaps across all subpopulations with Mastery Levels at or >50%.				
		Strategies	Teachers will focus on how initial instruction looks through peer practice and feedback in addition to reflective data and intervention practices.				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			1. Teachers model lesson components including teacher talk and expected student responses.	Team members, Specialists, Campus administration	2020-2021	Learning design template, Professional learning community agendas, Intervention schedules	Classroom walk-thoughts, assessment data, Student post intervention assessments
			2. Teachers give and receive constructive feedback to ensure alignment and rigor of the desired objective.	Team members, Specialists, Campus administration	2020-2021	Learning design template, Professional learning community agenda, Local assessment data	Classroom walk-thoughts, assessment data, and Student post intervention assessments
Campus Priority 2	Evidence of Student Progress						
	Goal 1	Increase student STAAR Progress Measure of expected or accelerated growth to 85% or higher in Grade 6 Math and Reading.					
		Strategies	Increase teacher awareness of student historical STAAR Progress and STAAR BOY Data.				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Utilize Student Data Tracker, and district dashboard data to monitor and promote maximum student growth.	Team members, Students, Specialists, Campus administration	2020-2021	Student data Spreadsheet, Local assessments	2020-2021 STAAR Student Progress Measure data

	Goal 2	Increase student STAAR Progress Measure of expected or accelerated growth by 10% in Grade 5 Math and Reading.					
		Strategies	Utilize campus, district and/or state interim assessment data to identify opportunities for student growth.				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Student intervention and enrichment schedules will be reflective of student needs.	Team members Specialists, Campus administration	2020-2021	Academic intervention, Enrichment schedules, Teacher lessons, Local assessments	2020-2021 STAAR Student Progress Measure Data
	Goal 3	Close knowledge gaps for TVS learners in all core academic subjects < 2%.					
		Strategies	Utilize multiple data sources to develop and execute targeted intervention programs for TVS students.				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			Student interventions will be developed and delivered 6 times per marking period.	Team members, Specialists, Campus administration	2020-2021	Academic intervention, Enrichment Schedules	2020-2021 Local assessment data, STAAR
Campus Priority 3	Coaching Instruction & Action-Oriented Feedback						
	Goal 1	Target instructional design to improve meets & masters level of academic performance on state assessments >50%.					
		Strategies	Design quality instruction with an effective planning protocol.				
			Action	Responsible	Timeline	Resource(s)	Evaluate
			1. Modify Design Learning Templates to align with rigor of state assessments.	Campus administration, Specialist, Team Leaders, Content Teams	2020-2021	Design learning templates	Alignment of instructional lesson plans, Assessments

			2. PLC Data Analysis Protocol Template to target enrichment and intervention.	Campus administration, Team Leaders, and Content Teams	2020-2021	OIS designed data tracker	Individual student growth	
			3.PLC Teams create correlated assessments prior to unit launch.	Campus administration, Team and Content Teams	2020-2021	Teacher designed assessments, TISD Curriculum Documents,	Classroom walk-throughs	
	Goal 2	Action-oriented feedback on first time instruction that improves Student Growth Measure >10%.						
		Strategies	Utilize the 6 steps of effective feedback to improve Tier 1 instruction.					
			Action	Responsible	Timeline	Resource(s)	Evaluate	
			1. Conduct content teacher trend conferences.	Campus administration	2020-2021	Classroom walk-through form	Classroom walk-throughs, Lesson plans	
			2. Administration will calibrate walk-throughs.	Campus administration	2020-2021	Classroom walk-through form, Great Expectations feedback form	Weekly review of Classroom walk-through data	
			3. Align Great Expectations 17 Teaching Practices to Teacher actions.	Campus administration	2020-2021	Great Expectations feedback, Great Expectations coach, Classroom walk-through form	Great Expectations Model School Status	
	4. Targeted classroom walkthroughs to increase performance in our 3 identified areas of highest need (6th ELA, 5th Science, ELs).	Campus administration	2020-2021	Classroom walk-through form, student performance data in the identified areas	Classroom walk-throughs, Data Tracker			

Goal 3 *Improve 5th Grade Science & 6th Grade ELA scores by at least 10% at the approaches, meets and masters level.*

Strategies	Utilize effective instructional strategies to target key content vocabulary.				
	Action	Responsible	Timeline	Resource(s)	Evaluate
	1. Hands on labs/STEMScope activity at least 2 times a week in Science..	Campus administration, Science team, Bilingual team	2020-2021	Stemscopes	Lesson plans, Student assessment data
	2. Create interactive word walls.	Campus administration, Science team, Bilingual team	2020-2021	Direct instruction	Lesson Plans
	3. Use lexicon/SIOP strategies for science vocabulary reinforcement.	Campus administration, , Content teams	2020-2021	Great Expectations resources	Lesson plans, Classroom walk-throughs
	4. Use Complete sentence response with key academic vocabulary.	Campus administration, Science team, Bilingual team	2020-2021	Great Expectations resources	Lesson plans, Classroom walk-throughs
	4. Teachers modeling through think alouds and read alouds with student conferring and feedback.	English Language arts team	2020-2021	Mentor texts	Lesson plans, Classroom walk-throughs

Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the [official announcement](#).

2020 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2020 RDA Manual: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals>

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

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

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

STAAR: 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/2020/masking.html>.

STAAR Performance

The STAAR Performance section of the TAPR displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

STAAR Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

STAAR Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

STAAR Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018
but passed in 2019**

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables English learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the following:

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual One-Way. Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018
but passed in 2019**

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
 - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (*Data source: STAAR and TELPAS File*)

Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2018–19}}{\text{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(Data source: TSDS PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9–12 during the 2018–19 school year

number of students in grades 9–12 in attendance at any time during the 2018–19 school year

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [*Secondary School Completion and Dropouts in Texas Public Schools, 2018–19*](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [*2019 Accountability Manual*](#) (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

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 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

continuing student and counted as part of the Continued HS number for the Class of 2019. 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, 2019 for the 2019 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort}^*}$$

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2019 cohort}^*}$$

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2019 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2019 cohort}^*}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2019 cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2019 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2019 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2018 cohort*

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

number of students in the 2018 cohort*

- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2018 cohort*

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2019–20 school year

number of students in the 2018 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \end{array}}{\text{number of students in the 2018 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{array}}{\text{number of students in the 2018 cohort*}}$$

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \end{array}}{\text{number of students in the 2017 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{array}}{\text{number of students in the 2017 cohort}^*}$$

- * 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 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort}^{**}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort}^{**}}$$

-
- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2017 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 2018–19](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2019 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2019 with reported graduation plans

(excludes graduates with FHSP degree plans)

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2019 who complete a 4-year FHSP-E

number of graduates in the Class of 2019 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2019 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2019 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2019 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP

number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2018–19 who earn an FHSP-E

number of graduates in SY 2018–19 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2018–19 who earn an FHSP-DLA

number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2018–19 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 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2018–19 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: TSDS PEIMS 40100)*

number of students in the 2018–19 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing 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)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate's Degree:** A graduate earning an associate's degree prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate completing and receiving 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. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2020 Accountability Manual](#) and the [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*
- 10) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student *(Data source: TSDS PEIMS 40203 and 40110)*

- 11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. (*Data source: THECB*)

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. (*Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010*)

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

English Language Arts.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2018–19 annual graduates

Either Subject.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2018–19 annual graduates

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*)

number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2018–19 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. (*Data source: College Board and IB*)

number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2018–19 annual graduates

Associate's Degree: The percentage of annual graduates who earned an associate's degree before graduation. (*Data source: TSDS PEIMS 40100*)

number of 2018–19 annual graduates who earned an associate's degree before graduation

number of 2018–19 annual graduates

Associate's Degree but not Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Associate's Degree and Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification}}{\text{number of 2018–19 annual graduates}}$$

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 [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 40203*)

$$\frac{\text{number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2018–19 annual graduates}}$$

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. (*Data source: TSDS PEIMS 43415 and 40110*)

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2018–19 annual graduates}}$$

U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

number of 2018–19 annual graduates enlisting in the U.S. Armed Forces

number of 2018–19 annual graduates

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 42401)

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 annual graduates

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a Level I or Level II certificate (Data source: THECB)

number of 2018–19 annual graduates who earned a Level I or Level II certificate

number of 2018–19 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)

number of 2018–19 annual graduates who took the TSIA

number of 2018–19 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

sum of total reading scores of all annual graduates who took the TSIA

number of annual graduates who took the reading portion of the TSIA

Mathematics

sum of total mathematics scores of all annual graduates who took the TSIA

number of annual graduates who took the mathematics portion of the TSIA

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and TSDS PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2018–19 annual graduates who met the TSI criteria on the TSIA

number of 2018–19 annual graduates

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: TSDS PEIMS 40100, 40203, and 42400)*

number of 2018–19 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

number of 2018–19 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: TSDS PEIMS 43415)*

English Language Arts.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2018–19 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. *(Data source: TSDS PEIMS 43415)*

number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years

number of 2018–19 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) examinations. *(Data source: College Board and IB)*

All Subjects

Number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, 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 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(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

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2018–19 graduates who took either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduating examinees taking either the SAT or the ACT}}$$

- (3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *Average SAT Score (All Subjects)*: The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

- (2) *Average SAT Score (English Language Arts and Writing)*: The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

- (3) *Average SAT Score (Mathematics)*: The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(Data source: College Board and TSDS PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *Average ACT Score (All Subjects)*: The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

- (2) *Average ACT Score (English Language Arts)*: The average score for the ACT English and Reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

- (3) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

- (4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. (Data source: OnRamps program)

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:

The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 42401 and 40203*)

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

Any Subject

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19}}$$

Science

number of students in grades 11–12 in 2018–19 who received credit for at least
one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2018–19

Social Studies

number of students in grades 11–12 in 2018–19 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: TSDS PEIMS 43415)

Any Subject

number of students in grades 9–12 in 2018–19 who received credit for at least
one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2018–19

English Language Arts

number of students in grades 9–12 in 2018–19 who received credit for at least
one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2018–19

Mathematics

number of students in grades 9–12 in 2018–19 who received credit for at least
one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19

Science

number of students in grades 9–12 in 2018–19 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2018–19

Social Studies

number of students in grades 9–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2017–18 school year who attended a public or independent college or university in Texas in the 2018–19 academic year

number of graduates during the 2017–18 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated
and
met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2017–18 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

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(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)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: TSDS PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” and “Limited English Proficient” (LEP) are used interchangeably.

The percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. (*Data source: TELPAS file*)

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2019–20, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (*Data source: TSDS PEIMS 44425*)

Students with Dyslexia: The count and percentage of students identified with Dyslexia. (*Data source: TSDS PEIMS 40100*)

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). (*Data source: TSDS PEIMS 40100*)

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(*Data source: TSDS PEIMS 40100*)

Immigrant: The count and percentage of students identified under the definition found under

Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been

attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (Data source: TSDS PEIMS 40100)

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (Data source: TSDS PEIMS 40100)

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. (Data source: TSDS PEIMS 41461)

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. (Data source: TSDS PEIMS 40100)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

$$\frac{\text{number of students in the 2019–20 school year considered as at risk}}{\text{total number of students}}$$

(Data source: TSDS PEIMS 40110)

Students by Instructional Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), 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)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)

- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2018–19

**number of students who were in membership at any time during the
2018–19 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and English learner status. The mobility rates shown are 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. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: TSDS PEIMS 42400)*

Attrition Rates (*campus profile only*): The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2018} - \text{number of students who returned in fall 2019}}{\text{number of students enrolled in fall 2018}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

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, 2018–19](#), available from TEA. (*Data source: TSDS PEIMS 40110*)

Data Quality (*not on campus profile*): The percentage of errors made by the 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 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

(*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.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: TSDS PEIMS 30060 and 30090*)

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, and over 20 years. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: TSDS PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: TSDS PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure.
(Data source: TSDS PEIMS 30040, 30050, and 30090)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (Data source: TSDS PEIMS 30040 and 30090)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Data source: TSDS PEIMS 30055 and 30060)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population

types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Data source: TSDS PEIMS 30040, 30050, and 30090)

Kindergarten Readiness

Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the [Commissioner's List of Reading Instruments](#). Data are shown for the district and campus at which the student attended kindergarten.

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: 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 who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

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 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. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students 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.

number of kindergarten ready students

all kindergarten students who were assessed for kindergarten readiness

Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the [Commissioner's List of Reading Instruments](#). *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed 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](#) and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before 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, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed 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](#), were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and 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. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT.....	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding.....	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding.....	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR Administration	Student Assessment.....	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting.....	(512) 463-9704
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment.....	(512) 463-9536

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004	Assistant/Associate/Deputy Superintendent
027	Superintendent/CAO/CEO/President
061	Asst/Assoc/Deputy Exec Director
062	Component/Department Director
063	Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012	Instructional Officer
028	Teacher Supervisor
040	Athletic Director
043	Business Manager
044	Tax Assessor and/or Collector
045	Director - Personnel/Human Resources
055	Registrar
060	Executive Director

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006	Audiologist
007	Corrective Therapist
008	Counselor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Certified Orientation & Mobility Specialist
018	Physical Therapist
019	Physician
021	Recreational Therapist
022	School Nurse
023	LSSP/Psychologist
024	Social Worker
026	Speech Therapist/Speech-Lang Pathologist
030	Visiting Teacher/Truant Officer
032	Work-Based Learning Site Coordinator
041	Teacher Facilitator
042	Teacher Appraiser
054	Department Head
056	Athletic Trainer
058	Other Campus Professional Personnel
064	Specialist/Consultant
065	Field Service Agent
079	Other ESC Professional Personnel
080	Other Non-Campus Professional Personnel
100	Instructional Materials Coordinator
101	Legal Services
102	Communications Professional
103	Research/Evaluation Professional
104	Internal Auditor

105	Security
106	District/Campus Information Technology Professional
107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary

TEACHERS

087	Teacher
047	Substitute Teacher

EDUCATIONAL AIDES

033	Educational Aide
036	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Advanced Academic Courses

- All courses shown were for the 2018–19 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC

03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN

03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE

A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV



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Superintendent: Martha Salazar-Zamora Ed.D.